



**Republic of Iraq
ministry Higher education and
scientific research
device Scientific supervision and
evaluation
circle Quality assurance and
academic accreditation**

guide Academ ic program and course

**Imam Al-Azam University College / Department
of Fundamentals of Religion**

For the academic year 2025 - 2026

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 after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to programs that adopt 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:

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

Course Description:It provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has 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: 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.

Teaching and learning strategies It refers to the strategies used by faculty members to enhance student teaching and learning; these are plans followed to achieve learning objectives. In other words, it describes all classroom and extracurricular activities aimed at achieving the program's learning outcomes.

Academic Program Description

University Name: Imam Al-Azam University College

College: The Great Imam University

Scientific Department: Fundamentals of Religion

Name of academic or professional program: Bachelor's /Islamic law

Final Certificate Name: Bachelor's Religious principles

Study system: annual system

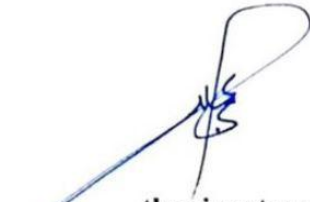
Date the description was prepared: / / 2025

Date the file was filled out: / / 2025



the signature:

Name of the Scientific Assistant:
Prof. Dr. Ayman Farouk Mohamed
/ / 2025 the date: //



the signature:

Name of Department Head: Prof. Dr.
Muhammad Abd Ali Dhahy
/ / 2025 the date: /

The file was checked by:
to divide Quality assurance and university performance
Manager's name to divide Quality assurance and university
performance: Dr. Hamid Younis Hamid

the date: //

the signature



Dean's approval

الإمامة أستاذ الدكتور
محمود محمد محمد
مدير إدارة الجودة
والتطوير المؤسسي

Program Vision .1

The department's vision is reflected in its work on developing a strategy that addresses the following:-

- **To instill sound cognitive, doctrinal, jurisprudential, devotional, ethical, and behavioral foundations in the students of the department, so that they may be able to work constructively in their community.**
- **Preparing specialists in Islamic law Arabic language Qualified to know God Almighty's ruling on all emerging matters of economic life social, political, and administrative.**
- **Qualifying graduating students to teach religious subjects at different educational levels.**
- **Preparing qualified young people to work in the fields of calling to God, preaching, guidance, enjoining good and forbidding evil, leading prayers, delivering sermons, and providing legal consultations in government departments and other sectors..**
- **Preparing Islamic research and studies that aim to serve Islam and Muslims.**
- **Developing curricula in terms of content, means, strategies and teaching methods in accordance with the latest developments and modernity of the times in order to move the student's thinking from a narrow perspective to a comprehensive and integrated perspective.**

Adopting the idea of the moderate who is concerned with establishing, explaining and spreading moderation and balance as a concept and behavior, addressing intellectual extremism and behavioral deviation, calling people to the straight path of Islam, and positive interaction between human civilizations. Based on the universality of Islam and its civilizational and reformist message to humanity.

Developing scientific expertise to meet the needs of Muslims at home and abroad. Fields of calling to God Almighty.

Building quality academic programs at the undergraduate and graduate levels in accordance with academic accreditation standards in order to create a stimulating educational environment that embodies the college's student-centered teaching philosophy.

To provide society with its needs in the field of various Islamic studies, and to prepare scholars, guides and researchers who contribute to spreading noble values and deepening moderate Islamic thought.

A good understanding of the course of Islamic sciences and its trends, keeping up with its development and human contributions, while promoting the etiquette of disagreement and dealing objectively with the other opinion.

Work is underway on it

Other external influences .5

Ministry of Higher Education and Scientific Research / Scientific Cooperation
 Agreements with the university Iraqi The Open Educational College/Then
 the application Cooperation With the Ministry of Education Department of Religious
 Education and Islamic Studies.

Program structure .6

comments	Percentage	Study unit	Number of courses	Program structure
Core course	20%	12	6	Institutional requirements
	20%	40	20	College requirements
	60%	155	46	Department requirements
nothing				Summer training
			A collaborative application with the Ministry of Education Religious education department in schools	practical application

*The notes may include the following if the course is basic or optional A .

Certificates and Accredited Hours	7-Program Description Curriculum for the primary stages, Department of Fundamentals of Religion, for the year 2025-2026			
	Credit hours and units	Course name	Course code	Academic stage

DurBachelor's degree (140) credit hours are required	prac tical	theor etical	First stage		
			Course code		
	2	1	Quranic Sciences	RQS115	First
	4	2	Interpretation	REX109	First
	4	3	Memorizing the Quran and Tajweed	EAQM101	First
	6	3	Grammar and Morphology	RGR111	First
	4	2	Jurisprudence	RWJ224	First
	2	1	English language	EAEL103	First
	2	1	Human rights and democracy	RHE415	First
	4	2	Islamic ethics	EAIE205	First
	2	1	computer	EACS105	First
	2	1	The Prophet's Biography	RPRO117	First
	4	2	Islamic doctrine	RDO116	First
	2	1	Educational Psychology	EAEP108	First
	1	1	Preserving Hadith	RHSC118	First
			the total		
Phase Two Course Code					
	3	2	Interpretation	REX110	Second
	4	2	Doctrine	RDO216	Second
	4	3	saveQuran and Tajweed	EAQM102	Second
	3	2	Hadith sciences +Preserving Hadith	RIS316	Second
	5	2	GrammarAnd the	RGR112	Second

			exchange		
	5	3	Jurisprudence	RWJ224	Second
	2	1	the language English	EAEL104	Second
	2	1	computer	EACS106	Second
	3	2	Measurement and calendar	EAME305	Second
	2	1	Freedom	RIS316	Second
	2	1	Biography Prophetic	RPRO117	Second
	4	2	religions	RIS316	Second
	2	1	thought Islamic	RCIT121	Second
	2	1	Baathist crimes	RIS316	
			the total		

Phase Three Course Code

	2	to explain Hadith And preservation	RHE415	Phase Three	Third
	2	Interpretation	REX210	Phase Three	Third
	2	Grammar	RGR212	Phase Three	Third
	2	Logic	RLO220	Phase Three	Third
	1	save Koran	EAQM201	Phase Three	Third
	2	Library + Methodology Search	EARM340	Phase Three	Third
	2	Curricula Teaching methods	EAMT306	Phase Three	Third
	1	Hadith sciences	RHSC118	Phase Three	Third
	2	religions	RRH318	Phase Three	Third
	2	Doctrine	RDO217	Phase Three	Third
	2	Islamic sects	RIS316	Phase Three	Third

	2	Rhetoric	RTH412	Phase Three	Third
	1	Biography of the Prophet's Family	RIS316	Phase Three	Third
	1	Islamic thought	RCIT121	Phase Three	Third
			the total		
Phase Four Course Code					
	2	Methods of the Commentators	REM418	Phase Four	Fourth
	2	Grammar	RGR213	Phase Four	Fourth
	2	Hadith and memorization	RHE415	Phase Four	Fourth
	2	Principles of Islamic Jurisprudence	RJAR324	Phase Four	Fourth
	1	Islamic philosophy	RIPH414	Phase Four	Fourth
	2	Modern Methods	RMM320	Phase Four	Fourth
	2	man-made religions	RHH319	Phase Four	Fourth
	1	Memorizing the Holy Quran	EAQM202	Phase Four	Fourth
	1	Research project	RIS316	Phase Four	Fourth

	2	Islamic doctrine	RDO314	Phase Four	Fourth
	4	Viewing and applying	EAOP407	Phase Four	Fourth
	2	The science of Hadith authentication and chains of transmission	RHS223	Phase Four	Fourth
			the total		

8.Expected learning outcomes of the program

Knowledge

<p style="text-align: center;">Statement of Learning Outcomes 1</p> <p>The ability to define concepts The science of jurisprudence and its principles. -1</p> <p>The ability to describe the methodologies of jurists objectively. -2</p> <p>Knowledge of the jurisprudential sources of The science of jurisprudence and its principles. -3</p> <p>Developing the ability to memorize scientific principles and legal rules. -4</p>	<p style="text-align: center;">Learning Outcomes 1</p> <p>A1. The student should become familiar with the concepts and foundations of the science of jurisprudence and its principles.</p> <p>A2. To be able to classify jurists according to their methodologies.</p> <p>A3. To be able to adopt systematic thinking methods that are appropriate to the form and content of knowledge available in jurisprudential and scientific sources.</p> <p>A4. To be able to memorize Principles and rules of rulings.</p>
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Skills

<p style="text-align: center;">Statement of Learning Outcomes 2</p> <p>Developing the ability to analyze and draw conclusions from judgments -1</p>	<p style="text-align: center;">Learning Outcomes 2</p> <p>B1. The student should be able to analyze Qur'anic texts and deduce legal rulings.</p>
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<p>Enhancing scientific research writing skills and becoming familiar with the most important ancient and modern sources in the field of jurisprudence and its principles. -2</p> <p>Applying the techniques involved in critical thinking and creative problem-solving. -3</p> <p>Using communication techniques to understand intellectual diversity in societies -4</p>	<p>B2. To be able to compare the approaches of jurists and points of disagreement in order to reach solutions to problemsBy using a variety of sources and drawing correct conclusions.According to Sharia principles and rules,</p> <p>B3. Developing a moderate, balanced approach to addressing jurisprudential issues Contemporary engagement through dialogue with others.</p> <p>B4. The student should be able to adopt scientific thinking methods in confronting problems and extremist thought.</p>
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Values

<p>Statement of Learning Outcomes 3</p> <p>Preserving Islamic customs, values, and Islamic identity. -1</p> <p>Acting ethically and adhering to high moral values on a personal and social level. -2</p> <p>Creative thinking in dealing with multiple cultures. -3</p> <p>Instilling the spirit of Islam in the student by encouraging him to read the Holy Quran and uncover its secrets and miracles. -4</p>	<p>Learning Outcomes 3</p> <p>A1. Introducing the student to the importance of the Holy Quran and that it is the constitution of Muslims and the primary source of legislation.</p> <p>Part 2. To adhere to professional ethics in carrying out his educational and scientific research dutiesAnd his ethics.</p> <p>A3. To be able to spread a culture of peace and moderation derived from the Holy Quran.</p> <p>A4.The ability to analyze Qur’anic texts, try to understand their depths, and benefit from the legal rulings in public and practical life.</p>
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9. Teaching and learning strategies

Targeted learning outcomes are developed from during Activities and strategies The following teaching: First, teaching strategies: strategy Lecture Or the act of speaking. -1

strategydiscussion. -2
 Problem-solving strategy. -3
 Project-based learning strategy. -4
 strategyCooperative education. -5
 strategybrainstorming. -6
 Exploration-based learning (Research and investigation). -7
 E-learning. -8
secondlyLearning strategies:
 Spaced practice. -1
 Studying. -2
 Conclusion. -3
 Switching between ideas. -4
 Provide examples. -5
 Dual encoding. -6
ThirdPolicies followedAs per the schedule:
 Attendance and absence policy. -1
 Absence from exams -2
 Delivering assignments on time. -3
 proceduresSafety and Prevention Health, vaccination against epidemics. -4
 Cheating and deviating from classroom rulesThrough the student -5
 disciplinary code.
 Giving grades. -6
 Services available atcollegeWhich contributes to the study of the material (The
 college's central library–Graduate Library

10.Assessment methods

- Oral, daily, and monthly tests. •
- Research and reports. •
- The ability to discuss, analyze, and answer. •
- Intellectual questions. •
- Student discussion sessions. •

11Faculty

Faculty members				
Faculty preparation	Requirements/ Special skills (If found)	Specialization	Scientific rank	Teaching name

lecturer	angel		private	general		
	angel		Religions	Fundamentals of Religion	Mr.	Mohammed Abdul Ali Dahy
	angel		doctrine	Fundamentals of Religion	Mr.	Samir Omar Saeed
	angel		accident	Fundamentals of Religion	Mr.	Hossam Mashkour
	angel		accident	Fundamentals of Religion	Mr.	Ismail Khalil Ibrahim
	angel		Religions	Fundamentals of Religion	Mr.	Abdul Basit Ahmed Hassan
	angel		Quranic interpretation and sciences	Fundamentals of Religion	Mr.	Ali Abdullah Ahmed
	angel		doctrine	Fundamentals of Religion	Mr.	Safaa Abdel Salam Mahdi
	angel		doctrine	Fundamentals of Religion	assistant professor	Abdul Wahab Ahmed Hassan
	angel		doctrine	Fundamentals of Religion	assistant professor	Ahmed Abdul Jabbar Omran
	angel		accident	Fundamentals of Religion	assistant professor	Ahmed Mohamed Mahmoud
	angel		Quranic interpretation and sciences	Philosophy in Islamic Studies	assistant professor	Hussein Abdel Wahab Hussein
	angel		Religions	Fundamentals of Religion	assistant professor	Inas Abdel Salam Daoud
	angel		doctrine	Fundamentals of Religion	assistant professor	Habib Yaqoub Ibrahim
	angel		Quranic interpretation and sciences	Philosophy in Islamic Studies	assistant professor	Shuaib Raad Farhoud
	angel		doctrine	Fundamentals of Religion	assistant professor	Yassin Mu'ayyad Yassin
	angel		accident	Fundamentals of Religion	assistant professor	Asif Daham Salem
	angel		English language	Fundamentals of Religion	assistant professor	Adnan Majid's promises
	angel		doctrine	Fundamentals of Religion	assistant professor	Falah Najm Abdullah
	angel		doctrine	Fundamentals of Religion	assistant professor	Mohammed Saleh Mahdi

	angel		philosophy	Fundamentals of Religion	Mr.	Faisal Ghazi Jassim
	angel		Quranic interpretation and sciences	Philosophy in Islamic Studies	assistant professor	The pillars of God's wealth are disobedient
	angel		Quranic interpretation and sciences	Philosophy in Islamic Studies	assistant professor	Mahmoud Zeidan Khodair
	angel		Religions	Fundamentals of Religion	assistant professor	Ahmed Ibrahim Ali
	angel		doctrine	Fundamentals of Religion	assistant professor	Zaki
	angel		accident	Fundamentals of Religion	assistant professor	Muthanna Alwan Hussein
	angel		jurisprudence	jurisprudence	Professor Doctor	Bilal Majeed Ali

Professional Development

Orienting new faculty members

- Introducing new faculty members to the college's vision, mission, goals, organizational structure, policies and procedures. •
- To enable new faculty members to gain a better understanding of their rights and obligations. •
- Providing new faculty members with detailed information about the college's facilities and services. •
- Encouraging new faculty members to participate in seminars and development workshops. •**
- He encouraged new faculty members to participate in local and international conferences. •**
- Encouraging them to publish scientific research in peer-reviewed journals. •**

Professional development of faculty members

- Urge Faculty members To participate in seminars and development workshops in the administrative and scientific aspects. -1**
- Working to publish outstanding scientific research by fourth-year students in order to push the scientific movement in the right direction. -2**
- Encouraging the creation of books that include the course syllabi agreed upon by the scientific committees. -3**
- Paying attention to the extent of adherence to the specified time for submitting assignments. -4**
- Writing periodic research papers within the specific area of specialization and discussing them within the department's plan. -5**

to encourage Faculty members To participate in local and international seminars, workshops and scientific conferences. -6

12. Admission standard

Adoption of admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (via Special Admission Central admission and direct admission to the college Qena and department). -1

To successfully pass a special test or personal interview deemed appropriate by the college or department council. -2

To be well-suited for the specialization he/she is applying for. -3

The learner must have obtained a preparatory school certificate (scientific, literary, Islamic or vocational). -4

The capacity of the scientific department. -5

13. Key sources of information about the program

- Academic websites (Scientific Researcher)
- books Jurisprudence and its principles.
- Iraqi Digital Repository for Theses and Dissertations
- Website of Iraqi peer-reviewed journals.

14. Program development plan

Development plan Academic and professional for faculty members It includes:

Contributing to the development of the teaching staff's efficiency in the department in a manner that is consistent with the development of Islamic sciences and keeps pace with the development of contemporary sciences. -1

The professional development programs are diverse, including seminars and workshops, to impart administrative and scientific skills. -2

Teaching and learning strategies:

Adopting modern teaching and learning strategies in the field of specialization. Periodic review of curriculum content. -1

Diversifying teaching and learning strategies to achieve the greatest number of outcomes. -2

Assessing the targeted learning outcomes:

Preparing a plan Learning outcomes required from the program. -1

Work on measuring and continuously reviewing the achievement of the targeted learning outcomes. -2

Utilizing beneficiary surveys to achieve continuous improvement steps. -3

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

a plan skills The program-to divide Origins Religion (Stages The four)

Year /Level	code The course	name The course	essential/optional	Knowledge1	Knowledge2	Knowledge3	Knowledge4	Skill s1	Skill s2	Skill s3	Skill s4	Value s1	Value s2	Value s3	Value s4
First	U D1 01	entrance to Origins Religion	essential	✓	✓			✓			✓	✓			
First	U D1 02	sciences The Qura n	essential	✓	✓	✓		✓	✓			✓	✓		
First	U D1 03	Doctrine Islamic	essential	✓	✓	✓	✓	✓		✓		✓	✓	✓	
Second	U D2 01	Origins Jurisprudence	essential	✓	✓	✓		✓	✓	✓		✓		✓	
Second	U D2 02	science Hadith	essential	✓	✓	✓	✓	✓		✓	✓	✓	✓		
Second	U D2 03	the difference Islamic	essential	✓	✓		✓	✓		✓		✓		✓	
Third	U D3 01	comparison religions	essential	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

Third	U D3 02	Curricula Search in Doctrine	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Third	U D3 03	Interpretation Objective	optional	✓	✓		✓	✓		✓		✓	✓		
Fourth	U D4 01	Cases doctrinal Contemporary	essential	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Fourth	U D4 02	Reply on Doubts Intellectual	essential	✓	✓	✓		✓	✓		✓	✓	✓	✓	
Fourth	U D4 03	research Graduation	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course description (Quranic Sciences)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .1
Department of Fundamentals of Religion /Benin - Baghdad	University Department / .2 Center

Quranic Sciences	Course Name/Code .3
	Programs that he enters .4
Classroom lectures	Available forms of .5 attendance
Annual course	Semester/Year .6
60 hours	Number of study .7 hours(The whole)
	Date this description was .8 prepared
Course Objectives .9	
The course aims to introduce the student to the importance of the Holy -1 Quran and its sciences.	
Introducing the student to the sciences of revelation, Meccan and -2 Medinan verses, reasons for revelation, the connections between verses and chapters, and the compilation of the Quran.	
Introducing the student to the sciences of the revelation of the Qur'an in -3 seven modes of recitation, the clear and ambiguous verses, and the abrogating and abrogated verses.	
Understanding the miraculous nature of the Quran and its importance, -4 keeping up with research, and responding to the doubts of those with ulterior motives.	
Developing love for the Holy Quran and defending it -5	

Learning outcomes, teaching and learning methods, and assessment .10

A- Knowledge and understanding

- A1-Enabling the student to understand the various subjects of Quranic sciences
- A2-Enabling the student to be familiar with the details of each branch of Quranic sciences
- A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills

- B1 - That the student be able to present the sciences of the Holy Quran
- B2 - The student must be able to prepare scientific reports
- B3 - The student must be able to teach and deliver speeches and sermons about the Holy Quran and its sciences.
- B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.

C- Affective objectives:

- A1 - Raising the student to love the Quran and take pride in his faith and religion
- Part 2 – Recognizing the value and beauty of the Holy Quran, and that it is suitable for all times and places
- C - To instill in the student his value through his religion and his love for his Prophet, and his defense of it And he published it.

Teaching and learning methods

- 4- The lecture method (delivery) - Problem-solving and brainstorming method -1
- Inductive method -2
- Method of dialogue and discussion -3

Assessment methods

- Daily, monthly, term, and final tests -1
- Classroom discussion -2
- Classroom assignments -3
- Reports -4

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Meccan and Medinan	2	October 2
Classroom performance – exams	Induction – Deduction	The first revelation of the Quran	2	October 3
Classroom performance – exams	Presentation – Discussion	The last verses revealed of the Quran	2	October 4
Classroom performance – exams	a test	review	2	November 1
Classroom performance – exams	Presentation – Discussion	Reasons for revelation	2	November 2
Classroom performance – exams	Presentation – Discussion	Continuation of the reasons for revelation	2	November 3
Classroom performance – exams	Presentation – Discussion	Continuation of the reasons for revelation	2	November 4
Classroom performance – exams	Presentation – Discussion	Connections between verses and chapters	2	December 1
Classroom performance – exams	Presentation – Discussion	scienceRevelation of the Quran	2	December 2
Classroom performance – exams	Presentation – Discussion	Compilation of the Quran	2	December 3

Classroom performance – exams	Presentation – Discussion	Order of the verses	2	December 4
Classroom performance – exams	Induction – Deduction	Order of the Surahs	2	January 1
Classroom performance – exams	Presentation – Discussion	Ottoman drawing And improving Ottoman drawing	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Presentation – Discussion	The revelation of the Quran in seven modes of recitation	2	February 3
Classroom performance – exams	Presentation – Discussion	The revelation of the Quran in seven modes of recitation	2	February 4
Classroom performance – exams	Presentation – Discussion	Compact and similar	2	March 1
Classroom performance – exams	Presentation – Discussion	Abrogating and abrogated verses	2	March 2
Classroom performance – exams	Presentation – Discussion	Abrogating and abrogated verses	2	March 3
Classroom performance – exams	Presentation – Discussion	Abrogating and abrogated verses	2	March 4
Classroom performance – exams	Presentation – Discussion	The miraculous nature of the Quran	2	April 1

exams				
Classroom performance – exams	Presentation – Discussion	Aspects of the miraculous nature of the Quran	2	April 2
Classroom performance – exams	Presentation – Discussion	Linguistic miracle and scientific	2	April 3
Classroom performance – exams	Presentation – Discussion	Legislative miracle	2	April 4
Classroom performance – exams	Presentation – Discussion	Quranic stories	2	May 1
Classroom performance – exams	Presentation – Discussion	Translation of the Quran	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .11

Studies in Qur'anic Sciences, by Manna' al-Qatta'	1- Required books
Al-Itqan fi Ulum al-Qur'an by al-Suyuti, Al-Burhan fi Ulum al-Qur'an by al-Zarkashi, Manahil al-Irfan by al-Zarqani	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .12

According to direct admission and the established plan	Prerequisites
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	Minimum number of students
Greater than the required number	Largest number of students

Course description (Interpretation M1)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .13
Department of Fundamentals of Religion /Benin - Baghdad	University Department / Center .14
Interpretation	Course Name/Code .15
	Programs that he enters .16
Classroom lectures	Available forms of attendance .17
Annual course	Semester/Year .18
60 hours	Number of study hours(The whole) .19
	Date this description was prepared .20

Course Objectives .21	
The course aims to introduce the student to the subject of analytical interpretation.	-6
Introducing the student to how to interpret the words of God Almighty	-7
Introducing the student to the interpretation of the first part of the Holy Quran	-8
Understanding the meanings of unfamiliar words and rhetorical devices	-9
Introducing the student to the objectives of the Holy Quran	-10

Learning outcomes, teaching and learning methods, and assessment .22	
A- Knowledge and understanding	
A1-Enabling the student to understand the subject of interpretation	
A2-Enabling the student to be knowledgeable in what qualifies him to teach the interpretation of the Holy Quran	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
A4- Making the student love the Holy Quran	
b) Subject-specific skills	
B1 - The student must be able to present the interpretation of the Holy Quran correctly.	
B2 - That the student be able to defend the Holy Quran	
B3 - The student must be able to teach and deliver sermons and lectures on the purposes of the Holy Quran.	
B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.	
Teaching and learning methods	
The lecture method (delivery)	-4
brainstorming method	-5
Inductive method	-6
Method of dialogue and discussion	-7

Assessment methods

Daily, monthly, term, and final tests -5

Classroom discussion -6

Classroom assignments -7

Reports Research -8

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Surah Al-Fatihah	2	October 2
Classroom performance – exams	Presentation – Discussion	Introduction to Surah Al-Baqarah	2	October 3
Classroom performance – exams	Presentation – Discussion	Interpretation of verses 8 to 11	2	October 4
Classroom performance – exams	delivery– discussion	Interpretation of the verses from 12 to 21	2	November 1
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from 21 To 26	2	November 2
Classroom performance – exams	discussion	Interpretation of verses 26 to 30	2	November 3
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from 30 to 34	2	November 4
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from 34 to 40	2	December 1
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from 40 To 45	2	December 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses 45 To 49	2	December 3

Classroom performance – exams	Delivery – induction	review	2	December 4
Classroom performance – exams	Presentation – Discussion	Interpretation of verses 49to55	2	January 1
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from55 to60	2	January 2
Classroom performance – exams		First semester exams	2	January 3
Classroom performance – exams		First semester exams	2	January 4
Classroom performance – exams	Presentation – Discussion	vacation	2	February 1
Classroom performance – exams	Presentation – Discussion	vacation	2	February 2
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from60to66	2	February 3
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from66to75	2	February 4
Classroom performance – exams	discussion	Interpretation of the verses from75to83	2	March 1
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from83to87	2	March 2
Classroom performance – exams	Presentation – Discussion	Interpretation of the	2	March 3

exams		verses from87to93		
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from93to99	2	March 4
Classroom performance – exams	discussion	Interpretation of the verses from99to104	2	April 1
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from104to111	2	April 2
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from111to124	2	April 3
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from124to130	2	April 4
Classroom performance – exams	Presentation – Discussion	Interpretation of the verses from130to141	2	May 1
Classroom performance – exams		Review and test	2	May 2

Infrastructure .23

Interpretation of the Holy Quran by Dr. Muhammad Ali Al-Sabouni	1- Required books
Tafsir al-Tabari–Al-Razi's Interpretation– Interpretation of the Great Qur'an–Al-Alusi's Interpretation	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .24

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Memorizing the Quran and Hadith M1)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .25
Department of Fundamentals of Religion /Benin - Baghdad	University Department / Center .26
save The first part of the Holy Quran + 50 selected hadiths - First stage	Course Name/Code .27
	Programs that he enters .28
Classroom lectures	Available forms of attendance .29
Annual course	Semester/Year .30
60 hours	Number of study hours(The whole) .31
	Date this description was prepared .32

Course Objectives .33	
The course aims to introduce the student to the Holy Quran and help them understand it correctly.	-11
The student's mastery of reading and memorizing a portion of the Holy Quran.	-12
Learning about aspects of the Prophet's biography (peace and blessings be upon him)	-13
Following and emulating the Prophet, peace and blessings be upon him, through his sayings	-14

Learning outcomes, teaching and learning methods, and assessment .34	
A- Knowledge and understanding	
A1-Enabling the student to memorize a portion of the Holy Quran and 50 Hadiths	
A2-To be proficient in memorizing it	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - The student must be able to memorize the first part of the Holy Quran	
B2 - The student must be able to pronounce the verses correctly and accurately.	
B3 - That the student be able to teach and teach the Holy Quran correctly.	
B4 - Equipping him with the necessary skills in memorization and teaching.	
B5- The student must be able to memorize 50 hadiths	
Teaching and learning methods	
The lecture method (delivery)	-8
Method of dialogue and discussion	-9
Inductive method	-10

Measurement method	-11
Assessment methods	
Daily, monthly, term, and final tests	-9
Classroom discussion	-10
Classroom assignments	-11
Student memorization review	-12

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Speaking and listening	Welcome + Course Introduction	1	October 1
Classroom performance – exams	Speaking and listening	Memorize from Surah Al-Baqarah (verses 1-5) Memorizing the Hadith (1)–(2)	1	October 2
Classroom performance – exams	Speaking and listening	From verse (6)–(10) Memorizing the Hadith (3)–(4)	1	October 3
Classroom performance – exams	Speaking and listening	Memorize from verse (11)–(15) Memorizing the Hadith (5)–(6)	1	October 4
Classroom performance – exams	a test	review	1	November 1
Classroom performance – exams	Speaking and listening	Memorize from verse (16)–(20) Memorizing the Hadith (7)–(8)	1	November 2
Classroom performance – exams	Speaking and listening	Memorize from verse (21)–(25) Memorizing the Hadith (9)–(10)	1	November 3
Classroom performance – exams	a test	review	1	November 4
Classroom performance – exams	Speaking and listening	Memorize from verse (26)–(30) Memorizing the Hadith (11)–(12)	1	December 1
Classroom performance – exams	Speaking and listening	Memorize from verse (31-35) Memorizing the Hadith (13)–(14)	1	December 2

Classroom performance – exams	Speaking and listening	Memorized from verse (36)–(40) Memorizing the Hadith (15)–(16)	1	December 3
Classroom performance – exams	Speaking and listening	Memorize from verse (41)–(45) Memorizing the Hadith (17)–(18)	1	December 4
Classroom performance – exams	Speaking and listening	Memorize from verse (46)–(50) Memorizing the Hadith (19)–(20)	1	January 1
Classroom performance – exams	Speaking and listening	Memorize from verse (51)–(55) Memorizing the Hadith (21)–(22)	1	January 2
		First semester exams	1	January 3
		First semester exams	1	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Speaking and listening	Memorize from verse (56)–(60) Memorizing the Hadith (23)–(24)	1	February 3
Classroom performance – exams	Speaking and listening	Memorize from verse (61)–(65) Memorizing the Hadith (25)–(26)	1	February 4
Classroom performance – exams	Speaking and listening	Memorize from verse (61)–(65) Memorizing the Hadith (27)–(28)	1	March 1

Classroom performance – exams	Speaking and listening	Memorize from verse (66–70) Memorizing Hadith (29–30)	1	March 2
Classroom performance – exams	Speaking and listening	Memorize from verse (71–75) Memorizing the Hadith (31)–32)	1	March 3
Classroom performance – exams	Speaking and listening	Memorize from verse (76–80) Memorizing Hadith (33–34)	1	March 4
Classroom performance – exams	Speaking and listening	Memorize from verse (81–85) Memorizing the Hadith (35)–36–37)	1	April 1
Classroom performance – exams	Speaking and listening	Memorize from verse (86–110) Preserving the Hadith (38)–39–40)	1	April 2
Classroom performance – exams	Speaking and listening	Memorize from verse (111–125) Memorizing Hadith (41–42–43)	1	April 3
Classroom performance – exams	Speaking and listening	Memorize from verse (126–135) Memorizing Hadith (44–50)	1	April 4
Classroom performance – exams	Speaking and listening	Memorize from verse (136–141)	1	May 1
Classroom performance –	Speaking and listening	Review and test	1	May 2

exams				
Classroom performance – exams	Speaking and listening	Review and test	1	May 3
Final exams				May 4

Infrastructure .35	
Memorizing the first part of the Holy Quran + Memorizing 50 selected Hadiths	1- Required books
The Book of God, the Quran (1 Sahihs + Sunans + Musnads (2	2- Basic references
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Acceptance .36	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Tajweed rules, first stage)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .37
Department of Fundamentals of Religion /Benin - Baghdad	University Department .38 / Center
Rules of Tajweed	Course Name/Code .39
	Programs that he .40 enters
Classroom lectures	Available forms of .41 attendance
Annual course	Semester/Year .42
60 hours	Number of study .43 hours(The whole)
	Date this description .44 was prepared

Course Objectives .45	
The course aims to introduce the student to the importance of reciting the Holy Quran and learning its rules.	-15
The student should be introduced to the rules of recitation in terms of their definition, their merit, their benefits, their originator, and their ruling.	-16
The student will learn the rules of recitation in all their details, both when pausing and when continuing.	-17
The student should master and perfect the recitation, and be careful to avoid falling into obvious and subtle errors when reciting the Quran.	-18
A statement of the merit of the scholars of the nation in preserving this religion and everything related to the Book of their Lord, even in the measure of vowel lengths and other matters.	-19

Learning outcomes, teaching and learning methods, and assessment .46	
A- Knowledge and understanding	
A1-Enabling the student to understand the rules of recitation theoretically	
A2-Enabling the student to be familiar with the details of each rule of recitation	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - That the student be able to pronounce the Holy Quran correctly and flawlessly, free from both subtle and obvious errors.	
B2 - The student should be able to teach others the correct pronunciation of the recitation.	
B3 - The student must be able to teach and acquire the necessary skills in teaching and education.	
C- Affective objectives:	
A1 - Raising the student to love the Quran and take pride in his faith and	

religion

Part 2 – Recognizing the value and beauty of the Holy Quran, and that it is suitable for all times and places

Q3 - To equip the student with the skill of correct pronunciation for reciting the Holy Quran and performing its message correctly.

Teaching and learning methods

4- The lecture method (delivery) - The inductive method -12

Standard method -13

Method of dialogue and discussion -14

Assessment methods

Daily, monthly, term, and final tests -13

Classroom discussion -14

Classroom assignments -15

Reports -16

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Introductions and Principles	2	October 1
Classroom performance – exams	Presentation – Discussion	Levels of recitation	2	October 2
Classroom performance – exams	Induction – Deduction	Seeking refuge and saying "In the name of God, the Most Gracious, the Most Merciful"	2	October 3
Classroom performance – exams	Delivery – Measurement	Rules of the silent nun and tanween(Display)	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Delivery – Measurement	Rules of the silent nun and tanweenAssimilation	2	November 2
Classroom performance – exams	Presentation – Discussion	supplement	2	November 3
Classroom performance – exams	Presentation – Discussion	Rules of the silent nun and tanween(Inversion)	2	November 4
Classroom performance – exams	Presentation – Discussion	Rules of the silent nun and tanween(Concealment)	2	December 1
Classroom performance – exams	Presentation – Discussion	Rules of the silent nun and tanween(Concealment)	2	December 2
Classroom	delivery–	Rules of the silent Meem(Verbal)	2	December

performance – exams	induction	concealment)		3
Classroom performance – exams	delivery– discussion	Rules of the silent Meem(Oral assimilation)	2	December 4
Classroom performance – exams	delivery– induction	Rules of the silent Meem(Oral demonstration)	2	January 1
Classroom performance – exams	delivery– discussion	Definition of prolongation, its types, and natural prolongation	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery– discussion	Extension of the substituteAnd extend the compensation	2	February 3
Classroom performance – exams	delivery– discussion	Extending the connection	2	February 4
Classroom performance – exams	delivery– discussion	practical application	2	March 1
Classroom performance – exams	delivery– Measurement	Obligatory connected prolongation	2	March 2
Classroom performance – exams	delivery– Measurement	Permissible separate prolongation	2	March 3
Classroom performance – exams	Presentation – Discussion	The necessary extension and its types	2	March 4

Classroom performance – exams	Presentation – Discussion	The necessary extension and its types	2	April 1
Classroom performance – exams	Presentation – Discussion	practical application	2	April 2
Classroom performance – exams	Presentation – Discussion	practical application	2	April 3
Classroom performance – exams	Presentation – Discussion	Rulings on the opening verses of the chapters	2	April 4
Classroom performance – exams	Presentation – Discussion	The incidental lengthening of the stillness	2	May 1
Classroom performance – exams	Presentation – Discussion	Extend the softness	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .47

The science of Tajweed: theoretical rules and practical observations Author:Dr. Yahya Abdul Razzaq Al-Ghouthani	1- Required books
The rules for reciting the Holy Quran according to Al-Husari, the introduction to Al-Jazari's poem, and the guidance of the reciter to the proper recitation of the words of God.	2- Basic references

<p>The Comprehensive Library website and the Waqf Library website</p>	<p>3- Recommended books and sources such as scientific journals, reports, internet links, etc.</p>
<p>Acceptance .48</p>	
<p>According to direct admission and the established plan</p>	<p>Prerequisites</p>
<p></p>	<p>Minimum number of students</p>
<p>Greater than the required number</p>	<p>Largest number of students</p>

Course description (Grammar and Morphology)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .49
Department of Fundamentals of Religion / Basra Branch	University Department / Center .50
Grammar and Morphology	Course Name/Code .51
	Programs that he enters .52
Classroom lectures	Available forms of attendance .53
Annual course	Semester/Year .54
90 hours	Number of study hours(The whole) .55
	Date this description was prepared .56

Course Objectives .57	
Correcting the tongue and protecting it from error	-20
Teaching correct reading and writing	-21
Preserving the language from deviation, change, and extinction	-22

Learning outcomes, teaching and learning methods, and assessment .58	
<p>A- Knowledge and understanding</p> <p>A1-Understanding the Arabic language</p> <p>A2-Enabling students to understand the rules of Arabic grammar and morphology</p> <p>A3-Introducing students to the semantic linguistic differences in grammatical and morphological expressions</p>	
<p>b) Subject-specific skills</p> <p>B1 – Correct pronunciation and writing</p> <p>B2 – Learning the art of literary writing</p> <p>B3 - Studying and understanding the Arab heritage.</p>	
<p>C- Affective objectives:</p> <p>A1 - Love of language and belonging to it</p> <p>Part 2 – Love of learning about Arab heritage</p> <p>Q3 - Understanding the characteristics of the Arabic language.</p>	
Teaching and learning methods	
4- The lecture method (delivery) - The inductive method	-15
Standard method	-16
Method of dialogue and discussion	-17
Assessment methods	
Daily, monthly, term, and final tests	-17

Classroom discussion	-18
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Classroom assignments	-19
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Reports	-20
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Speech and its components	3	October 1
Classroom performance – exams	Presentation – Discussion	Signs of nouns and verbs	3	October 2
Classroom performance – exams	Induction – Deduction	The six nouns and the dual	3	October 3
Classroom performance – exams	Delivery – Measurement	The feminine and masculine plural	3	October 4
Classroom performance – exams		Morphology and its nature	3	November 1
Classroom performance – exams	Delivery – Measurement	Proper nouns	3	November 2
Classroom performance – exams	Presentation – Discussion	relative	3	November 3
Classroom performance – exams	Presentation – Discussion	Indefinite and definite	3	November 4
Classroom performance – exams	Presentation – Discussion	Morphological balance	3	December 1
Classroom performance – exams	Presentation – Discussion	Sound and weak verbs	3	December 2
Classroom performance – exams	delivery– induction	Conscience and its details	3	December 3

Classroom performance – exams	delivery–discussion	The one known by	3	December 4
Classroom performance – exams	delivery–induction	Types of the subject	3	January 1
Classroom performance – exams	delivery–discussion	The conditions of the subject	3	January 2
		First semester exams	3	January 3
		First semester exams	3	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery–discussion	Verb conjugation with pronouns	3	February 3
Classroom performance – exams	delivery–discussion	News and its types	3	February 4
Classroom performance – exams	delivery–discussion	Deletion of the subject	3	March 1
Classroom performance – exams	delivery–Measurement	Delete the news	3	March 2
Classroom performance – exams	delivery–Measurement	Abstract and more	3	March 3
Classroom performance – exams	Presentation – Discussion	Meanings of the augmentative forms	3	March 4
Classroom performance – exams	Presentation – Discussion	News sections	3	April 1

exams				
Classroom performance – exams	Presentation – Discussion	The inanimate and the dynamic	3	April 2
Classroom performance – exams	Presentation – Discussion	The active voice and the passive voice	3	April 3
Classroom performance – exams	Presentation – Discussion	Beginning with an indefinite noun	3	April 4
Classroom performance – exams	Presentation – Discussion	Beginning with an indefinite noun	3	May 1
Classroom performance – exams	Presentation – Discussion	Emphasize the verb with the nun	3	May 2
Classroom performance – exams		Review and test	3	May 3
Final exams		Review and test	3	May 4

Infrastructure .59

Ibn Aqil's Explanation... and the Gift to the Eye in the Science of Morphology	1- Required books
Comprehensive Grammar, Meanings of Grammar, The Fragrance of Custom in the Art of Morphology	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .60

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Islamic Jurisprudence)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution	.61
Department of Fundamentals of Religion /Benin - Baghdad	University Department / Center	.62
Jurisprudence	Course Name/Code	.63
	Programs that he enters	.64
Classroom lectures	Available forms of attendance	.65
Annual course	Semester/Year	.66
60 hours	Number of study hours(The whole)	.67
	Date this description was prepared	.68
Course Objectives		.69
The course aims to introduce the student to the importance of		-23

jurisprudence in understanding the religious rulings that a Muslim must know.	
Introducing the student to the Hanafi school of jurisprudence.	-24
The student should know that the science of jurisprudence is one of the most important outputs of a learned scholar who issues fatwas.	-25
Developing the student's love for this science, which seems difficult to him.	-26
Contributing to the development of a diligent, moderate, and scholarly world.	-27

Learning outcomes, teaching and learning methods, and assessment .70

<p>A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the subject of jurisprudence</p> <p>A2-To enable the student to be familiar with the methodology of Hanafi scholars and their choices in jurisprudence</p> <p>A3- Qualifying him to issue fatwas and to be a learned, diligent, and moderate authority</p> <p>A4-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>
<p>b) Subject-specific skills</p> <p>B1 - Mastering the scientific material</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - That the student be able to teach and issue fatwas using this knowledge.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p> <p>B5- Mastering presentation, explanation, and answering questions.</p> <p>B6- Skills in delivering and explaining the material.</p>
<p>C- Affective objectives:</p> <p>A1 - Raising the student to love the science of jurisprudence and to be proud of his faith and religion.</p> <p>Part 2 - To recognize the value and aesthetics of Islamic jurisprudence and Sharia, and that it is compatible with time and place.</p> <p>C - To instill in the student a high sense of his religion, to defend it, and to spread the correct understanding of religion with moderation and balance,</p>

without excess or negligence.

Teaching and learning methods

Lecture method -18

2- Brainstorming method

Method of dialogue and discussion -3

Assessment methods

Daily, monthly, term, and final tests -21

Classroom discussion -22

Classroom assignments -23

Reports -24

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Lecture– brainstorming	An introduction to the science of jurisprudence, a brief overview of it, and the methodology of the Hanafi school of thought within it.	2	Week 1
Classroom performance – exams	Lecture– Dialogue and discussion	Obligations of ablution	2	Week 2
Classroom performance – exams	Lecture– Dialogue and discussion	Sunnahs of ablution	2	Week 3
Classroom performance – exams	Lecture– Dialogue and discussion	Things that invalidate ablution	2	Week 4
Classroom performance – exams	Lecture– Dialogue and discussion	Obligatory and recommended acts of ablution	2	Week 5
Classroom performance – exams	Lecture– Dialogue and discussion	Types of water	2	Week 6
Classroom performance – exams	Lecture– Dialogue and discussion	Water well regulations	2	Week 7

Classroom performance – exams	Lecture– Dialogue and discussion	Tayammum	2	Week 8
Classroom performance – exams	Lecture– Dialogue and discussion	Wiping over the socks	2	Week 9
Classroom performance – exams	Lecture– Dialogue and discussion	Menstruation, irregular bleeding, and postpartum bleeding	2	Week 10
Classroom performance – exams	Lecture– Dialogue and discussion	Rulings for those with excuses	2	Week 11
Classroom performance – exams	Lecture– Dialogue and discussion	Prayer: Definition and Ruling	2	Week 12
Classroom performance – exams	Lecture– Dialogue and discussion	Prayer times (obligatory and recommended prayers)	2	Week 13
		Review and test	2	Week 14
		semester exams	2	Week 15
		semester exams	2	Week 16
		Spring break	2	Week 17
		Spring break	2	Week 18
Classroom performance – exams	Lecture– Dialogue and discussion	Adhan and Iqama	2	Week 19
Classroom	Lecture–	Congregational prayer	2	Week 20

performance – exams	Dialogue and discussion			
Classroom performance – exams	Lecture– Dialogue and discussion	voluntary prayers	2	Week 21
Classroom performance – exams	Lecture– Dialogue and discussion	Zakat: Definition and Rulings	2	Week 22
Classroom performance – exams	Lecture– Dialogue and discussion	Zakat on livestock	2	Week 23
Classroom performance – exams	Lecture– Dialogue and discussion	Zakat on gold, crops, and fruits	2	Week 24
Classroom performance – exams	Lecture– Dialogue and discussion	Fasting: its definition and rulings	2	Week 25
Classroom performance – exams	Lecture– Dialogue and discussion	Hajj: Definition and Rulings	2	Week 26
Classroom performance – exams	Lecture– Dialogue and discussion	Types of Hajj	2	Week 27
Classroom performance – exams	Lecture– Dialogue and discussion	felonies	2	Week 28
Classroom performance –		Review and test	2	Week 29

exams				
Final exams		Review and test	2	Week 30

Infrastructure .71

The choice to explain the chosen opinion in Hanafi jurisprudence	1- Required books
Al-Quduri's text, the original by Al-Shaybani, Bada'i' al-Sana'i' by Al-Kasani	2- Basic references
The Comprehensive Library, the Waqf Library website, and the Comprehensive Collection of Jurisprudential Rulings	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .72

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (English Language - First Stage)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .73
Department of Fundamentals of Religion / Benin - Baghdad	University Department .74 / Center
English Language / First Stage	Course Name/Code .75
	Programs that he .76 enters
Classroom lectures	Available forms of .77 attendance
Annual course	Semester/Year .78
60 hours	Number of study .79 hours(The whole)
	Date this description .80 was prepared

Course Objectives .81	
This course aims to introduce students to the basic pillars of Islam in English.	-28
Introducing the student to basic Islamic terminology in English	-29
The student should be able to explain Islam in English.	-30
The student should be able to introduce the Prophet ﷺ	-31
The student should be able to learn the English translation of verses from the Holy Quran.	-32

Learning outcomes, teaching and learning methods, and assessment .82	
A- Knowledge and understanding	
A1-Enabling the student to understand the English language material related to the pillars of the Islamic faith.	
A2-To enable the student to use English vocabulary related to the Islamic religion	
A3-Preparing him in a way that qualifies him to work in educational institutions and to use the English language easily and fluently.	
A4- Translation of the short surahs from the Holy Quran into English	
b) Subject-specific skills	
B1 - The possibility of identifying and describing the true Islamic religion	
B2 - The semantic translation of the verses of the Holy Quran	
B3 - Introducing the true Islamic religion in clear and concise terms	
B4 – Defining the pillars of the true Islamic religion	
Teaching and learning methods	
4- Lecture method (delivery) - Daily reading and class participation	-19
Inductive method	-20
Method of dialogue and discussion	-21
Assessment methods	

Daily, monthly, term, and final tests -25

Classroom discussion -26

Classroom assignments -27

Daily reading -28

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance (reading, tests)	Public speaking – dialogue	Welcome + Curriculum Introduction	2	October 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (what is Islam)	2	October 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	October 3
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	October 4
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (nouns)	2	November 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	November 2
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of surah al- Fatiha	2	November 3
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (testimony)	2	November 4
Classroom performance (reading, tests)	Public speaking –	Vocabulary	2	December 1

	dialogue			
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	December 2
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (adjective + auxiliary verbs)	2	December 3
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	December 4
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of Surah Quraish	2	January 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (prayer)	2	January 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	January 3
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	January 4
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (subject+verbs)	2	February 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	February 2

Classroom performance (reading, tests)	Public speaking – dialogue	Translation of traditions	2	February 3
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (Fasting)	2	February 4
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	March 1
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	March 2
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (adverbs)	2	March 3
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	March 4
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of surah Al-Kauthar	2	April 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (Alms)	2	April 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	April 3
Classroom performance	Public	Exercises on the text	2	April 4

(reading, tests)	speaking – dialogue			
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (The articles)	2	May 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology+Translatio n of Surah Quraish	2	May 2

Infrastructure .83

The book of the curriculum (This is Islam	1- Required books
Books introducing Islam in English	2- Basic references
Websites that support the introduction of Islam and Islamic magazines in English	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .84

	Prerequisites
	Minimum number of students
	Largest number of students

Course description (Rights)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution	.85
Department of Fundamentals of Religion /Benin – Baghdad	University Department / Center	.86
Rights	Course Name/Code	.87
	Programs that he enters	.88
Classroom lectures	Available forms of attendance	.89
Annual course	Semester/Year	.90
30 hours	Number of study hours(The whole)	.91
	Date this description was prepared	.92
	Course Objectives	.93

The article aims to emphasize the necessity of informing every person of their full freedom and rights.	-33
The need to consider dignityHumanityStandardbasicIn the existence of this world.	-34
Explaining howhumanHe upholds his rights, defends them, and seeks to protect them through legal means.	-35
Clarifying all the rights guaranteed by religionIslamicFor all human beings.	-36

Learning outcomes, teaching and learning methods, and assessment .94

A- Knowledge and understanding	
A1-Enabling the student to know his rights and duties and to preserve those rights.	
A2-The student should be familiar with the most minute details of his rights, their most important content, limits, and ways to protect them.	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - The student should be able to know the basic principles of his rights.	
B2 - The student should be able to prepare cultural reports on the subject of human rights.	
B3 - The student must be able to apply and teach this material.	
B4 - Equipping him with the necessary skills in dialogue and discussion.	
C- Affective objectives:	
A1 - Raising the student to love learning and to know his rights and duties.	
Part 2 - Recognizing the importance of his rights and the need for them at all times and in all places.	

Teaching and learning methods	
The lecture method (delivery)	-22
Method of dialogue and discussion	-23

Listening to the student's memorization and pronunciation	-24
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Assessment methods

Daily, monthly, term, and final tests	-29
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Classroom assignments	-30
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Preparing reports.	-31
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
	delivery	Welcome + Course Introduction	1	October 1
Classroom performance – exams	Delivery and dialogue	In human rights	1	October 2
Classroom performance – exams	Speaking and listening	Human rights in ancient civilizations (a brief overview)	1	October 3
Classroom performance – exams	Speaking and listening	Human rights in ancient Iraqi civilizations	1	October 4
Classroom performance – exams	Delivery and dialogue	Types of freedoms and their characteristics	1	November 1
Classroom performance – exams	Speaking and listening	Human rights in divine laws and religions	1	November 2
Classroom performance – exams	Speaking and listening	Human rights in Islam	1	November 3
Classroom performance – exams	Speaking and listening	Review and test	1	November 4
Classroom performance – exams	Speaking and listening	Human rights in Islam	1	December 1
Classroom performance – exams	Speaking and listening	Human rights sources	1	December 2
Classroom performance – exams	Speaking and listening	Universal Declaration of Human Rights	1	December 3

Classroom performance – exams	Speaking and listening	Human rights guarantees in Islam	1	December 4
Classroom performance – exams	Speaking and listening	Adopting the principle of dual responsibility in Islamic society	1	January 1
Classroom performance – exams	Speaking and listening	The religious character of Islamic law	1	January 2
		First semester exams	1	January 3
		First semester exams	1	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Speaking and listening	Some Islamic systems are for the benefit of the individual, groups, and ruling authorities.	1	February 3
Classroom performance – exams	Speaking and listening	In children's rights	1	February 4
Classroom performance – exams	Speaking and listening	The emergence and development of children's rights rules (a brief overview)	1	March 1
Classroom performance – exams	Speaking and listening	Children's rights in Islam	1	March 2
Classroom performance – exams	Speaking and listening		1	March 3

Classroom performance – exams	Speaking and listening	Review and test	1	March 4
Classroom performance – exams	Speaking and listening	review	1	April 1
Classroom performance – exams	Speaking and listening	review	1	April 2
Classroom performance – exams	Speaking and listening	review	1	April 3
Classroom performance – exams	Speaking and listening		1	April 4
Classroom performance – exams	Speaking and listening	Review and test	1	May 1
Classroom performance – exams	Speaking and listening	Review and test	1	May 2
Classroom performance – exams	Speaking and listening	Review and test	1	May 3
Final exams				May 4

Infrastructure .95

Human rights, children's rights, and democracy

1- Required books

2- Basic references

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Acceptance .96	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Islamic Ethics)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .97
Department of Fundamentals of Religion /Benin - Baghdad	University Department .98 / Center
Islamic ethics	Course Name/Code .99
Bachelor of Islamic Education	Name the final .100 certificate
Classroom lectures	Available forms of .101 attendance
Annual course	Semester/Year .102
60 hours	Number of study .103 hours(The whole)
	Date this description .104 was prepared

Course Objectives .105

The course aims to introduce the student to the most important qualities and morals of the righteous predecessors.	-37
Introducing the student to how to emulate and adopt the morals of righteous people.	-38
Student definitionImportanceApplying these virtuous qualities.	-39
Attempt to establish principlesIslamicThe truth is in the souls of people.	-40

Learning outcomes, teaching and learning methods, and assessment .106

<p style="text-align: right;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the true meaning of Sufism and apply it.</p> <p>A2-The student was told that Sufism is the scientific method that is indispensable in order to achieve excellence.</p> <p>A3-The aim is to prepare the student in a way that qualifies him to work in educational and religious institutions, knowing his rights and responsibilities.</p>
<p style="text-align: right;">b) Subject-specific skills</p> <p>B1 - Explaining the scientific methods used by Sufi men to reach the station of Ihsan.</p> <p>B2 - That the student be able to recognize good morals and their positive effects.</p> <p>B3_ That the student be able to teach and give lectures, regarding Sufism and its men.</p> <p>B4 - To provide the student with experiences related to explaining the scientific material, with the help of positive and motivating student interaction experiences.</p>
<p style="text-align: right;">C- Affective objectives:</p> <p>A1 - Raising the student to have the highest moral qualities and to follow the correct approach.</p>

Part 2 - Identifying the scientific value of Sufi men and what they gained.
C3 - Preparing students to be role models in the ethical, scientific and literary fields.

Teaching and learning methods

The lecture (oratory) method	-25
Inductive method	-26
Method of dialogue and discussion	-27

Assessment methods

Daily, monthly, term, and final tests	-32
Discussion and dialogue	-33
Classroom assignments	-34
Report preparation	-35

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
	delivery	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Defining Sufism, its importance, and its derivation	2	October 2
Classroom performance – exams	Presentation – Discussion	The scientific approach in Sufism	2	October 3
Classroom performance – exams	Presentation – Discussion	Among them are companionship and its effects	2	October 4
Classroom performance – exams	Presentation – Discussion	Science and related matters	2	November 1
Classroom performance – exams	Presentation – Discussion	Remembrance of God, its virtues and importance	2	November 2
Classroom performance – exams	Presentation – Discussion	The path to God – repentance	2	November 3
Classroom performance – exams	Presentation – Discussion	Accounting: Its Importance and Effects	2	November 4
Classroom performance – exams	Presentation – Discussion	Sincerity, its effects and consequences	2	December 1
Classroom performance – exams	Presentation – Discussion	Patience, its signs and importance	2	December 2

Classroom performance – exams	Presentation – Discussion	Asceticism and attaining it	2	December 3
Classroom performance – exams	Presentation – Discussion	Trust in God, its categories, its virtues, and its divisions	2	December 4
Classroom performance – exams	Induction – Deduction	One of the fruits of Sufism is divine love.	2	January 1
Classroom performance – exams		Signs and levels of love	2	January 2
Classroom performance – exams	Presentation – Discussion	Miracles of the saints and their proof	2	January 3
Classroom performance – exams	Presentation – Discussion	The wisdom behind miracles performed by saints	2	January 4
Classroom performance – exams	Presentation – Discussion	The difference between dignity and enticement	2	February 1
Classroom performance – exams	Presentation – Discussion	Correcting misconceptions about Sufism	2	February 2
Classroom performance – exams	Presentation – Discussion	Sufis adhere to the Quran and Sunnah	2	February 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	February 4
Classroom performance – exams	Presentation – Discussion	Sufi jurists	2	March 1

Classroom performance – exams	Presentation – Discussion	Between Sufism and those who falsely claim to be Sufis	2	March 2
Classroom performance – exams	Presentation – Discussion	Testimonies of Islamic scholars	2	March 3
Classroom performance – exams	Presentation – Discussion	Imam Abu Hanifa	2	March 4
Classroom performance – exams	Presentation – Discussion	Imam Ahmad	2	April 1
Classroom performance – exams	Presentation – Discussion	Imam Fakhr al-Din al-Razi	2	April 2
Classroom performance – exams	Presentation – Discussion	Imam al-Nawawi	2	April 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	April 4
Classroom performance – exams		review	2	May 1
		a test	2	May 2

Infrastructure .107

Facts about Sufism, by Sheikh Abdul Qadir Issa

1- Required books

2- Basic references

The website of the Comprehensive Library and the website of the Endowment Library.	3- Recommended books and sources such as scientific journals, reports, internet links, etc.
Acceptance .108	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Computer Science - First Stage)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .109
Department of Fundamentals of Religion /Benin - Baghdad	University Department .110 / Center
Computer / First Stage	Course Name/Code .111
	Programs that he .112 enters
Classroom lectures	Available forms of .113 attendance
Annual course	Semester/Year .114
60 hours	Number of study .115 hours(The whole)
	Date this description .116 was prepared

Course Objectives .117	
The course aims to introduce students to the importance of computers in life.	-41
Introducing the student to the basics of computers	-42
Introducing the student to input, output, processing, and storage units	-43
Understanding the importance of computers and their role in international organizations	-44
Knowledge of basic computer functions	-45

Learning outcomes, teaching and learning methods, and assessment .118	
<p>A- Knowledge and understanding</p> <p>A1-Enabling the student to understand computer science, its basic components, and how it works.</p> <p>A2-Enabling the student to be able to use the computer optimally</p> <p>A3-Preparing him in a way that qualifies him to work in educational institutions and to use modern technologies and programs.</p>	
<p>b) Subject-specific skills</p> <p>B1 – Ability to identify and describe computer units</p> <p>B2 – Ability to identify software, modules, and peripherals</p> <p>B3 - Handling errors and problems resulting from programs and modules</p> <p>B4 - Identifying types of software (application programs, programming languages, operating systems)</p>	
Teaching and learning methods	
4- Practical training (laboratory)	-28
Inductive method	-29
Method of dialogue and discussion	-30
Assessment methods	

Daily, monthly, term, and final tests	-36
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Classroom discussion	-37
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Classroom assignments	-38
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Practical tests	-39
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – practical exams	The presentation – laboratory	Welcome + Computer Introduction	2	October 1
Classroom performance – practical exams	The presentation – laboratory	Computer components	2	October 2
Classroom performance – practical exams	The presentation – laboratory	Input units	2	October 3
Classroom performance – practical exams	The presentation – laboratory	Output units	2	October 4
Classroom performance – practical exams	The presentation – laboratory	processing units	2	November 1
Classroom performance – practical exams	The presentation – laboratory	storage units	2	November 2
Classroom performance – practical exams	The presentation – laboratory	Types of screens	2	November 3
Classroom performance – practical exams	The presentation – laboratory	Operating system	2	November 4
Classroom performance – practical exams	The presentation –	existingstart	2	December 1

	laboratory			
Classroom performance – practical exams	The presentation – laboratory	Search	2	December 2
Classroom performance – practical exams	The presentation – laboratory	Files	2	December 3
Classroom performance – practical exams	The presentation – laboratory	Volumes	2	December 4
Classroom performance – practical exams	The presentation – laboratory	windows	2	January 1
Classroom performance – practical exams	The presentation – laboratory	window arrangement	2	January 2
Classroom performance – practical exams	The presentation – laboratory	Dialogue boxes	2	January 3
Classroom performance – practical exams	The presentation – laboratory	Search for files	2	January 4
Classroom performance – practical exams	The presentation – laboratory	Creating files and folders	2	February 1
Classroom performance – practical exams	The presentation – laboratory	Copying files and folders	2	February 2

Classroom performance – practical exams	The presentation – laboratory	Identifying files and folders	2	February 3
Classroom performance – practical exams	The presentation – laboratory	Writing language	2	February 4
Classroom performance – practical exams	The presentation – laboratory	Display and change the date	2	March 1
Classroom performance – practical exams	The presentation – laboratory	Uninstall programs	2	March 2
Classroom performance – practical exams	The presentation – laboratory	Writing language	2	March 3
Classroom performance – practical exams	The presentation – laboratory	Computer features	2	March 4
Classroom performance – practical exams	The presentation – laboratory	Creating a password for users	2	April 1
Classroom performance – practical exams	The presentation – laboratory	Types of computer viruses	2	April 2
Classroom performance – practical exams	The presentation – laboratory	Computer protection	2	April 3
Classroom performance – practical exams	The	Protection programs	2	April 4

	presentation – laboratory			
Classroom performance – practical exams		Installing security software	2	May 1
Classroom performance – practical exams		Updating security software	2	May 2

Infrastructure .119	
Computer Science course notes (basics, Office, and Internet)	1- Required books
Computer basics books, Office books, Internet books	2- Basic references
Websites that support Office and basic computer and internet skills	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .120	
	Prerequisites
	Minimum number of students
	Largest number of students

Course description (Prophet's biography)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .121
Department of Fundamentals of Religion /Benin - Baghdad	University Department .122 / Center
The Prophet's Biography / First Stage	Course Name/Code .123
	Programs that he .124 enters
Classroom lectures	Available forms of .125 attendance
Annual course	Semester/Year .126
60 hours	Number of study .127 hours(The whole)
	Date this description .128 was prepared

Course Objectives .129

This course aims to introduce the student to the importance of the Prophet's biography (peace and blessings be upon him). -46

Getting to know the Messenger of God ﷺ Closely knowing him, his upbringing, his lineage, his attributes, and the details of his life until his death—all of this instills in him the love that a Muslim's heart should be filled with after the love of God Almighty.. -47

To learn about the guidance of the Prophet, peace and blessings be upon him, and how he dealt with matters and people. -48

Benefiting from and learning lessons from the life of the Prophet, peace be upon him, is essential, as it is replete with such lessons in all fields and for all groups.. -49

Learning outcomes, teaching and learning methods, and assessment .130

A- Knowledge and understanding

A1-Enabling the student to understand the methodology of revelation

A2- Learning about the miracles of the Prophet (peace and blessings be upon him) and their signs leads to an increase in faith and certainty in the heart of a Muslim..

A3-Understanding how the Prophet (peace and blessings be upon him) applied the rulings of the Holy Quran and the noble Prophetic traditions through his practical example.

b) Subject-specific skills

B1 –Learning and reflection; for the lessons that a Muslim takes from the life of the Prophet - may God bless him and grant him peace - illuminate the path for the seeker and lead him to safety..

B2 –Knowing the guidance of the Prophet (peace and blessings be upon him) in all his affairs, such as food, drink, sleep, marriage, and his circumstances in various situations, such as settling down, traveling, and others..

B3-Knowing the Prophet (peace and blessings be upon him) comprehensively, such as learning about his lineage, birth, upbringing, method of his call, and so on..

B4-A statement of the Prophet's (peace and blessings be upon him) characteristics and attributes that were not found in the biography of anyone else..

Teaching and learning methods	
The lecture method (delivery)	-31
Assessment methods	
Daily, monthly, term, and final tests	-40
Daily preparation	-41
Daily memorization test	-42

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Class performance + daily participation	Lecture + Participation	Welcome + Introduction to the importance of the Prophet's biography	2	October 1
Class performance + daily participation	Lecture + Participation	The site of the Arabs and their peoples	2	October 2
Class performance + daily participation	Lecture + Participation	Arab religions	2	October 3
Class performance + daily participation	Lecture + Participation	Images from pre-Islamic Arab society	2	October 4
Class performance + daily participation	Lecture + Participation	The Prophet's lineage ﷺ The Prophet's family	2	November 1
Class performance + daily participation	Lecture + Participation	The topic of the Prophet's birth	2	November 2
Class performance + daily participation	Lecture + Participation	In the shadow of prophecy and the message	2	November 3
Class performance + daily participation	Lecture + Participation	Roles of Da'wah	2	November 4
Class performance + daily participation	Lecture + Participation	Three years of secret preaching	2	December 1
Class performance + daily participation	Lecture + Participation	General boycott and the year of mourning	2	December 2
Class performance + daily participation	Lecture + Participation	The call to Islam outside Mecca	2	December 3

Class performance + daily participation	Lecture + Participation	Isra and Mi'raj	2	December 4
Class performance + daily participation	Lecture + Participation	Ambassador of Islam + Joyful Success	2	January 1
Class performance + daily participation	Lecture + Participation	Immigration	2	January 2
Class performance + daily participation	Lecture + Participation	Life in Medina	2	January 3
Class performance + daily participation	Lecture + Participation	The Battle of Badr	2	January 4
Class performance + daily participation	Lecture + Participation	The Battle of Banu Qaynuqa	2	February 1
Class performance + daily participation	Lecture + Participation	Battle of Uhud	2	February 2
Class performance + daily participation	Lecture + Participation	The Battle of Banu Nadir and Banu Mustaliq	2	February 3
Class performance + daily participation	Lecture + Participation	The Hadith of the Lie	2	February 4
Class performance + daily participation	Lecture + Participation	Battle of Hudaibiyyah	2	March 1
Class performance + daily participation	Lecture + Participation	Correspondence with kings and princes	2	March 2
Class performance + daily participation	Lecture + Participation	The Battle of Khaybar and Wadi al-Qura	2	March 3
Class performance + daily participation	Lecture + Participation	Umrah al-Qada	2	March 4
Class performance + daily participation	Lecture + Participation	Battle of Mu'tah	2	April 1
Class performance + daily participation	Lecture + Participation	The Conquest of Mecca	2	April 2

Class performance + daily participation	Lecture + Participation	The Battle of Taif	2	April 3
Class performance + daily participation	Lecture + Participation	The Battle of Tabuk	2	April 4
Class performance + daily participation	Lecture + Participation	Abu Bakr's Hajj and the Farewell Pilgrimage	2	May 1
Class performance + daily participation	Lecture + Participation	To the highest companion and the noble Prophetic household	2	May 2

Infrastructure .131

The Sealed Nectar by Safi-ur-Rahman al-Mubarakpuri	1- Required books
Books on the Prophet's Biography	2- Basic references
Comprehensive library and e-books on the biography of the Prophet ﷺ	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .132

	Prerequisites
	Minimum number of students
	Largest number of students

Course description (Islamic Creed M1)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .133
Department of Fundamentals of Religion /Benin - Baghdad	University Department .134 / Center
Islamic doctrine	Course Name/Code .135
Bachelor of Islamic Education	AName the final .136 certificate
Classroom lectures	Available forms of .137 attendance
Annual course	Semester/Year .138
60 hours	Number of study .139 hours(The whole)
	Date this description .140 was prepared

Course Objectives .141	
The course aims to introduce students to the doctrine curriculum.IslamicIn their proper form.	-50
Introducing the student to the importance of beliefs, their evidence, and their characteristics.	-51
The student is introduced to how the Holy Qur'an presents the doctrine during the time of the Prophet Muhammad (peace and blessings be upon him) and after him.	-52
Understanding the true meaning of faith and its importance in the life of a Muslim individual.	-53

Learning outcomes, teaching and learning methods, and assessment .142
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to accessimportanceDoctrineIslamicAnd its impact.</p> <p>A2-Enabling the student to know</p> <p>A3-Striving to prepare the student in a way that qualifies him to work in educational and religious institutions.</p>
<p style="text-align: right;">b) Subject-specific skills</p> <p>B1 - Enabling students to give lectures on the subject of Islamic doctrine and its importance.</p> <p>B2 - The student should be able to prepare reports related to doctrines</p> <p>B3 - The student should be able to teach and give speeches and lessons about the impact of the correct doctrine on the lives of Muslims.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>
<p style="text-align: right;">C- Affective objectives:</p> <p>A1 - Raising the student to be proud of his faith and religion and to defend it</p> <p>Part 2 – Recognizing the value and characteristics of the faith, and that it is valid for all times and places</p>

C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-32
Inductive method	-33
Method of dialogue and discussion	-34

Assessment methods

Daily, monthly, term, and final tests	-43
Classroom discussion	-44
Classroom assignments	-45
Reports	-46

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
	delivery	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Islamic Creed: Definition and Names	2	October 2
Classroom performance – exams	Presentation – Discussion	The importance of Islamic doctrine and the evidence for its validity	2	October 3
Classroom performance – exams	Presentation – Discussion	Characteristics of Islamic doctrine and its proof through a single narration	2	October 4
Classroom performance – exams		The approach of the Holy Quran in presenting the creed and the state of beliefs during the time of the Prophet Muhammad (peace and blessings be upon him) and after him	2	November 1
Classroom	Presentation –	The reality of faith and its importance in life	2	November

performance – exams	Discussion			2
Classroom performance – exams	Presentation – Discussion	Faith, in language and reform	2	November 3
Classroom performance – exams	Presentation – Discussion	Increase and decrease of faith, and ways to increase faith	2	November 4
Classroom performance – exams	Presentation – Discussion	Islam	2	December 1
Classroom performance – exams	Presentation – Discussion	Islam and Faith	2	December 2
Classroom performance – exams	Presentation – Discussion	charity	2	December 3
Classroom performance – exams	Presentation – Discussion	The importance of faith in life	2	December 4
Classroom performance – exams	Induction – Deduction	Evidence of the Day of Judgment and the need to believe in it	2	January 1
Exams		Review and test	2	January 2
Classroom performance – exams	Presentation – Discussion	The possibility of the afterlife and the need for it	2	January 3
Classroom performance – exams	Presentation – Discussion	The Day of Judgment according to non–	2	January 4

		Muslims–In the civilization of Mesopotamia		
Classroom performance – exams	Presentation – Discussion	The Day of Judgment in Islam – Methods of Proving It	2	February 1
Classroom performance – exams	Presentation – Discussion	Belief in the Day of Judgment is a result of belief in God.	2	February 2
Classroom performance – exams	Presentation – Discussion	Work stoppage due to death	2	February 3
Classroom performance – exams	Presentation – Discussion	The prohibition against wishing for death and praying for it due to harm	2	February 4
Classroom performance – exams	Presentation – Discussion	Repentance: Definition and Conditions	2	March 1
Classroom performance – exams	Presentation – Discussion	Definition of the isthmus	2	March 2
Classroom performance – exams	Presentation – Discussion	The grave is the first abode of the Hereafter: its definition and the	2	March 3

		ruling on believing in it.		
Classroom performance – exams	Presentation – Discussion	The question of the grave and the evidence for its validity	2	March 4
Classroom performance – exams	Presentation – Discussion	The king's entry into the grave and the ruling on believing in the torment of the grave	2	April 1
Classroom performance – exams	Presentation – Discussion	Resurrection and Judgment: Definition, Differences of Opinion, and the Ruling on Belief in It	2	April 2
Classroom performance – exams	Presentation – Discussion	The clock: its definition and names	2	April 3
Classroom performance – exams	Presentation – Discussion	The coming of the Hour suddenly and the signs of the Hour	2	April 4
Classroom performance – exams		The Gathering and the Reckoning, their proofs, the Basin and	2	May 1

		its description + Paradise and Hell and their descriptions		
Final exams		Review and test	2	May 2

Infrastructure .143	
Islamic Creed and its Schools of Thought, by Dr. Qahtan Abdul Rahman Al-Douri	1- Required books
	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .144	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Psychology M2)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .145
Department of Fundamentals of Religion /Benin – Baghdad	University Department .146 / Center
psychology	Course Name/Code .147
	Programs that he .148 enters
Classroom lectures	Available forms of .149 attendance
Annual course	Semester/Year .150
60 hours	Number of study .151 hours(The whole)
	Date this description .152 was prepared
Course Objectives .153	
The course aims to introduce students to the importance of psychology and its significant benefits in the educational process.	-54
The student is introduced to the meaning of psychology in general, and educational psychology in particular, and the characteristics of	-55

	growth.	
Developing the student's emotional abilities in terms of learning, memorization and comprehension.		-56
A statement of the rules and principles of teaching and learning, and the possibility of addressing difficulties and finding appropriate solutions.		-57

Learning outcomes, teaching and learning methods, and assessment .154

A- Knowledge and understanding
 A1-Enabling the student to understand the subject of psychology
 A2-Creating a basic knowledge map in the teaching and learning process
 A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills
 B1 - The student should be able to present the fundamentals of psychology
 B2 - The student must be able to prepare a lesson and conduct it practically in front of his classmates.
 B3 - The student should be able to grasp the general understanding of the learning process and know its purpose.
 C- Affective objectives:
 A1 - Nurturing the student to love science and to take teachers as role models
 Q2 - Recognizing the value of education and science.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method		-35
Inductive method		-36
Method of dialogue and discussion		-37

Assessment methods

Daily, monthly, term, and final tests		-47
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Classroom discussion	-48
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Classroom assignments	-49
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Reports	5- Practical tests	-50
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Introduction to Psychology	2	October 2
Classroom performance – exams	Presentation – Discussion	Educational psychology in service of the educational process	2	October 3
Classroom performance – exams	Presentation – Discussion	Research methods in educational psychology	2	October 4
		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	The beginning teacher and psychology	2	November 2
Classroom performance – exams	Presentation – Discussion	Objectives and Curriculum Development	2	November 3
Classroom performance – exams	Presentation – Discussion	What are the educational objectives?	2	November 4
Classroom performance – exams	Presentation – Discussion	Learning goals and planning	2	December 1
		Review and test	2	December 2
Classroom performance – exams	Presentation – Discussion	Meaning of growth	2	December 3

Classroom performance – exams	Presentation – Discussion	Maturity and readiness to learn	2	December 4
Classroom performance – exams	Presentation – Discussion	Developmental characteristics of the learner	2	January 1
Classroom performance – exams	Presentation – Discussion	Characteristics of emotional development	2	January 2
		Practical applications for students	2	January 3
		Review and Evaluation	2	January 4
Classroom performance – exams	Presentation – Discussion	Cognitive learning	2	February 1
Classroom performance – exams	Presentation – Discussion	The role of imitation in learning	2	February 2
Classroom performance – exams	Presentation – Discussion	Organizing knowledge	2	February 3
		Review and test	2	February 4
Classroom performance – exams	Presentation – Discussion	Cultural influences	2	March 1
Classroom performance – exams	Presentation – Discussion	Continuity of education	2	March 2
Classroom performance – exams	Presentation – Discussion	Original learning level	2	March 3
		Review and test	2	March 4

Classroom performance – exams	Presentation – Discussion	Qualitative changes and dynamic factors	2	April 1
Classroom performance – exams	Presentation – Discussion	Retention measurement	2	April 2
			2	April 3
			2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .155

Educational Psychology	1- Required books
	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .156

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students



Course description (Interpretation Part 2)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .157
Department of Fundamentals of Religion /Benin - Baghdad	University Department .158 / Center
Interpretation	Course Name/Code .159
	Programs that he .160 enters
Classroom lectures	Available forms of .161 attendance
Annual course	Semester/Year .162
60 hours	Number of study .163 hours(The whole)
	Date this description .164 was prepared
	Course Objectives .165

The course aims to introduce the student to the importance of interpreting and correctly understanding the Holy Quran.	-58
The student learns the meanings of the words in the Holy Quran and what is intended by them, and becomes familiar with the interpretations of scholars regarding them.	-59
Introducing the student to a type of interpretation called (analytical interpretation).	-60
Keeping up with studies in the interpretation of the Holy Qur'an and responding to the doubts of biased individuals	-61
Developing love for the Holy Quran and defending it	-62

Learning outcomes, teaching and learning methods, and assessment .166	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the interpretation of the second part of the Holy Quran</p> <p>A2-To enable the student to be familiar with the details of each verse, including vocabulary, grammar, readings, and deriving rulings from it.</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - That the student be able to interpret the second part of the Holy Quran</p> <p>B2 - The student should be able to prepare scholarly reports on the interpretation of the second part of the Qur'an</p> <p>B3 - That the student be able to teach and teach the Holy Quran correctly.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love the Quran and take pride in his faith and religion</p> <p>Part 2 – Recognizing the value and beauty of the Holy Quran, and that it is suitable for all times and places</p> <p>Q3 - To provide the student with knowledge to identify the schools of interpretation and their trends in it.</p>	

Teaching and learning methods	
The lecture method (delivery)	-38
Inductive method	-39
Method of dialogue and discussion	-40
Assessment methods	
Daily, monthly, term, and final tests	-51
Classroom discussion	-52
Classroom assignments	-53
Reports	-54

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Interpretation of verses from Surah Al-Baqarah (142-144).	2	October 2
Classroom performance – exams	Induction – Deduction	Interpretation of verses (145-150).	2	October 3
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (151-162).	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (163-173).	2	November 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (174-184).	2	November 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	November 4
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (185-193).	2	December 1
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (194-200).	2	December 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (201-210).	2	December 3

Classroom performance – exams	Presentation – Discussion	Interpretation of verses (211-216).	2	December 4
Classroom performance – exams	Induction – Deduction	Interpretation of verses (217-220).	2	January 1
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (221-223).	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (224-227).	2	February 3
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (228-231).	2	February 4
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (232-236).	2	March 1
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (237-239).	2	March 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (240-243).	2	March 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (244-246).	2	April 1

exams				
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (247-250).	2	April 2
Classroom performance – exams	Presentation – Discussion	Interpretation of verses (250-252).	2	April 3
Classroom performance – exams		Review and test	2	April 4
Classroom performance – exams		Review and test	2	May 1
Classroom performance – exams		Review and test	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams			2	May 4

Infrastructure .167

Al-Nasafi's Interpretation of the Revelation and the Realities of Interpretation, Part Two Author: Abu al-Barakat Abdullah ibn Ahmad ibn Mahmud al-Nasafi	1- Required books
Al-Tabari's interpretation, Al-Razi's great interpretation, Al-Munir interpretation by Dr. Wahba Al-Zuhaili	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .168	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Islamic Creed M2)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .169
Department of Fundamentals of Religion /Benin - Baghdad	University Department .170 / Center
Islamic doctrine	Course Name/Code .171
	Programs that he .172 enters
Classroom lectures	Available forms of .173 attendance
Annual course	Semester/Year .174
60 hours	Number of study .175 hours(The whole)
	Date this description .176 was prepared

Course Objectives .177	
The course aims to introduce the student to Islamic doctrine (theology chapter).	-63
The student learns how to convince people of the existence of God Almighty through rational and textual evidence.	-64
Introducing the student to the names of God Almighty and what is required regarding them	-65
Identifying the psychological and negative attributes and attributes of meaning that are due to God Almighty	-66
The student is to be informed of what is permissible and impermissible regarding God's vision, decree, and predestination.	-67

Learning outcomes, teaching and learning methods, and assessment .178	
A- Knowledge and understanding	
A1-Enabling the student to understand the subject of theology from the Islamic creed	
A2-To enable the student to be familiar with the evidence and proofs with which he can defend the Islamic faith.	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - The student should be able to present the Islamic faith correctly.	
B2 - That the student be able to defend the correct Islamic doctrine	
B3 - The student must be able to teach and deliver sermons and lectures on Islamic doctrine.	
B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.	
Teaching and learning methods	
The lecture method (delivery)	-41
brainstorming method	-42

Inductive method	-43
Method of dialogue and discussion	-44
Assessment methods	
Daily, monthly, term, and final tests	-55
Classroom discussion	-56
Classroom assignments	-57
Reports Research	-58

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	The existence of God Almighty	2	October 2
Classroom performance – exams	Presentation – Discussion	Evidence of obligation	2	October 3
Classroom performance – exams	Presentation – Discussion	Care and Innovation Guide	2	October 4
Classroom performance – exams	delivery– discussion	The existential and ethical proof	2	November 1
Classroom performance – exams	Presentation – Discussion	The deception of the senses and the cause of atheism	2	November 2
Classroom performance – exams	discussion	review	2	November 3
Classroom performance – exams	Presentation – Discussion	NamesThe good	2	November 4
Classroom performance – exams	Presentation – Discussion	The number of the beautiful names of God	2	December 1
Classroom performance – exams	Presentation – Discussion	Stopping in the names of God	2	December 2
Classroom performance – exams	Presentation – Discussion	Meanings of some names	2	December 3

Classroom performance – exams	Presentation – Discussion	review	2	December 4
Classroom performance – exams	Induction – Deduction	Divine Attributes – Psychological Attributes	2	January 1
Classroom performance – exams	Presentation – Discussion	negative qualities	2	January 2
Classroom performance – exams		First semester exams	2	January 3
Classroom performance – exams		First semester exams	2	January 4
Classroom performance – exams	Presentation – Discussion	vacation	2	February 1
Classroom performance – exams	Presentation – Discussion	vacation	2	February 2
Classroom performance – exams	Presentation – Discussion	foot–Survival - Contrary to Accidents	2	February 3
Classroom performance – exams	Presentation – Discussion	Self-doing - Oneness	2	February 4
Classroom performance – exams	discussion	review	2	March 1
Classroom performance – exams	Presentation – Discussion	Attributes of meanings - ability - will	2	March 2
Classroom performance – exams	Presentation – Discussion	AFor hearing, sight	2	March 3

exams		and knowledge		
Classroom performance – exams	Presentation – Discussion	Words and Life	2	March 4
Classroom performance – exams	discussion	review	2	April 1
Classroom performance – exams	Presentation – Discussion	What is impossible with regard to God Almighty and what is permissible	2	April 2
Classroom performance – exams	Presentation – Discussion	Seeing God Almighty in the Hereafter	2	April 3
Classroom performance – exams	Presentation – Discussion	Completing the vision of God Almighty	2	April 4
Classroom performance – exams	Presentation – Discussion	Fate and destiny	2	May 1
Classroom performance – exams		Review and test	2	May 2

Infrastructure .179

Islamic Creed and its Schools of Thought – Dr. Qahtan Al-Douri	1- Required books
Clarification of the religion, Islam as a creed and law, the fundamentals of the Islamic religion, moderation in belief	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .180

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Tajweed rules for the second stage)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .181
Department of Fundamentals of Religion /Benin – Baghdad	University Department .182 / Center
Rules of Tajweed Phase Two	Course Name/Code .183
	Programs that he .184 enters
Classroom lectures	Available forms of .185 attendance
Annual course	Semester/Year .186
60 hours	Number of study .187 hours(The whole)
15/9/2019	Date this description .188 was prepared
	Course Objectives .189

The importance of reciting the Holy Quran and learning its rulings	-68
Introducing the student to the importance of reciting the Holy Quran and learning its rules	-69
The student's mastery and knowledge of opposite qualities and those that have no opposite.	-70
Understanding the rules of pausing and resuming recitation when reading the Holy Quran	-71
Distinguishing between the types of endowments: perfect, good, experimental, optional, forced, arbitrary, and ugly.	-72

Learning outcomes, teaching and learning methods, and assessment .190

A- Knowledge and understanding

A1-Enabling the student to understand the rules of recitation theoretically

A2-Enabling the student to be familiar with the rules of Tajweed that he studies

A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills

B1 - That the student be able to pronounce the Holy Quran correctly and flawlessly, free from both subtle and obvious errors.

B2 - The student should be able to teach others the correct pronunciation of the recitation.

B3 - That the student be able to teach and acquire the necessary teaching and educational skills that will benefit him in teaching others

Teaching and learning methods

4- The lecture method (delivery) - The inductive method	-45
Standard method	-46
Method of dialogue and discussion	-47

Assessment methods

Daily, monthly, term, and final tests -59

Classroom discussion -60

Classroom assignments -61

Reports -62

Research writing -63

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcoming the students and an introduction to the articulation of letters	2	October 1
Classroom performance – exams	Presentation – Discussion	Cavity + Throat + Application	2	October 2
Classroom performance – exams	Induction – Deduction	Tongue + App	2	October 3
Classroom performance – exams	Delivery – Measurement	Tongue + with review	2	October 4
Classroom performance – exams		Lips + Application	2	November 1
Classroom performance – exams	Delivery – Measurement	The gill + application	2	November 2
Classroom performance – exams	Presentation – Discussion	review	2	November 3
Classroom performance – exams	Presentation – Discussion	Written exam + oral exam	2	November 4
Classroom performance – exams	Presentation – Discussion	Introduction to the characteristics of letters	2	December 1
Classroom performance – exams	Presentation – Discussion	Opposite qualities: whispering + voicing	2	December 2
Classroom performance –	delivery– induction	Severity + laxity + arrogance	2	December

exams				3
Classroom performance – exams	delivery– discussion	App + Review	2	December 4
Classroom performance – exams	delivery– induction	celebration	2	January 1
Classroom performance – exams	delivery– discussion	Dishes + Opening	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery– discussion	The snot + the deaf	2	February 3
Classroom performance – exams	delivery– discussion	review	2	February 4
Classroom performance – exams	delivery– discussion	The adjective that has no opposite: whistling	2	March 1
Classroom performance – exams	delivery– Measurement	Qalqalah	2	March 2
Classroom performance – exams	delivery– Measurement	Softness + Deviation + Refining	2	March 3
Classroom performance – exams	Presentation – Discussion	Outbreak + Elongation	2	March 4

Classroom performance – exams	Presentation – Discussion	Review + and Apply	2	April 1
Classroom performance – exams	Presentation – Discussion	Pausing and Resuming Recitation and the Ruling on Learning It	2	April 2
Classroom performance – exams	Presentation – Discussion	Introduction to some definitions and categories of endowments	2	April 3
Classroom performance – exams	Presentation – Discussion	Complete and sufficient pauses, and good and bad pauses	2	April 4
Classroom performance – exams	Presentation – Discussion	Test suspension + Pending suspension + Arbitrary suspension	2	May 1
Classroom performance – exams	Presentation – Discussion	How to stand correctly in the Rum and Shamam regions	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .191

The science of Tajweed: theoretical rules and practical observations
Author: Dr. Yahya Abdul Razzaq Al-

1- Required books

Ghouthani	
The rules for reciting the Holy Quran according to Al-Husari, the introduction to Al-Jazari's poem, and the guidance of the reciter to the proper recitation of the words of God.	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .192	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Hadith Sciences)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .193
Department of Fundamentals of Religion /Benin - Baghdad	University Department .194 / Center
Hadith sciences	Course Name/Code .195
	Programs that he .196 enters
Classroom lectures	Available forms of .197 attendance
Annual course	Semester/Year .198
60 hours	Number of study .199 hours(The whole)
	Date this description .200 was prepared

Course Objectives .201

The course aims to introduce the student to the importance of the Prophet's Sunnah and its sciences.	-73
The student will learn the meaning of the Prophetic Hadith, and its categories: authentic, good, and weak.	-74
Introducing the student to the division of hadith into mutawatir and ahad, and the division of hadith in terms of its strength and weakness into maqbul and radud.	-75
Identifying fabricated hadiths and how to detect them, and what the reasons were that led to the fabrication of hadiths.	-76
Developing love for the Sunnah of the Prophet and defending it	-77

Learning outcomes, teaching and learning methods, and assessment .202

A- Knowledge and understanding

- A1-Enabling the student to understand the subject of Hadith sciences
- A2-Creating a basic knowledge map in the subject of Hadith sciences for the student
- A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills

- B1 - That the student be able to present the sciences of Hadith
- B2 - The student must be able to prepare scientific reports
- B3 - The student must be able to teach and deliver speeches and sermons about the Prophetic Sunnah.
- B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.
- B5- Knowing the efforts made by the scholars of Hadith in particular in preserving the Prophetic Sunnah.

C- Affective objectives:

- A1 - Raising the student to love the Quran and take pride in his faith and religion

Part 2 – Recognizing the value and beauty of the Prophet's Sunnah, and that it

is one of the fundamental sources of legislation
C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-48
Inductive method	-49
Method of dialogue and discussion	-50

Assessment methods

Daily, monthly, term, and final tests	-64
Classroom discussion	-65
Classroom assignments	-66
Reports	-67

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Frequent - Uncommon	2	October 2
Classroom performance – exams	Presentation – Discussion	Correct	2	October 3
Classroom performance – exams	Presentation – Discussion	The ranks of the authentic	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Hassan	2	November 2
Classroom performance – exams	Presentation – Discussion	Acceptable single-narrator hadith supported by corroborating evidence	2	November 3
Classroom performance – exams	Presentation – Discussion	The weak	2	November 4
Classroom performance – exams	Presentation – Discussion	Return	2	December 1
Classroom performance – exams	Presentation – Discussion	Sender	2	December 2
Classroom	Presentation –	The problematic –	2	December

performance – exams	Discussion	the interrupted		3
		Review and test	2	December 4
Classroom performance – exams	Presentation – Discussion	The deceiver	2	January 1
Classroom performance – exams	Presentation – Discussion	The hidden sender	2	January 2
Classroom performance – exams	Presentation – Discussion	The fabricated hadith	2	January 3
Classroom performance – exams	Presentation – Discussion	Denial	2	January 4
Classroom performance – exams	Presentation – Discussion	The reason	2	February 1
Classroom performance – exams	Presentation – Discussion	The troubled	2	February 2
		Review and test	2	February 3
Classroom performance – exams	Presentation – Discussion	The irregular and the preserved	2	February 4
Classroom performance – exams	Presentation – Discussion	Hadith Qudsi	2	March 1
Classroom performance – exams	Presentation – Discussion	The chain of transmission	2	March 2
Classroom performance –	Presentation –	Witness and Follower	2	March 3

exams	Discussion			
Classroom performance – exams	Presentation – Discussion	Endurance methods and performance formulas	2	March 4
Classroom performance – exams	Presentation – Discussion	The characteristics of narrating hadith	2	April 1
Classroom performance – exams	Presentation – Discussion	subtleties of attribution	2	April 2
Classroom performance – exams	Presentation – Discussion	Previous and subsequent	2	April 3
Classroom performance – exams	Presentation – Discussion	Agree and disagree	2	April 4
		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .203

Simplifying Hadith terminology Author: Mohammed Tahhan	1- Required books
Simplifying Hadith terminology For al-Tahhan, Nuzhat al-Nazar by Ibn Hajar, Ulum al-Hadith by Ibn al-Salah, Tadrib al-Rawi by al-Suyuti	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .204

According to direct admission and the established plan	Prerequisites
	Minimum number of

	students
Greater than the required number	Largest number of students

Course description (Grammar and Morphology)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .205
Department of Fundamentals of Religion /Benin - Baghdad	University Department .206 / Center
Grammar and Morphology	Course Name/Code .207
	Programs that he .208 enters
Classroom lectures	Available forms of .209 attendance
Annual course	Semester/Year .210
90 hours	Number of study .211 hours(The whole)
	Date this description .212 was prepared

Course Objectives .213	
Correcting the tongue and protecting it from error	-78
Teaching correct reading and writing	-79
Preserving the language from deviation, change, and extinction	-80

Learning outcomes, teaching and learning methods, and assessment .214	
<p>A- Knowledge and understanding</p> <p>A1-Understanding the Arabic language</p> <p>A2-Enabling students to understand the rules of Arabic grammar and morphology</p> <p>A3-Introducing students to the semantic linguistic differences in grammatical and morphological expressions</p>	
<p>b) Subject-specific skills</p> <p>B1 – Correct pronunciation and writing</p> <p>B2 – Learning the art of literary writing</p> <p>B3 - Studying and understanding the Arab heritage.</p>	
<p>C- Affective objectives:</p> <p>Part 1 - Love of language and belonging to it</p> <p>Part 2 – Love of learning about Arab heritage</p> <p>Q3 - Understanding the characteristics of the Arabic language.</p>	
Teaching and learning methods	
4- The lecture method (delivery) - The inductive method	-51
Standard method	-52
Method of dialogue and discussion	-53
Assessment methods	
Daily, monthly, term, and final tests	-68

Classroom discussion	-69
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Classroom assignments	-70
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Reports	-71
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	The verbs "kana" and its sisters / The function and meaning of the verbs	3	October 1
Classroom performance – exams	Presentation – Discussion	The states of the subject and predicate of "kana"	3	October 2
Classroom performance – exams	Induction – Deduction	The excess	3	October 3
Classroom performance – exams	Delivery – Measurement	The abstract and augmented nouns and their patterns	3	October 4
Classroom performance – exams		Inna and its sisters / their function	3	November 1
Classroom performance – exams	Delivery – Measurement	The adverbs of the news that and what is done	3	November 2
Classroom performance – exams	Presentation – Discussion	The rules of the hamza in "inna"	3	November 3
Classroom performance – exams	Presentation – Discussion	Invalidating the function of "inna" and its sisters	3	November 4
Classroom performance – exams	Presentation – Discussion	Easing the hamza of "in"	3	December 1
Classroom performance – exams	Presentation – Discussion	Derivation and Sources of Verbs	3	December 2

Classroom performance – exams	delivery–induction	The negative particle "la" negates the entire class.	3	December 3
Classroom performance – exams	delivery–discussion	Verbs of supposition and their sisters / Types	3	December 4
Classroom performance – exams	delivery–induction	Comment and Cancel	3	January 1
Classroom performance – exams	delivery–discussion	The process of saying "the flow of the tongue"	3	January 2
		First semester exams	3	January 3
		First semester exams	3	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery–discussion	The active participle, the passive participle, and the adjectival participle	3	February 3
Classroom performance – exams	delivery–discussion	The subject / its definition and rules	3	February 4
Classroom performance – exams	delivery–discussion	The language of "the fleas ate me"	3	March 1
Classroom performance – exams	delivery–Measurement	superlative	3	March 2
Classroom performance –	delivery–	The deputy of the	3	March 3

exams	Measurement	subject / its nature		
Classroom performance – exams	Presentation – Discussion	Names of time, place, and instrument	3	March 4
Classroom performance – exams	Presentation – Discussion	Dual and plural	3	April 1
Classroom performance – exams	Presentation – Discussion	Reasons for omitting the subject	3	April 2
Classroom performance – exams	Presentation – Discussion	Reduction	3	April 3
Classroom performance – exams	Presentation – Discussion	lineage	3	April 4
Classroom performance – exams	Presentation – Discussion	Building the verb in the passive voice	3	May 1
Classroom performance – exams	Presentation – Discussion	Hamzat al–Wasl and Hamzat al–Qat'	3	May 2
Classroom performance – exams		Review and test	3	May 3
Final exams		Review and test	3	May 4

Infrastructure .215

Ibn Aqil's Explanation... and the Gift to the Eye in the Science of Morphology

1- Required books

Comprehensive Grammar, Meanings of Grammar, The Fragrance of Custom in the Art of Morphology	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .216	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Jurisprudence and Inheritance2)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .217
Department of Fundamentals of Religion /Benin - Baghdad	University Department .218 / Center
Jurisprudence and Inheritance	Course Name/Code .219
	Programs that he .220 enters
Classroom lectures	Available forms of .221 attendance
Annual course	Semester/Year .222
90 hours	Number of study .223 hours(The whole)
	Date this description .224 was prepared
Course Objectives .225	
The course aims to introduce the student to the importance of Islamic jurisprudence.	-81
The course aims to educate the student on family law related to marriage, divorce, and inheritance.	-82
This material aims to highlight the most significant obstacles that hinder the life of the Muslim family.	-83
	-84
	-85

Learning outcomes, teaching and learning methods, and assessment .226

A- Knowledge and understanding

A1-Enabling the student to understand the subject of family jurisprudence
 A2-To enable the student to be familiar with the details of every part of jurisprudence related to marriage, divorce and inheritance.

b) Subject-specific skills

B1 - The student must be able to know the Sharia rulings related to the subject.
 B2 - The student must be able to prepare scientific reports in the subject of Islamic jurisprudence.
 B3 - That the student be able to teach the subject of jurisprudence

Teaching and learning methods

The lecture method (delivery)	-54
Inductive method	-55
Method of dialogue and discussion	-56

Assessment methods

Daily, monthly, term, and final tests	-72
Classroom discussion	-73
Classroom assignments	-74
Reports	-75

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	3	October 1
Classroom performance – exams	Presentation – Discussion	Definition of the marriage contract and its provisions	3	October 2
Classroom performance – exams	Induction – Deduction	Sermon introductions	3	October 3
Classroom performance – exams	Presentation – Discussion	Reasons for inheritance	3	October 4
Classroom performance – exams		Review and test	3	November 1
Classroom performance – exams	Presentation – Discussion	Contract elements and conditions	3	November 2
Classroom performance – exams	Presentation – Discussion	Male and female heirs	3	November 3
Classroom performance – exams	Presentation – Discussion	Review and test	3	November 4
Classroom performance – exams	Presentation – Discussion	Guardianship and agency in the contract	3	December 1
Classroom performance – exams	Presentation – Discussion	Prohibitions and marriage to women of the People of the Book	3	December 2
Classroom performance – exams	Presentation – Discussion	Blocking and its types	3	December 3

Classroom performance – exams	Presentation – Discussion	Dowry and its rulings	3	December 4
Classroom performance – exams	Induction – Deduction	Alimony and its rulings	3	January 1
Classroom performance – exams	Presentation – Discussion	Issues related to inheritance	3	January 2
		First semester exams	3	January 3
		First semester exams	3	January 4
		Spring break	3	February 1
		Spring break	3	February 2
Classroom performance – exams	Presentation – Discussion	Rights of husband and wife	3	February 3
Classroom performance – exams	Presentation – Discussion	Marriage differences	3	February 4
Classroom performance – exams	Presentation – Discussion	Wills and their provisions	3	March 1
Classroom performance – exams	Presentation – Discussion	Divorce and its rulings	3	March 2
Classroom performance – exams	Presentation – Discussion	Types of divorce	3	March 3
Classroom performance – exams	Presentation – Discussion	Review and test	3	March 4
Classroom performance – exams	Presentation – Discussion	Inheritance by agnatic kinship	3	April 1

exams				
Classroom performance – exams	Presentation – Discussion	Separation by court order	3	April 2
Classroom performance – exams	Presentation – Discussion	The waiting period and its rulings, and the rulings on lineage	3	April 3
Classroom performance – exams		Review and test	3	April 4
Classroom performance – exams		Review and test	3	May 1
Classroom performance – exams		Review and test	3	May 2
Classroom performance – exams		Review and test	3	May 3
Final exams			3	May 4

Infrastructure .227

Personal Status in Jurisprudence, Judiciary, and Law, Part One, by Ahmad al-Kubaisi, Explanation of al-Rahbiyya, by al-Mardani

1- Required books

2- Basic references

3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .228

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (English Language - Second Stage)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .229
Department of Fundamentals of Religion /Benin - Baghdad	University Department .230 / Center
English Language / Stage Two	Course Name/Code .231
	Programs that he .232 enters
Classroom lectures	Available forms of .233 attendance
Annual course	Semester/Year .234
60 hours	Number of study .235 hours(The whole)
	Date this description .236 was prepared

Course Objectives .237	
This course aims to introduce students to the basic pillars of Islam in English.	-86
Introducing the student to basic Islamic terminology in English	-87
The student should be able to explain Islam in English.	-88
The student should be able to introduce the Prophet ﷺ	-89
The student should be able to learn the English translation of verses from the Holy Quran.	-90

Learning outcomes, teaching and learning methods, and assessment .238	
A- Knowledge and understanding	
A1-Enabling the student to understand the English language material related to the pillars of the Islamic faith.	
A2-To enable the student to use English vocabulary related to the Islamic religion	
A3-Preparing him in a way that qualifies him to work in educational institutions and to use the English language easily and fluently.	
A4- Translation of the short surahs from the Holy Quran into English	
b) Subject-specific skills	
B1 - The possibility of identifying and describing the true Islamic religion	
B2 - The semantic translation of the verses of the Holy Quran	
B3 - Introducing the true Islamic religion in clear and concise terms	
B4 – Defining the pillars of the true Islamic religion	
Teaching and learning methods	
4- Lecture method (delivery) - Daily reading and class participation	-57
Inductive method	-58
Method of dialogue and discussion	-59
Assessment methods	

Daily, monthly, term, and final tests -76

Classroom discussion -77

Classroom assignments -78

Daily reading -79

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance (reading, tests)	Public speaking – dialogue	Welcome + Curriculum Introduction	2	October 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (Pilgrimage)	2	October 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	October 3
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	October 4
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (Conjunctions + Simple present tense)	2	November 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	November 2
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of Surah An-Nasr	2	November 3
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (Who is the prophet Mohammedﷺ)	2	November 4
Classroom performance (reading, tests)	Public speaking –	Vocabulary	2	December 1

	dialogue			
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	December 2
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (Prepositions)	2	December 3
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	December 4
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of Surah Al- Lahab	2	January 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (The Sunnah)	2	January 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	January 3
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	January 4
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (Modals)	2	February 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	February 2

Classroom performance (reading, tests)	Public speaking – dialogue	Translation of(surah Al-Ikhlās + traditions)	2	February 3
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (individual +Society)	2	February 4
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	March 1
Classroom performance (reading, tests)	Public speaking – dialogue	Exercises on the text	2	March 2
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (Pronouns)	2	March 3
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology	2	March 4
Classroom performance (reading, tests)	Public speaking – dialogue	Translation of Surah Al-Falaq	2	April 1
Classroom performance (reading, tests)	Public speaking – dialogue	Reading (Abu Bakr Alsidīq)	2	April 2
Classroom performance (reading, tests)	Public speaking – dialogue	Vocabulary	2	April 3
Classroom performance	Public	Exercises on the text	2	April 4

(reading, tests)	speaking – dialogue			
Classroom performance (reading, tests)	Public speaking – dialogue	Grammar (Sentences)	2	May 1
Classroom performance (reading, tests)	Public speaking – dialogue	Morphology+Translatio n of Surah An-Nas	2	May 2

Infrastructure .239

The book of the curriculum (This is Islam	1- Required books
Books introducing Islam in English	2- Basic references
Websites that support the introduction of Islam and Islamic magazines in English	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .240

	Prerequisites
	Minimum number of students
	Largest number of students

Course description (Computer Science - Stage Two)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .241
Department of Fundamentals of Religion /Benin – Baghdad	University Department .242 / Center
Computer / Second Stage	Course Name/Code .243
	Programs that he .244 enters
Classroom lectures + practical application (laboratory)	Available forms of .245 attendance
Annual course	Semester/Year .246
60 hours	Number of study .247 hours(The whole)
	Date this description .248 was prepared
	Course Objectives .249

The course aims to introduce students to the importance of computers in life.	-91
Introducing the student to the basics of computers	-92
Introducing the student to the use of Microsoft Office programs	-93
Getting to know Microsoft Office and using Word.	-94
Learn typing, text formatting, and editing	-95
Protecting your computer from viruses	-96

Learning outcomes, teaching and learning methods, and assessment .250	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand computer science, its basic components, and how it works.</p> <p>A2-Enabling the student to be able to use the Word printing program</p> <p>A3-Preparing him in a way that qualifies him to work in educational institutions and to use modern technologies and office programs.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p style="text-align: center;">B1 - Applying the Word system</p> <p style="text-align: center;">B2 – Protecting the computer from viruses</p>	
Teaching and learning methods	
4- Practical training (laboratory)	-60
Inductive method	-61
Method of dialogue and discussion	-62
Assessment methods	
Daily, monthly, term, and final tests	-80
Classroom discussion	-81

Classroom assignments	-82
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Practical tests	-83
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – practical exams	The presentation – laboratory	Welcome + Computer Introduction	2	October 1
Classroom performance – practical exams	The presentation – laboratory	Introduction to Office	2	October 2
Classroom performance – practical exams	The presentation – laboratory	Application concept	2	October 3
Classroom performance – practical exams	The presentation – laboratory	Run the application	2	October 4
Classroom performance – practical exams		tabs	2	November 1
Classroom performance – practical exams	The presentation – laboratory	Home tab	2	November 2
Classroom performance – practical exams	The presentation – laboratory	Insert tab	2	November 3
Classroom performance – practical exams	The presentation – laboratory	References tab	2	November 4
Classroom performance – practical exams	The presentation – laboratory	Review tab	2	December 1

Classroom performance – practical exams	The presentation – laboratory	View tab	2	December 2
Classroom performance – practical exams	The presentation – laboratory	Dealing with the application	2	December 3
Classroom performance – practical exams	The presentation – laboratory	Create a new document	2	December 4
Classroom performance – practical exams	The presentation – laboratory	Change document name	2	January 1
Classroom performance – practical exams	The presentation – laboratory	Save document	2	January 2
Classroom performance – practical exams	The presentation – laboratory	Inserting text into the document	2	January 3
Classroom performance – practical exams	The presentation – laboratory	Document display methods	2	January 4
Classroom performance – practical exams	The presentation – laboratory	Adjusting the zoom level	2	February 1
Classroom performance – practical exams	The presentation – laboratory	Text replacement	2	February 2
Classroom performance – practical exams	The	Text transfer	2	February 3

	presentation – laboratory			
Classroom performance – practical exams	The presentation – laboratory	Delete text and undo	2	February 4
Classroom performance – practical exams	The presentation – laboratory	Text formatting	2	March 1
Classroom performance – practical exams	The presentation – laboratory	Insert symbols	2	March 2
Classroom performance – practical exams	The presentation – laboratory	Digital menus	2	March 3
Classroom performance – practical exams	The presentation – laboratory	Boundaries and Frameworks	2	March 4
Classroom performance – practical exams	The presentation – laboratory	Tables	2	April 1
Classroom performance – practical exams	The presentation – laboratory	Insert rows and columns	2	April 2
Classroom performance – practical exams	The presentation – laboratory	Delete rows and columns	2	April 3
Classroom performance – practical exams	The presentation –	Table format	2	April 4

	laboratory			
Classroom performance – practical exams	The presentation – laboratory	Internet	2	May 1
Classroom performance – practical exams	The presentation – laboratory	Internet browsers and search engines	2	May 2

Infrastructure .251	
Word Processing and Internet Manual Microsoft Word 2010	1- Required books
Computer and Internet Books	2- Basic references
Websites that support Office and basic computer and internet skills	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .252	
	Prerequisites
	Minimum number of students
	Largest number of students

Course description (Educational Measurement and Evaluation)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .253
Department of Fundamentals of Religion /Benin - Baghdad	University Department .254 / Center
Educational measurement and evaluation	Course Name/Code .255
	Programs that he .256 enters
Classroom lectures	Available forms of .257 attendance
Annual course	Semester/Year .258
60 hours	Number of study .259 hours(The whole)
	Date this description .260 was prepared
	Course Objectives .261

Defining the concept of measurement and its types	-97
Defining the concept of measurement and its types.	-98
Clarifying the most important difficulties facing the measurement process in education.	-99
Clarifying the purposes of educational assessment, and recalling its most important goals and functions.	-100
Understanding the types of tests, their advantages and disadvantages	-101
To become familiar with modern trends in the field of educational assessment.	-102
Designing models for achievement tests of all types that meet the criteria of a good test.	-103

Learning outcomes, teaching and learning methods, and assessment .262	
A- Knowledge and understanding	
A1- Discrimination between concept Measurement and evaluation and calendar and relationship all From them In the end	
A2- Student definition With characteristics and conditions Calendar Educational Good	
A3- clarification importance Calendar Educational in system education and learning	
b) Subject-specific skills	
B1 – To equip the student with analytical skillsAspects of evaluating the fields of the educational system.	
B2 – Introducing the student to how to prepareA model for psychological self-assessment (student - teacher).	
B3 - challengeYD. Procedures for producing, administering, and correcting testsand analyzing its results	
B4 –TdeafYA plan to develop an evaluation program for one of the areas of the education system	
C- Affective objectives:	
A1 –Understanding the theoretical and scientific foundations and facts	

of psychological measurement

Part 2 –Understanding the methods and techniques of psychological measurement

Part 3 – Identifying individual differences between individuals

Teaching and learning methods

The lecture method (delivery)	-63
Inductive method	-64
Method of dialogue and discussion	-65
Cooperative learning–Research and conclusion	-66

Assessment methods

Daily, monthly, term, and final tests	-84
Classroom discussion	-85
Classroom assignments	-86
Reports	-87
Practical assignment	-88

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	The concept of measurement, its history, objectives, foundations, and importance	2	October 1
Classroom performance – exams	Presentation – Discussion	Measurement levels	2	October 2
Classroom performance – exams	Induction – Deduction	Measuring instruments	2	October 3
Classroom performance – exams	Presentation – Discussion	Individual differences	2	October 4
Classroom performance – exams	Presentation – Discussion	The role of assessment in the educational process	2	November 1
Classroom performance – exams	Presentation – Discussion	Calendar functions and characteristics	2	November 2
Classroom performance – exams	Presentation – Discussion	Classroom assessment methods and tools	2	November 3
Classroom performance – exams	Presentation – Discussion	Formative assessment	2	November 4
Classroom performance – exams	Presentation – Discussion	Educational goals and their measurement	2	December 1
Classroom performance – exams	Presentation – Discussion	Types of tests and requirements for a good test	2	December 2

Classroom performance – exams	Presentation – Discussion	Psychological measurement tools (validity and reliability)–Standards)	2	December 3
Classroom performance – exams	Presentation – Discussion	and how to design the test	2	December 4
Classroom performance – exams	Presentation – Discussion	Intelligence, mental retardation, and academic underachievement	2	January 1
Classroom performance – exams	Presentation – Discussion	Tests and their types	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Presentation – Discussion	Multiple choice	2	February 3
Classroom performance – exams	Presentation – Discussion	Matching	2	February 4
Classroom performance – exams	Presentation – Discussion	Right and wrong–Complementation	2	March 1
Classroom performance – exams	Presentation – Discussion	Constructing and correcting questions	2	March 2
Classroom performance – exams	Presentation – Discussion	Alternative assessment strategies	2	March 3
Classroom		Review and test	2	March 4

performance – exams				
Classroom performance – exams	Presentation – Discussion	Test validity: Content–Construction	2	April 1
Classroom performance – exams	Presentation – Discussion	Test reliability: Equivalence and consistency	2	April 2
Classroom performance – exams	Presentation – Discussion	Test item analysis	2	April 3
Classroom performance – exams	delivery–discussion	Principles of Estimation	2	April 4
Classroom performance – exams	Presentation – Discussion	Interpreting student results (assigning weights to standardized scores)	2	May 1
Classroom performance – exams	Presentation – Discussion	Statistical analysis program	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams			2	May 4

Infrastructure .263

Educational measurement and evaluation Author:Dr. Asaad Jalal	1- Required books
Psychological Measurement: Between Theory and Application by Abbas Mahmoud Modern trends in	2- Basic references

educational assessment and psychological measurement. Ashraf Ali Abdo, Educational Assessment Fouad Abu Hatab.	
Psychometrics: Theory and Application, by Saad Abdul Rahman The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.
	Acceptance
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Memorizing the Quran C)2)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .264
Department of Fundamentals of Religion /Benin - Baghdad	University Department .265 / Center
Memorizing the Quran2	Course Name/Code .266
	Programs that he .267 enters
Classroom lectures	Available forms of .268 attendance
Annual course	Semester/Year .269
30 hours	Number of study .270 hours(The whole)
	Date this description .271 was prepared

Course Objectives .272

The course aims to introduce the student to the Holy Quran and help them understand it correctly.	-104
The student memorized the second part of the Holy Quran	-105
Pronounce the Quranic verses correctly	-106
Developing love for the Holy Quran and defending it	-107

Learning outcomes, teaching and learning methods, and assessment .273

A- Knowledge and understanding
 A1-Enabling the student to memorize the second part of the Holy Quran
 A2-To recite the verses correctly and properly.
 A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills
 B1 - The student must be able to memorize the second part of the Holy Quran
 B2 - The student must be able to pronounce the verses correctly and accurately.
 B3 - That the student be able to teach and teach the Holy Quran correctly.
 B4 - Equipping him with the necessary skills in memorization and teaching.

C- Affective objectives:
 A1 - Raising the student to love the Quran and take pride in his faith and religion
 Part 2 – Recognizing the value and beauty of the Holy Quran, and that it is suitable for all times and places

Teaching and learning methods

The lecture method (delivery)	-67
Method of dialogue and discussion	-68

Listening to the student's memorization and pronunciation	-69
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Assessment methods

Daily, monthly, term, and final tests	-89
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Classroom assignments	-90
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Speaking and listening	Welcome + Course Introduction	1	October 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(142-145)	1	October 2
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(146-153)	1	October 3
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(154-163)	1	October 4
Classroom performance – exams		Review and test	1	November 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(169-164)	1	November 2
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(170-176)	1	November 3
Classroom performance – exams	Speaking and listening	Review and test	1	November 4
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(181-177)	1	December 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(182-186)	1	December 2

Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(187-190)	1	December 3
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(191-196)	1	December 4
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(197-202)	1	January 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(203-210)	1	January 2
		First semester exams	1	January 3
		First semester exams	1	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(211-215)	1	February 3
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(216-219)	1	February 4
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(220-224)	1	March 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(225-230)	1	March 2
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(231-233)	1	March 3

Classroom performance – exams	Speaking and listening	Review and test	1	March 4
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(234 - 237)	1	April 1
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(238- 245)	1	April 2
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(248- 246)	1	April 3
Classroom performance – exams	Speaking and listening	Recitation and listening to the memorization of Al-Baqarah verses(249- 252)	1	April 4
Classroom performance – exams	Speaking and listening	Review and test	1	May 1
Classroom performance – exams	Speaking and listening	Review and test	1	May 2
Classroom performance – exams	Speaking and listening	Review and test	1	May 3
Final exams				May 4

Infrastructure .274

Part Two of the Holy Quran	1- Required books
Koran	2- Basic references

-----	3- Recommended books and sources such as scientific journals, reports, internet links, etc.
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Acceptance .275	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Freedom)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .276
Department of Fundamentals of Religion /Benin - Baghdad	University Department .277 / Center
Freedom	Course Name/Code .278
	Programs that he .279 enters
Classroom lectures	Available forms of .280 attendance
Annual course	Semester/Year .281
30 hours	Number of study .282 hours(The whole)
	Date this description .283 was prepared

Course Objectives .284	
The article aims to emphasize the necessity of informing every person of their full freedom and rights.	-108
The need to consider dignityHumanityStandardbasicIn the existence of this world.	-109
Explaining the vocabulary of freedom in its correct forms and how to use it.	-110
Clarifying all the rights guaranteed by religionIslamicFor all human beings.	-111

Learning outcomes, teaching and learning methods, and assessment .285	
<p>A- Knowledge and understanding</p> <p>A1-Enabling the student to know his rights and duties.</p> <p>A2-The student should be familiar with the details of the goals of freedom.</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p>b) Subject-specific skills</p> <p>B1 - That the student be able to know the correct principles of his freedom.</p> <p>B2 - The student should be able to prepare cultural reports on the subject of freedom.</p> <p>B3 - The student must be able to apply and teach this material.</p> <p>B4 - Equipping him with the necessary skills in dialogue and discussion.</p>	
<p>C- Affective objectives:</p> <p>A1 - Raising the student to love learning and to know his rights and duties.</p> <p>Part 2 - Recognizing the importance of freedom and the need for it in every time and place.</p>	
Teaching and learning methods	
The lecture method (delivery)	-70

Method of dialogue and discussion	-71
Listening to the student's memorization and pronunciation	-72

Assessment methods

Daily, monthly, term, and final tests	-91
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Classroom assignments	-92
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Preparing reports.	-93
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
	delivery	Welcome + Course Introduction	1	October 1
Classroom performance – exams	Delivery and dialogue	The basis of freedom and its connection with equality	1	October 2
Classroom performance – exams	Speaking and listening	The meaning of freedom, its history, and the relativity of freedom	1	October 3
Classroom performance – exams	Speaking and listening	Protecting freedom and human rights, and the most important controls on exercising freedom + legal and religious guarantees of freedom	1	October 4
Classroom performance – exams	Delivery and dialogue	Types of freedoms and their characteristics	1	November 1
Classroom performance – exams	Speaking and listening	Characteristics and nature of freedom in the world and in Islam	1	November 2
Classroom performance – exams	Speaking and listening	Examples of the exercise of freedom in Islam	1	November 3
Classroom performance – exams	Speaking and listening	Review and test	1	November 4

Classroom performance – exams	Speaking and listening	The nature of freedoms in Islam	1	December 1
Classroom performance – exams	Speaking and listening	The implications of recognizing personal freedom in Islam	1	December 2
Classroom performance – exams	Speaking and listening	Reasons for the permissibility of slavery at the beginning of Islam and its remedy	1	December 3
Classroom performance – exams	Speaking and listening	Political freedom and its manifestations	1	December 4
Classroom performance – exams	Speaking and listening	Restrictions on political freedom	1	January 1
Classroom performance – exams	Speaking and listening	Controls and limitations on freedom of opinion	1	January 2
		First semester exams	1	January 3
		First semester exams	1	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Speaking and listening	The advantages of the right to freedom from an Islamic	1	February 3

		perspective		
Classroom performance – exams	Speaking and listening	Freedom of assembly and association	1	February 4
Classroom performance – exams	Speaking and listening	How is the right to dissent evaluated in Islam?	1	March 1
Classroom performance – exams	Speaking and listening	Freedom of belief and worship, and granting this freedom	1	March 2
Classroom performance – exams	Speaking and listening	Freedom of religion in systems and constitutions	1	March 3
Classroom performance – exams	Speaking and listening	Review and test	1	March 4
Classroom performance – exams	Speaking and listening	review	1	April 1
Classroom performance – exams	Speaking and listening	review	1	April 2
Classroom performance – exams	Speaking and listening	review	1	April 3
Classroom performance – exams	Speaking and listening		1	April 4
Classroom performance – exams	Speaking and listening	Review and test	1	May 1

exams				
Classroom performance – exams	Speaking and listening	Review and test	1	May 2
Classroom performance – exams	Speaking and listening	Review and test	1	May 3
Final exams				May 4

Infrastructure .286	
The right to freedom in the world	1- Required books
	2- Basic references
-----	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .287	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Preserving Hadithm2)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .288
Department of Fundamentals of Religion /Benin - Baghdad	University Department .289 / Center
Preserving Hadith	Course Name/Code .290
	Programs that he .291 enters
Classroom lectures	Available forms of .292 attendance
Annual course	Semester/Year .293
30 hours	Number of study .294 hours(The whole)
	Date this description .295 was prepared

Course Objectives .296	
The course aims to introduce the student to the importance of Hadith science.	-112
Introducing the student to the meanings of the words in the Hadith	-113
Developing love for the Prophetic traditions and defending them	-114

Learning outcomes, teaching and learning methods, and assessment .297	
<p>A- Knowledge and understanding</p> <p>A1-Enabling the student to memorize fifty prophetic hadiths</p> <p>A2-Enabling the student to be familiar with the details of each hadith</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p>b) Subject-specific skills</p> <p>B1 - That the student be able to interpret the second part of the Holy Quran</p> <p>B2 - That the student be able to teach, memorize, and instruct the Prophetic Hadith</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>	
<p>C- Affective objectives:</p> <p>A1 - Raising the student to love the Prophet's sayings and to take pride in his faith and religion</p>	
Teaching and learning methods	
The lecture method (delivery)	-73
Inductive method	-74
Method of dialogue and discussion	-75
Assessment methods	

Daily, monthly, term, and final tests	-94
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Classroom discussion	-95
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Classroom assignments	-96
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Reports	-97
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Evaluation Method	roadelivery education	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Speaking and listening	Welcome + Introduction to Science	1	October 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 1 to 3	1	October 2
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 4 to 7	1	October 3
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 8 to 11	1	October 4
Classroom performance – exams	Speaking and listening	Review and test	1	November 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 12 to 15	1	November 2
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 16 to 19	1	November 3
Classroom performance – exams	Speaking and listening	Review and test	1	November 4
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 20 to 22	1	December 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 23 to 25	1	December 2
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 26 to 28	1	December 3

Classroom performance – exams	Speaking and listening	Memorize Hadith No. 29 to 31	1	December 4
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 32 to 34	1	January 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 35 to 37	1	January 2
	Speaking and listening	First semester exams	1	January 3
	Speaking and listening	First semester exams	1	January 4
	Speaking and listening	Spring break	1	February 1
	Speaking and listening	Spring break	1	February 2
Classroom performance – exams	Speaking and listening	Memorizing Hadith No. 38	1	February 3
Classroom performance – exams	Speaking and listening	Memorizing Hadith No. 39	1	February 4
Classroom performance – exams	Speaking and listening	Memorizing Hadith number 40	1	March 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 41	1	March 2
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 42	1	March 3
Classroom performance – exams	Speaking and listening	Review and test	1	March 4

Classroom performance – exams	Speaking and listening	Memorize Hadith No. 43	1	April 1
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 44 to 46	1	April 2
Classroom performance – exams	Speaking and listening	Memorize Hadith No. 47 to 50	1	April 3
Classroom performance – exams		Review and test	1	April 4
Classroom performance – exams		Review and test	1	May 1
Classroom performance – exams		Review and test	1	May 2
Classroom performance – exams		Review and test	1	May 3
Final exams			1	May 4

Infrastructure .298	
Level Two: Fifty Hadiths to Memorize	1- Required books
	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .299

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (explanation and memorization of Hadith)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .300
Department of Fundamentals of Religion /Benin - Baghdad	University Department .301 / Center
Explanation of the Hadith and Memorization	Course Name/Code .302
	Programs that he .303 enters
Classroom lectures	Available forms of .304 attendance
Annual course	Semester/Year .305
60 hours	Number of study .306 hours(The whole)
	Date this description .307 was prepared
	Course Objectives .308

The course aims to introduce the student to the importance of sales and dealing with people.	-115
Student definition of prohibited sales	-116
Explaining to the student the importance of staying away from forbidden things	-117
Identifying the types of sales that were common in pre-Islamic times, such as selling years or selling the offspring of a pregnant animal.	-118

Learning outcomes, teaching and learning methods, and assessment .309	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the material explaining Hadith</p> <p>A2-Creating a basic knowledge map of prohibited sales transactions</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - The student must be able to present prohibited sales transactions</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - The student must be able to teach, give speeches, and warn people about prohibited transactions in sales.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love and adhere to what God Almighty has prescribed for the benefit of people.</p> <p>Part 2 – Recognizing the value and beauty of the Prophet's Sunnah, and that it is one of the fundamental sources of legislation</p> <p>C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it.</p>	
Teaching and learning methods	
4- The lecture method (delivery) - Problem-solving and brainstorming method	-76

Inductive method	-77
Method of dialogue and discussion	-78
Assessment methods	
Daily, monthly, term, and final tests	-98
Classroom discussion	-99
Classroom assignments	-100
Reports	-101

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Hadith No. (1) (2) (3)	2	October 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (4)(5) (6)	2	October 3
Classroom performance – exams	Presentation – Discussion	Hadith No. (7)(8) (9)	2	October 4
Classroom performance – exams		Memorize (10) hadiths for review and testing	2	November 1
Classroom performance – exams	Presentation – Discussion	Hadith No. (10)(11) (12)	2	November 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (13)(14) (15)	2	November 3
Classroom performance – exams	Presentation – Discussion	Hadith No. (16)(17)	2	November 4
Classroom performance – exams		Memorize (10) hadiths for review and testing	2	December 1
Classroom performance – exams	Presentation – Discussion	Hadith No. (22)	2	December 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (23)(24) (25)	2	December 3

Classroom performance – exams	Presentation – Discussion	Hadith No. (26)(27)(28)	2	December 4
		Hadith No. (29)(30)(31)	2	January 1
Classroom performance – exams	Presentation – Discussion	Memorize (10) hadiths for review and testing	2	January 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (32)(33)(34)	2	January 3
Classroom performance – exams	Presentation – Discussion	Hadith No. (35)(36)(37)	2	January 4
Classroom performance – exams	Presentation – Discussion	Memorize (10) hadiths	2	February 1
		Review and test	2	February 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (38)(39)(40)	2	February 3
Classroom performance – exams	Presentation – Discussion	Hadith No. (41)(42)(43)	2	February 4
Classroom performance – exams	Presentation – Discussion	Memorize (10) hadiths	2	March 1
		Review and test	2	March 2
Classroom performance – exams	Presentation – Discussion	Hadith No. (44)(45)(46)	2	March 3
Classroom performance – exams	Presentation – Discussion	Hadith No. (47)(48)(49)	2	March 4

Classroom performance – exams	Presentation – Discussion	Hadith No. (50)(51) (52)	2	April 1
Classroom performance – exams	Presentation – Discussion	Review and test	2	April 2
Classroom performance – exams	Presentation – Discussion	Reviewing the memorization of hadiths	2	April 3
Classroom performance – exams		Office reports	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .310

The Curriculum: Explanation of Sahih Muslim ibn al-Hajjaj Author: Muhyiddin al-Nawawi	1- Required books
Jurisprudence of the Sunnah by Sayyid Sabiq / Islamic Jurisprudence and its Evidences by Wahba al-Zuhayli	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .311

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students



Course description (Interpretation M3)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .312
Department of Fundamentals of Religion /Benin - Baghdad	University Department .313 / Center
Interpretation	Course Name/Code .314
	Programs that he .315 enters
Classroom lectures	Available forms of .316 attendance
Annual course	Semester/Year .317
60 hours	Number of study .318 hours(The whole)
	Date this description .319 was prepared

Course Objectives .320	
The course aims to introduce the student to the importance of interpretation in understanding the meanings and implications of the prescribed Quranic verses.	-119
Introducing the student to the scholars' methods of interpretation	-120
Introducing the student to the science of interpretation as one of the most important tools for the diligent scholar	-121
Developing the student's love for this science, which seems difficult to him.	-122
Developing the student's ability to interpret and derive meanings from the verses of the Qur'an in order to contemplate it.	-123

Learning outcomes, teaching and learning methods, and assessment .321	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the subject of interpreting the Holy Quran</p> <p>A2-To enable the student to be familiar with the methods and approaches of scholars in interpretation</p> <p>A3- Qualifying him to issue fatwas</p> <p>A4-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - Mastering the scientific material</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - That the student be able to teach and issue fatwas using this knowledge.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p> <p>B5- Mastering presentation, explanation, and answering questions.</p> <p>B6- Skills in delivering and explaining the material.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love the science of interpretation and to be proud of his faith and religion.</p> <p>Part 2 - Recognizing the value and aesthetics of interpretation, and that it is</p>	

appropriate to the time and place.
C - To instill in the student a high sense of his religion, to defend it, and to spread the correct understanding of religion with moderation and balance, without excess or negligence.

Teaching and learning methods

Lecture method -79

2- Brainstorming method

Method of dialogue and discussion -4

Assessment methods

Daily, monthly, term, and final tests -102

Classroom discussion -103

Classroom assignments -104

Reports -105

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Lecture– brainstorming	An introduction to the science of exegesis and a brief overview of it	2	Week 1
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 253-255 of Surah Al-Baqarah	2	Week 2
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 256-260	2	Week 3
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 261-265	2	Week 4
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 266–270	2	Week 5
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 271-275	2	Week 6
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 276-280	2	Week 7
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 281-286	2	Week 8
Classroom	Lecture–	Interpretation of	2	Week 9

performance – exams	Dialogue and discussion	verses 1-5 of Surah Al Imran		
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 6–10	2	Week 10
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 11-14	2	Week 11
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 15–20	2	Week 12
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 21–23	2	Week 13
		Review and test	2	Week 14
		semester exams	2	Week 15
		semester exams	2	Week 16
		Spring break	2	Week 17
		Spring break	2	Week 18
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 24-30	2	Week 19
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 31-34	2	Week 20
Classroom performance –	Lecture– Dialogue and	Interpretation of verses 35-40	2	Week 21

exams	discussion			
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 41-44	2	Week 22
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 45-55	2	Week 23
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 56-64	2	Week 24
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 65-69	2	Week 25
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 70–76	2	Week 26
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 77-84	2	Week 27
Classroom performance – exams	Lecture– Dialogue and discussion	Interpretation of verses 85-92	2	Week 28
Classroom performance – exams		Review and test	2	Week 29
Final exams		Review and test	2	Week 30

Infrastructure .322	
Al-Nasafi's Interpretation (Madarik al-Tanzil wa Haqa'iq al-Ta'wil) / Part Three	1- Required books
Ibn Kathir's interpretation, Al-Zamakhshari's interpretation, Al-Tabari's interpretation	2- Basic references
The Comprehensive Library, the Waqf Library website, and the Comprehensive Collection of Jurisprudential Rulings	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .323	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Principles of Hadith Grading and Study of Chains of Transmission)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .324
Department of Fundamentals of Religion /Benin - Baghdad	University Department .325 / Center
Principles of Hadith Authentication	Course Name/Code .326
	Programs that he .327 enters
Classroom lectures	Available forms of .328 attendance
Annual course	Semester/Year .329
60 hours	Number of study .330 hours(The whole)
	Date this description .331 was prepared

Course Objectives .332

The course aims to introduce the student to the importance and benefits of graduation.	-124
The student learns the meaning of graduation, and the most famous books on graduation.	-125
Introducing the student to the theoretical and practical methods of verifying Prophetic Hadith.	-126
Researching the major biographical works to ascertain the integrity and reliability of the men.	-127
Judging the hadith practically in terms of its strength and weakness	-128

Learning outcomes, teaching and learning methods, and assessment .333

A- Knowledge and understanding

- A1-Enabling the student to understand the graduation material and its fundamentals
- A2-Creating a basic knowledge map for the student's graduation course
- A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills

- B1 - The student must be able to present the hadith's chain of transmission.
- B2 - To be able to judge the hadith in a simplified manner
- B3 - The student should be able to use sources of biographies of narrators.
- B4- Knowing the efforts made by the scholars of Hadith in particular in preserving the Prophetic Sunnah.

C- Affective objectives:

- A1 - Raising the student to love the Quran and take pride in his faith and religion
- Part 2 – Recognizing the value and beauty of the Prophet's Sunnah, and that it is one of the fundamental sources of legislation
- C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-80
Inductive method	-81
Method of dialogue and discussion	-82
Assessment methods	
Daily, monthly, term, and final tests	-106
Classroom discussion	-107
Classroom assignments	-108
Reports 5- Practical tests	-109

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Definition of graduation and its importance	2	October 2
Classroom performance – exams	Presentation – Discussion	Graduation date	2	October 3
Classroom performance – exams	Presentation – Discussion	Raising the flag / The singer	2	October 4
Classroom performance – exams		practical control	2	November 1
Classroom performance – exams	Presentation – Discussion	Graduation methods	2	November 2
Classroom performance – exams	Presentation – Discussion	The chains of transmission	2	November 3
Classroom performance – exams	Presentation – Discussion	Dictionaries	2	November 4
Classroom performance – exams	Presentation – Discussion	Written by the parties	2	December 1
		practical control	2	December 2
Classroom performance – exams	Presentation – Discussion	The second method	2	December 3

		practical control	2	December 4
Classroom performance – exams	Presentation – Discussion	The third method	2	January 1
		practical control	2	January 2
Classroom performance – exams	Presentation – Discussion	The fourth method: Section One	2	January 3
Classroom performance – exams	Presentation – Discussion	Section Two	2	January 4
Classroom performance – exams	Presentation – Discussion	practical control	2	February 1
Classroom performance – exams	Presentation – Discussion	Section Three	2	February 2
		Review and test	2	February 3
		practical control	2	February 4
Classroom performance – exams	Presentation – Discussion	The fifth method	2	March 1
		practical control	2	March 2
Classroom performance – exams	Presentation – Discussion	Study of the chains of transmission	2	March 3
Classroom performance – exams	Presentation – Discussion	Types of books written about men	2	March 4
Classroom performance – exams	Presentation – Discussion	Refinement of Refinement	2	April 1

Classroom performance – exams	Presentation – Discussion	Stages of studying the chains of transmission	2	April 2
		practical control	2	April 3
		practical control	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .334

Principles of Hadith Classification and Study of Chains of Transmission Author: Mahmoud Al-Tahhan	1- Required books
Simplifying Hadith terminology For the miller	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .335

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (M3 difference)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .336
Department of Fundamentals of Religion /Benin - Baghdad	University Department .337 / Center
Islamic sects	Course Name/Code .338
	Programs that he .339 enters
Classroom lectures	Available forms of .340 attendance
Annual course	Semester/Year .341
60 hours	Number of study .342 hours(The whole)
	Date this description .343 was prepared

Course Objectives .344

thatItThe student was introduced to the explanation of the hadith.AThe separation and the date of the separationYHe realized the virtue of adhering to the community and not leaving the Muslim community.	-129
thatYThe student acquires the skill of debating with reasoned argument and logical proof, free from prejudice.	-130
Preserve the evidence correctly, paying attention to the rational evidence, because sound reason does not contradict sound transmission.	-131
Upon completion of the course, the student is expected to be able to: •	
Familiarity with all Islamic sects and the most important schools of thought.	-132
Knowing the true motive behind the emergence of these sects and schools of thought, and then being wary of them.	-133
Developing the skill of engaging in dialogue with others.	-134
Developing the skill of debate and argumentation through wisdom and good counsel.	-135

Learning outcomes, teaching and learning methods, and assessment .345

- A- Knowledge and understanding
- Developing a strong intellectual and legal foundation in university students that qualifies them to respond to doubts raised about Islam by the People of the Book and others.
 - Acquiring important information that makes the student feel the importance of working to bring together the Muslim groups and calling them to a common word.
 - Knowing the errors and mistakes in the books and Gospels in a scientific way and from their own books, and being able to invite the People of the Book to the correct Islam based on a book that is free from distortion and errors, preserved by God Almighty.
 - Building immunity in the student against misguided and deviant ideas

and principles.

b) Skills specific to the topic and its affective objectives:

- This course aims to qualify the student to bear the responsibility of calling to God Almighty, and the trust of conveying the true religion that he carries from every generation of righteous people.
- Spreading the spirit of moderation and recognition of the existence of the other, and the necessity of communication and dialogue with him to reach the great Islamic truth.
- To accustom the student to patience and to endure the harm he encounters in the field of calling to the correct doctrine and the true religion.
- To enhance the student's skill in addressing and solving some problems using argumentation and debate methods, and by using sound scientific logic.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-83
Inductive method	-84
Method of dialogue and discussion	-85

Assessment methods

Daily, monthly, term, and final tests	-110
Classroom discussion	-111
Classroom assignments	-112
Reports	-113

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Introduction to the Hadith on the Division of the Muslim Ummah: The Emergence of Sects and Their Causes	2	October 2
Classroom performance – exams	Presentation – Discussion	Kharijites and their opinions And their differences: (The court Azariqa – Najdat Al-Ajarda - Youth)	2	October 3
Classroom performance – exams	Presentation – Discussion	Follow the Kharijites and their sects: (the Ibadis) And the worship of the Kharijites.	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	The Shiites and their sects: (the extremists)	2	November 2
Classroom performance – exams	Presentation – Discussion	Complete their teams: (Zaydiyya)	2	November 3
Classroom performance – exams	Presentation – Discussion	Their teams are complete: (Imamiyyah)	2	November 4
Classroom performance –		Review and test	2	December

exams				1
Classroom performance – exams	Presentation – Discussion	The Murji'ah: Their Origins, Sects, and Views	2	December 2
Classroom performance – exams	Presentation – Discussion	The origins and views of the Qadariyyah	2	December 3
Classroom performance – exams	Presentation – Discussion	Determinism and their views	2	December 4
Classroom performance – exams	Induction – Deduction	The Mu'tazila: Their Origins and Principles: (Monotheism – Justice)	2	January 1
Classroom performance – exams	Induction – Deduction	Continuation of the principle of justice and the rest of their principles	2	January 2
		First semester exam	2	January 3
		First semester exam	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance – exams	Presentation – Discussion	The Ash'arites and the Sheikh of the school	2	February 3
Classroom performance – exams	Presentation – Discussion	Views of Abu al-Hasan al-Ash'ari	2	February 4

exams	Discussion			
Classroom performance – exams	Presentation – Discussion	Continuation of al-Ash'ari's views	2	March 1
Classroom performance – exams	Presentation – Discussion	Maturidism and the Sheikh of the school	2	March 2
Classroom performance – exams	Presentation – Discussion	The views of Abu Mansur al-Maturidi	2	March 3
Classroom performance – exams		Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Salafism and their views	2	April 1
Classroom performance – exams	Presentation – Discussion	The Oneness of God, Names and Attributes according to Salafism	2	April 2
Classroom performance – exams	Presentation – Discussion	The fundamentals of religion according to the schools of thought	2	April 3
Classroom performance – exams	Presentation – Discussion	Completion of the fundamentals of religion according to the schools of thought	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Islamic doctrine Author:Dr. Qahtan Al-Douri	1- Required books
The difference between sects, religions, and creeds	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .347	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Grammar)

Review of the performance of higher education institutions
(academic program review)

Course Description **Third stage**

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .348
Department of Fundamentals of Religion /Benin - Baghdad	University Department .349 / Center
Grammar	Course Name/Code .350
	Programs that he .351 enters
Classroom lectures	Available forms of .352 attendance
Annual course	Semester/Year .353
90 hours	Number of study .354 hours(The whole)
	Date this description .355 was prepared
	Course Objectives .356

Correcting the tongue and protecting it from error	-136
Teaching correct reading and writing	-137
Preserving the language from deviation, change, and extinction	-138

Learning outcomes, teaching and learning methods, and assessment .357

A- Knowledge and understanding
 A1-Understanding the Arabic language
 A2-Enabling students to understand the rules of Arabic grammar and morphology
 A3-Introducing students to the semantic linguistic differences in grammatical and morphological expressions

b) Subject-specific skills
 B1 – Correct pronunciation and writing
 B2 – Learning the art of literary writing
 B3 - Studying and understanding the Arab heritage.

C- Affective objectives:
 Part 1 - Love of language and belonging to it
 Part 2 – Love of learning about Arab heritage
 Q3 - Understanding the characteristics of the Arabic language.

Teaching and learning methods

4- The lecture method (delivery) - The inductive method	-86
Standard method	-87
Method of dialogue and discussion	-88

Assessment methods

Daily, monthly, term, and final tests	-114
Classroom discussion	-115

Classroom assignments	-116
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Reports	-117
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	transitive verb	3	October 1
Classroom performance – exams	Presentation – Discussion	The necessary action	3	October 2
Classroom performance – exams	Induction – Deduction	Order between objects	3	October 3
Classroom performance – exams	Delivery – Measurement	absolute object	3	October 4
Classroom performance – exams		The verb factor in the infinitive	3	November 1
Classroom performance – exams	Delivery – Measurement	What substitutes for the absolute object	3	November 2
Classroom performance – exams	Presentation – Discussion	Delete the confirmer operator	3	November 3
Classroom performance – exams	Presentation – Discussion	The effect of it	3	November 4
Classroom performance – exams	Presentation – Discussion	The accusative case	3	December 1
Classroom performance – exams	Presentation – Discussion	The object in it	3	December 2
Classroom performance – exams	delivery– induction	Sadr's deputy on behalf of the envelope	3	December 3

Classroom performance – exams	delivery–discussion	The object with it	3	December 4
Classroom performance – exams	delivery–induction	Exception	3	January 1
Classroom performance – exams	delivery–discussion	The empty exception	3	January 2
		First semester exams	3	January 3
		First semester exams	3	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery–discussion	The situation	3	February 3
Classroom performance – exams	delivery–discussion	Types of situations	3	February 4
Classroom performance – exams	delivery–discussion	The situation has progressed beyond its owner's control.	3	March 1
Classroom performance – exams	delivery–Measurement	Discrimination	3	March 2
Classroom performance – exams	delivery–Measurement	Discrimination Sections	3	March 3
Classroom performance – exams	Presentation – Discussion	Discrimination takes precedence over its effect.	3	March 4

Classroom performance – exams	Presentation – Discussion	prepositions	3	April 1
Classroom performance – exams	Presentation – Discussion	Categories of Prepositions	3	April 2
Classroom performance – exams	Presentation – Discussion	What prepositions are used as nouns	3	April 3
Classroom performance – exams	Presentation – Discussion	Types of addition	3	April 4
Classroom performance – exams	Presentation – Discussion	Adding something to itself	3	May 1
Classroom performance – exams	Presentation – Discussion	Deletion in addition	3	May 2
Classroom performance – exams		Review and test	3	May 3
Final exams		Review and test	3	May 4

Infrastructure .358

Ibn Aqil's explanation	1- Required books
Comprehensive Grammar, Grammar Meanings	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .359

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Logic)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .360
Department of Fundamentals of Religion /Benin - Baghdad	University Department .361 / Center
logic	Course Name/Code .362
	Programs that he .363 enters
Classroom lectures	Available forms of .364 attendance
Annual course	Semester/Year .365
60 hours	Number of study .366 hours(The whole)
	Date this description .367 was prepared
	Course Objectives .368

Understanding the basic concepts of the logic course	-139
Introducing students to the development of logical thinking and its relationship to other sciences	-140
Introducing students to the basic terminology of the logical lesson.	-141
Introducing students to the human and scientific necessities of the science of logic.	-142
Introducing students to the main topics commonly known in logic.	-143

Learning outcomes, teaching and learning methods, and assessment .369	
A- Knowledge and understanding	
A1-The student should become familiar with the main definitions of logic.	
A2-The student should understand the importance of the logical lesson on an individual and societal level.	
A3-The student should become familiar with the general characteristics of logical thinking, both ancient and modern.	
A4- The student should understand the method of dealing with existing problems according to the logical thinking method.	
b) Subject-specific skills	
B1 - The learner should analyze the foundations upon which logical ideas are based.	
B2 - The student should be able to examine and appreciate ideas.	
B3 - To be able to understand logical doctrines and trends and compare them.	
Teaching and learning methods	
4- The lecture method (delivery) - The inductive method	-89
self-regulated learning	-90
5. Discussion and Problem-Solving Method - Cooperative Learning	-91
Assessment methods	

Daily, monthly, term, and final tests	-118
Methods of guided discussion and brainstorming.	-119
Practical assignment related to the concepts that have been studied.	-120
(Preliminary Calendar)–Formative assessment–Final calendar).	-121

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Introduction to Logic– Definition and general concept	2	October 1
Classroom performance – exams	delivery– Guided discussion	Ruling on engaging in the science of logic	2	October 2
Classroom performance – exams	a lecture– discussion dialogue	Divisions of perception and belief	2	October 3
Classroom performance – exams	Public speaking exercises	The study of semantics in logic	2	October 4
Classroom performance – exams	delivery– Guided discussion	Departments of Science (Accredited – In–Person)	2	November 1
Classroom performance – exams		Review and test	2	November 2
Classroom performance – exams	Presentation – Discussion	The relationship between words and concepts	2	November 3
Classroom performance – exams	Presentation – Discussion	Borders and their types	2	November 4
Classroom performance – exams	Presentation – Discussion	The Five Colleges	2	December 1
Classroom performance – exams	Presentation – Discussion	The concept of sex and its types	2	December

exams				2
Classroom performance – exams	delivery–induction	The concept of gender and its types	2	December 3
Classroom performance – exams	delivery–discussion	Chapter and Particularity and the Difference Between Them	2	December 4
Classroom performance – exams	delivery–induction	Definitions of a logical proposition and explanation of the definitions	2	January 1
Classroom performance – exams	delivery–discussion	Sections of the case based on the subject	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery–discussion	Sections of the predicative case considering the predicate	2	February 3
Classroom performance – exams	delivery–discussion	The connected and disconnected pregnancy issue	2	February 4
Classroom performance – exams	delivery–Case study	The strip case	2	March 1
Classroom performance – exams	delivery–discussion	Sections of a police case	2	March 2
Classroom performance – exams	delivery–deduction	The inverse plane and its divisions	2	March 3

Classroom performance – exams	Presentation – Discussion	Contradiction and its conditions	2	March 4
Classroom performance – exams	Presentation – Discussion	The meaning of reasoning and its types	2	April 1
Classroom performance – exams	Delivery – Induction	The meaning of analogy and its forms	2	April 2
Classroom performance – exams	Presentation – Discussion	The concept of representation	2	April 3
Classroom performance – exams	Presentation – Discussion	Induction and its types	2	April 4
Classroom performance – exams	Presentation – Discussion	Logical fallacies	2	May 1
Classroom performance – exams	Presentation – Discussion	Types of logical fallacies	2	May 2
Classroom performance – exams	Presentation – Discussion	Comprehensive course review	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .370

logic Author:Dr. Mohamed Ramadan Abdullah	1- Required books
Logic by Nadhla Ahmed, Lectures in Logic by Dr. Imam Abdel Fattah Imam, Introduction to Logic (Traditional Logic) by Dr. Mahdi Fadlallah, Modern Logic and Research	2- Basic references

Methods by Dr. Mahmoud Qassem	
World of Thought Magazine, They Reflect Magazine, The Website of Arab Philosophers, The Wisdom Forum Website for Thinkers and Researchers	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .371	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Nasafi Creed)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .372
Department of Fundamentals of Religion /Benin - Baghdad	University Department .373 / Center
Islamic doctrine	Course Name/Code .374
	Programs that he .375 enters
Classroom lectures	Available forms of .376 attendance
Annual course	Semester/Year .377
60 hours	Number of study .378 hours(The whole)
	Date this description .379 was prepared

Course Objectives .380

It aims to Understanding the principles of Ahlus Sunnah wal Jama'ah in Islamic creed and its components, as the course units include the difference between creed, Sharia, heavenly religion, and secular law. YThe reality of faith, its increase and decrease; theology (the meaning of revealed knowledge, the meaning of the Day of Judgment and the Hour and its signs); attributes of meanings + predestination and divine decree; miracles; the meaning of the Day of Judgment and the Hour and its signs; events of the Resurrection; angels, jinn, and devils; the meaning of ethics; responsibility and reward; virtue.

Learning outcomes, teaching and learning methods, and assessment .381

A- Knowledge and understanding

YThe student learned the principles of Ahlus Sunnah wal Jama'ah in Islamic creed. -1

YThe student explained the sections contained in Islamic doctrine (theHayat -theProphecies -the(Audiological) and the doctrines of the Sunni community. -2

YThe student learns about the different Islamic schools of thought on matters of doctrine and how to reconcile them, and learns about the ethical doctrines that influence morality. -3

b) Skills specific to the topic and its affective objectives:

It distinguishes between the set of beliefs and laws in the Islamic religion and the heavenly and man-made religion. -1

The different opinions of the schools of thought are classified, and the student acquires the skill of dealing with doctrinal and moral texts. -2

Discussing ethical doctrines that influence morality and comparing them with Islam -3

The student will deduce the skill of reconciling the different Islamic doctrines in belief and ethics. -4

The student deduces the misconceptions directed towards the Islamic religion. -5

Teaching and learning methods

The lecture method (delivery)	-92
Inductive method	-93
Method of dialogue and discussion	-94
Problem-solving and brainstorming methods	-95

Assessment methods

Daily, monthly, term, and final tests	-122
Classroom discussion	-123
Classroom assignments	-124
Reports	-125

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Introduction to Definition of the science of creed and the first chapter on the realities of things and the methods of knowing them	2	October 2
Classroom performance – exams	Presentation – Discussion	Reasons for science	2	October 3
Classroom performance – exams	Presentation – Discussion	Mind and inspiration	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Chapter Two: Theology, which includes the creation of the world, the existence of God, and His attributes.	2	November 2
Classroom performance – exams	Presentation – Discussion	Moral qualities	2	November 3
Classroom performance – exams	Presentation – Discussion	Continuation of moral attributes	2	November 4
Classroom performance – exams		Review and test	2	December 1

Classroom performance – exams	Presentation – Discussion	The attributes of meanings and the study of speech	2	December 2
Classroom performance – exams	Presentation – Discussion	A discussion on the vision of God Almighty	2	December 3
Classroom performance – exams	Presentation – Discussion	Human actions: between predestination and free will	2	December 4
Classroom performance – exams	Induction – Deduction	Chapter Three Regarding the conditions of the afterlife, and a discussion about the grave and its questioning.	2	January 1
Classroom performance – exams	Induction – Deduction	The conditions of the Day of Resurrection Heaven and Hell	2	January 2
		First semester exam	2	January 3
		First semester exam	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance – exams	Presentation – Discussion	The major issue and the disagreement with the Kharijites and the Mu'tazilites, and the topic of intercession.	2	February 3
Classroom performance – exams	Presentation – Discussion	Chapter Four: Faith – Its Interpretation and Discussion of Its	2	February 4

		Increase and Decrease		
Classroom performance – exams	Presentation – Discussion	Chapter Five: On Prophecies and Angels (The Prophet and the Messenger)	2	March 1
Classroom performance – exams	Presentation – Discussion	Angels and belief in the scriptures	2	March 2
Classroom performance – exams	Presentation – Discussion	The miracle of Isra and Mi'raj and the miracles of the saints	2	March 3
Classroom performance – exams		Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Chapter Six: The Caliphate and the Imamate (Preference Among Caliphs)	2	April 1
Classroom performance – exams	Presentation – Discussion	Imamate or General Presidency	2	April 2
Classroom performance – exams	Presentation – Discussion	Conclusion: Regarding subsidiary matters specific to the Ahlus Sunnah	2	April 3

		wal Jama'ah (People of the Sunnah and the Community)		
Classroom performance – exams	Presentation – Discussion	A number of things that characterize the Sunni creed	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .382

Explanation of Al-Nasafiyyah in Islamic Creed Author:Dr. Abdulmalik Al-Saadi	1- Required books
The positions for the Egyptian. -1 The Nasfi'i doctrines of slanderY. -2 The Jewel of Monotheism. -3 The Muslim Creed by Sheikh Muhammad al-GhazalY -4	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .383

According to direct admission and the established plan	Prerequisites
	Minimum number of students

Greater than the required number

Largest number of students

Course description (Principles of Islamic Jurisprudence)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .384
Department of Fundamentals of Religion /Benin – Baghdad	University Department .385 / Center
Principles of Islamic Jurisprudence	Course Name/Code .386
	Programs that he .387 enters
Classroom lectures	Available forms of .388 attendance
Annual course	Semester/Year .389
52 hours	Number of study .390 hours(The whole)
	Date this description .391 was prepared
	Course Objectives .392

The course aims to introduce the student to the importance of the principles of Islamic jurisprudence in understanding Islamic legal rulings.	-144
The student is taught how to derive subsidiary rulings from legal evidence.	-145
The student should understand that the principles of jurisprudence are among the sciences of independent legal reasoning (ijtihad), and that it is impossible to issue a fatwa without knowing them.	-146
Understanding the origins of the principles of jurisprudence and that this science existed in the minds of scholars before it was written down	-147
Developing the student's love for this science, which seems difficult to him.	-148

Learning outcomes, teaching and learning methods, and assessment .393

<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the various principles of jurisprudence</p> <p>A2-Enabling the student to be familiar with the details of the issues of the principles of jurisprudence</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - The student should be able to present issues of the principles of jurisprudence</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - That the student be able to teach and issue fatwas using this knowledge.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love the principles of jurisprudence and to take pride in his faith and religion</p> <p style="text-align: center;">Part 2 – Recognizing the value</p> <p>The principles and aesthetics of jurisprudence, and that it is compatible with time</p>

and place.

C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it. Through his knowledge of the evidence for rulings.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-96
Inductive method	-97
Method of dialogue and discussion	-98

Assessment methods

Daily, monthly, term, and final tests	-126
Classroom discussion	-127
Classroom assignments	-128
Reports	-129

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Definition of the principles of jurisprudence, its origins, and an introduction to the Qur'an, its compilation, and the Meccan and Medinan verses.	2	October 1
Classroom performance – exams	Presentation – Discussion	The authority of the Quran, the purposes of its revelation, and the characteristics of Islamic legislation.	2	October 2
Classroom performance – exams	Presentation – Discussion	The Sunnah: its definition, authority, and classification as either legislation or non-legislation, and how it reached us.	2	October 3
Classroom performance – exams	Presentation – Discussion	Acting upon the reports of single narrators and the Sunnah in terms of the rulings they contain.	2	October 4
Classroom performance – exams	Presentation – Discussion	Consensus: its definition, types, legal authority, categories, and the basis for the	2	November 1

		agreed-upon ruling.		
Classroom performance – exams	Presentation – Discussion	Analogy: its definition, validity, pillars, and the evidence of those who deny and those who affirm it.	2	November 2
Classroom performance – exams	Presentation – Discussion	Conditions of measurement, definition of the cause and its conditions	2	November 3
Classroom performance – exams	Presentation – Discussion	Paths of the illness	2	November 4
Classroom performance – exams	Presentation – Discussion	Istihsan: Definition, Legal Authority, and Types	2	December 1
Classroom performance – exams	Presentation – Discussion	Land reclamation: its definition, types, legal validity, and conditions	2	December 2
Classroom performance – exams	Presentation – Discussion	Custom: its definition and categories And its types	2	December 3
Classroom performance – exams	Presentation – Discussion	Blocking the means to evil: its definition, categories, and the basis for the ruling on blocking the means to evil.	2	December 4

Classroom performance – exams	Induction – Deduction	Istishab: Definition and Legal Authority	2	January 1
		Review and test	2	January 2
		semester exams	2	January 3
		semester exams	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance – exams	Presentation – Discussion	The statement of the Companion: its definition and the scholars' opinions on its authority	2	February 3
Classroom performance – exams	Presentation – Discussion	About the people of the city	2	February 4
Classroom performance – exams	Presentation – Discussion	Laws enacted by those before us and their types	2	March 1
Classroom performance – exams	Presentation – Discussion	The ruling: its definition and categories	2	March 2
Classroom performance – exams	Presentation – Discussion	Obligatory and recommended	2	March 3
Classroom performance – exams	Presentation – Discussion	What is permissible, what is disliked, and what is forbidden	2	March 4
Classroom performance – exams	Presentation – Discussion	Resolve and permission, types of positive law	2	April 1
Classroom performance – exams	Presentation – Discussion	The subject of the ruling and its types,	2	April 2

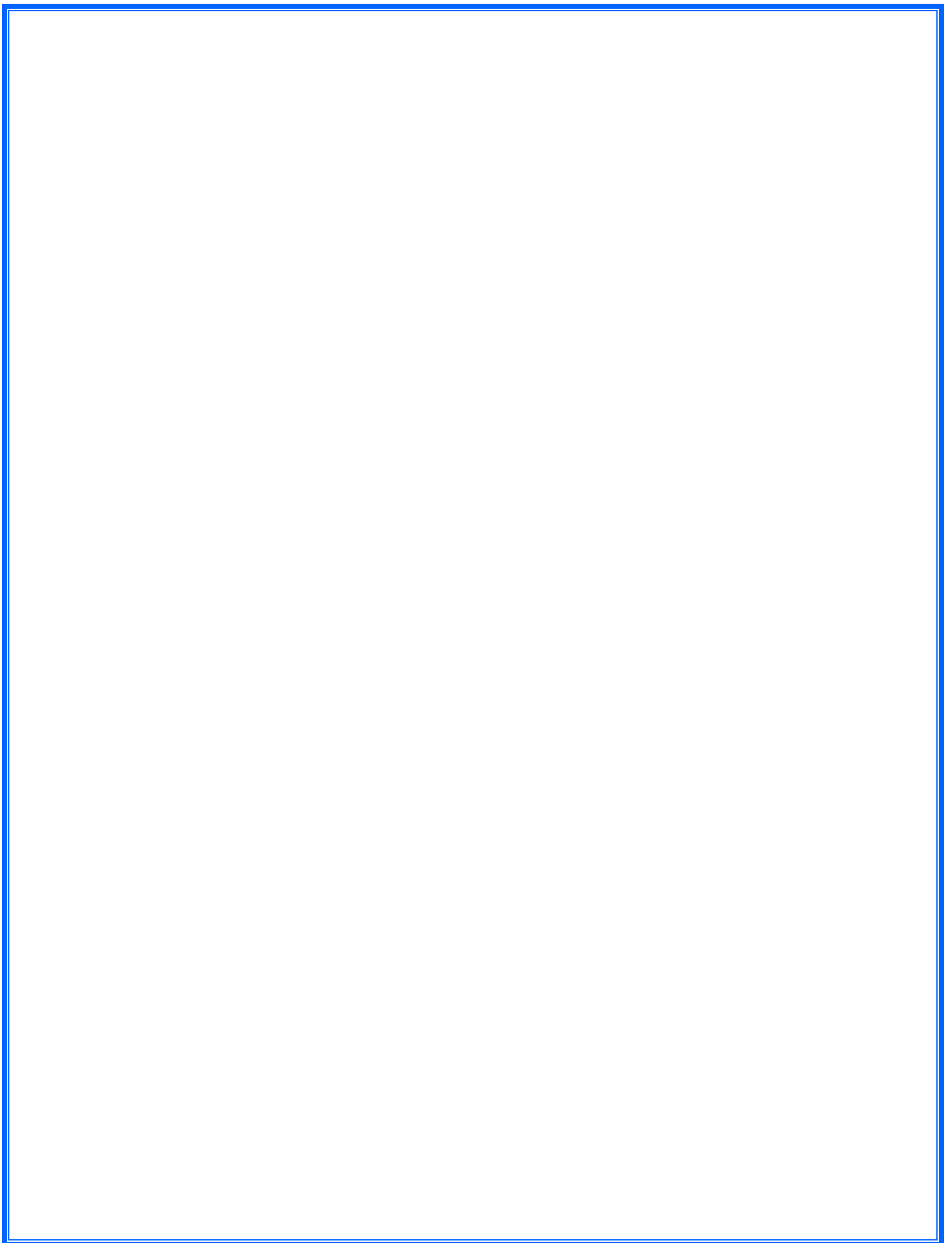
exams		the one against whom the ruling is issued		
Classroom performance – exams	Presentation – Discussion	Eligibility and its types	2	April 3
Classroom performance – exams	Presentation – Discussion	Impediments to eligibility, the ruler	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .394

Principles of Islamic Law, by Dr. Hamad Obaid Al-Kubaisi	1- Required books
Al-Ahkam fi Usul al-Ahkam by al-Amidi, Rawdat al-Nadhir by al-Maqdisi, and Kashf al-Asrar by Ala' al-Din al-Bukhari	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .395

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students



Course description (Rhetoric)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .396
Department of Fundamentals of Religion /Benin - Baghdad	University Department .397 / Center
Rhetoric	Course Name/Code .398
	Programs that he .399 enters
Classroom lectures	Available forms of .400 attendance
Annual course	Semester/Year .401
60 hours	Number of study .402 hours(The whole)
	Date this description .403 was prepared

Course Objectives .404

The student should be familiar with the three most important branches of rhetoric: meaning, expression, and figures of speech. -149

Getting to know Rhetorical terms, illustrated with examples from the Holy Quran and poetic verses. -150

Developing the student's ability to deal with rhetorical styles. -151

To give the student a rhetorical taste as he approaches Qur'anic texts. -152

To qualify the student aesthetically and tastefully so that he can understand the indicative meanings of the Arabic language, both explicitly and implicitly. -153

Learning outcomes, teaching and learning methods, and assessment .405

A- Knowledge and understanding

A1- To learn about the science of rhetoric, its importance, and its origins.

A2- Knowing the most important Concepts and Rhetorical terminology.

A3- Knowledge of rhetorical techniques In formulation and methods of shaping meaning.

b) Subject-specific skills

B1 –Distinguishing between eloquent speech and other types of speech.

B2 –Developing an understanding of rhetorical devices in the Arabic language.

B3 - To be able to review literary texts and appreciate their eloquence.

B4 - To acquire the skill of analyzing texts, understanding how their styles are constructed

C- Affective objectives:

A1 - The human soul is afflicted with the energy of beauty and the emotion it evokes.

Part 2 - To equip the student with a duality: creativity and enjoyment in

producing rhetorical discourse.

Part 3 – Exploring rhetorical and expressive talents
Developing and directing it.

Teaching and learning methods

The lecture method (delivery)	-99
Inductive method	-100
Method of dialogue and discussion	-101
Analyzing a literary text and deconstructing its rhetorical devices	-102

Assessment methods

Daily, monthly, term, and final tests	-130
Classroom discussion	-131
Classroom assignments	-132
Reports	-133
Practical assignment	-134

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Introduction to the three sciences of rhetoric	2	October 1
Classroom performance – exams	Presentation – Discussion	In dividing speech into declarative and imperative	2	October 2
Classroom performance – exams	Induction – Deduction	Regarding the truth of the news and how it was delivered	2	October 3
Classroom performance – exams	Presentation – Discussion	In the reality of its creation and division	2	October 4
Classroom performance – exams	Presentation – Discussion	The topic of the matter	2	November 1
Classroom performance – exams	Presentation – Discussion	The topic of prohibition	2	November 2
Classroom performance – exams	Presentation – Discussion	The topic of interrogation	2	November 3
Classroom performance – exams	Presentation – Discussion	In wishing and hoping	2	November 4
Classroom performance – exams	Presentation – Discussion	In the discussion of the call	2	December 1
Classroom performance – exams	Presentation – Discussion	The state of the subject, whether mentioned or omitted	2	December 2
Classroom performance – exams	Presentation – Discussion	In defining the subject using pronouns	2	December 3

Classroom performance – exams	Presentation – Discussion	Defining the subject using the relative clause	2	December 4
Classroom performance – exams	Induction – Deduction	Defining the subject by reference	2	January 1
Classroom performance – exams	Presentation – Discussion	Defining the definite article and the generic article	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Presentation – Discussion	In the Musnad and its conditions	2	February 3
Classroom performance – exams	Presentation – Discussion	In defining and definiteness of the predicate	2	February 4
Classroom performance – exams	Presentation – Discussion	In release and restriction	2	March 1
Classroom performance – exams	Presentation – Discussion	Restriction by description	2	March 2
Classroom performance – exams	Presentation – Discussion	Restriction by emphasis	2	March 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Restriction by abrogating and conditional clauses	2	April 1

exams				
Classroom performance – exams	Presentation – Discussion	In the circumstances of the verb's related matters	2	April 2
Classroom performance – exams	Presentation – Discussion	The palace and its roads	2	April 3
Classroom performance – exams		Connection and separation	2	April 4
Classroom performance – exams		Brevity and its divisions	2	May 1
Classroom performance – exams		Elaboration and its types	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams			2	May 4

Infrastructure .406

Jewels of Eloquence Author:Mr. Ahmed Al-Hashemi	1- Required books
Signs of Inimitability – Al-Jurjani. Arabic rhetoric: its origins and development. Ahmed Al-Omari. The science of rhetoric, meanings, eloquence, and beauty, by Abdulaziz Atiq.	2- Basic references
Rhetorical thinking among the Arabs: its foundations and development up to the sixth century, Dr. Hammadi Samoud.	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

The Comprehensive Library website and the Waqf Library website	
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	Acceptance .407
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Library and Research Methodology)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .408
Department of Fundamentals of Religion /Benin – Baghdad	University Department .409

	/ Center
Library and research methodology	Course Name/Code .410
	Programs that he .411 enters
Classroom lectures + library visit	Available forms of .412 attendance
Annual course	Semester/Year .413
60 hours	Number of study .414 hours(The whole)
	Date this description .415 was prepared
Course Objectives .416	
The course aims to introduce the student to the importance of	-154 library science.
Introducing the student to correct scientific research	-155 methodologies
The student should understand that one of the fundamentals of	-156 seeking knowledge is rigorous scientific research.
Enabling students to utilize the library in the best and most	-157 creative ways
Developing the student's scientific research skills, thus qualifying	-158 him to be a sound researcher, whether at the undergraduate or postgraduate level.

Learning outcomes, teaching and learning methods, and assessment .417

A- Knowledge and understanding

- A1-Enabling the student to understand library science and research methodology
- A2-To enable the student to be familiar with the methods and approaches of scientific research and to benefit from the library
- A3- Qualifying him to be a sound researcher with high-quality scientific output
- A4-Preparing him in a way that qualifies him to work in scientific, educational, and religious institutions.

b) Subject-specific skills

- B1 - Mastering the scientific material
- B2 - The student must be able to prepare scientific reports
- B3 - The student should be able to author and publish research and books using this science.
- B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.
- B5- Mastering presentation, explanation, and answering questions.
- B6- Skills in delivering and explaining the material.

C- Affective objectives:

- A1 - Nurturing the student to love library science and scientific research.
- Part 2 – Equipping the student with a skill And knowing how to best use the library
- Q3- To equip the student with the correct skills and knowledge for research writing and authorship.

Teaching and learning methods

Lecture Method 4 - Practical Training Method: Trial and Error -103

2- Brainstorming method

Method of dialogue and discussion -5

Assessment methods

Daily, monthly, term, and final tests -135

Classroom discussion -136

Classroom assignments -137

Report writing scientific research -138



Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Lecture– brainstorming	An introduction to library science	2	Week 1
Classroom performance – exams	Lecture– brainstorming	An overview of scientific research methodologies	2	Week 2
Classroom performance – exams	Lecture– Dialogue and discussion	Objectives of scientific research	2	Week 3
Classroom performance – exams	Lecture– Dialogue and discussion	Scientific research methods	2	Week 4
Classroom performance – exams	Lecture– Dialogue and discussion	Completion of scientific research methodologies	2	Week 5
Classroom performance – exams	Lecture– Dialogue and discussion	Qualities and requirements of an academic supervisor	2	Week 6
Classroom performance – exams	Lecture– Dialogue and discussion	The library's main contents	2	Week 7
Classroom performance – exams	Lecture– Dialogue and discussion	Things to consider when choosing scientific research	2	Week 8
Classroom performance – exams	Lecture– Dialogue and discussion	Dewey Decimal Classification	2	Week 9

Classroom performance – exams	Lecture– Dialogue and discussion	Features of the author's system or (dossier)	2	Week 10
Classroom performance – exams	Training/Trial and Error and Solution	Examples of books found in the library	2	Week 11
Classroom performance – exams	Training/Trial and Error and Solution	A practical visit to the department library	2	Week 12
Classroom performance – exams	Lecture– Dialogue and discussion	How to quote texts	2	Week 13
		Review and test	2	Week 14
		semester exams	2	Week 15
		semester exams	2	Week 16
		Spring break	2	Week 17
		Spring break	2	Week 18
Classroom performance – exams	Lecture– Dialogue and discussion	Arabic journals in various sciences	2	Week 19
Classroom performance – exams	Dialogue, discussion, and brainstorming	How to handle and verify manuscripts	2	Week 20
Classroom performance – exams	Lecture– Dialogue and	Rules and conditions for the permissibility of combining	2	Week 21

	discussion	manuscript copies		
Classroom performance – exams	Lecture– Dialogue and discussion	General Indexes	2	Week 22
Classroom performance – exams	Lecture– Dialogue and discussion	Elements of the research plan	2	Week 23
Classroom performance – exams	Lecture– Dialogue and discussion	punctuation marks	2	Week 24
Classroom performance – exams	Lecture– Dialogue and discussion	Researcher's qualities	2	Week 25
Classroom performance – exams	Lecture– Dialogue and discussion	General rules of scientific research	2	Week 26
Classroom performance – exams	Lecture– Dialogue and discussion	Introduction to the investigation	2	Week 27
Classroom performance – exams	Training/Trial and Error and Solution	Getting acquainted with a collection of books and their authors	2	Week 28
Classroom performance – exams		Review and test	2	Week 29
Final exams		Review and test	2	Week 30

Scientific Research Methods by Dr. Ali Muqbil / Book (The Library)	1- Required books
Scientific Research Methods by Dr. Yassin Al-Kridi	2- Basic references
The Universal Library, the UNESCO Library, and the Library of Congress	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .419	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (teaching methods)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It

must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .420
Department of Fundamentals of Religion /Benin - Baghdad	University Department .421 / Center
Teaching methods	Course Name/Code .422
	Programs that he .423 enters
Classroom lectures	Available forms of .424 attendance
Annual course	Semester/Year .425
60 hours	Number of study .426 hours(The whole)
	Date this description .427 was prepared
Course Objectives .428	
It lists the teacher's roles in teaching and some qualities of a successful teacher.	-159
He learns about the nature of teaching and its stages (planning - implementation - evaluation).	-160
It identifies the nature, levels, and classifications of educational objectives..	-161
It formulates clear, specific, and measurable behavioral goals.	-162
It compares previous teaching methods in terms of their advantages and disadvantages, the role of the teacher, and the structure of the learning environment in each..	-163

Learning outcomes, teaching and learning methods, and assessment .429

A- Knowledge and understanding

A1- The student recognizes On the teaching process, its methods and techniques

A2-thatThe student learns the standards of good teaching methods.

A3-The student learns about the calendar, its types and methods

A4-The student defines the meaning, levels, and classification of goals, and distinguishes between general and specific goals..

b) Subject-specific skills

B1 –Acquiring teaching skills

B2 –Acquiring lecture planning skillsAnd how to deliver it.

B3 - Acquiring classroom management skills.

C- Affective objectives:

Part 1- The student should acquire the ability to organize his thoughts or values and link them together to arrive at something new.

A2 - The student possesses a system of values and attitudes that determine his behavior patterns and way of thinking

Q3 – Students develop positive attitudes towards the teaching profession

Teaching and learning methods

4- The lecture method (delivery) - The inductive method -104

self-regulated learning -105

5. Discussion and Problem-Solving Method - Cooperative Learning -106

Assessment methods

Daily, monthly, term, and final tests -139

Methods of guided discussion and brainstorming. -140

Practical assignment related to the concepts that have been studied. -141

(Preliminary Calendar)–Formative assessment–Final calendar). -142

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	The meaning of teaching and its trends	2	October 1
Classroom performance – exams	delivery– Guided discussion	Teaching theories	2	October 2
Classroom performance – exams	a lecture– discussion dialogue	Concepts of teaching methods and techniques	2	October 3
Classroom performance – exams	Public speaking exercises	Teaching objectives	2	October 4
Classroom performance – exams	delivery– Guided discussion	Evolution of teaching methods	2	November 1
Classroom performance – exams		Traditional and modern classification of teaching methods	2	November 2
Classroom performance – exams	Presentation – Discussion	The method of recitation	2	November 3
Classroom performance – exams	Presentation – Discussion	Term test	2	November 4
Classroom performance – exams	Presentation – Discussion	The developed lecture	2	December 1
Classroom performance –	Presentation –	Advanced	2	December

exams	Discussion	organizations		2
Classroom performance – exams	delivery– induction	Exploration method	2	December 3
Classroom performance – exams	delivery– discussion	Problem-solving method	2	December 4
Classroom performance – exams	delivery– induction	Interrogation method	2	January 1
Classroom performance – exams	delivery– discussion	Teaching skills: preparation, closure, and feedback	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
Classroom performance – exams	delivery– discussion	The skills of reinforcement and diversification of stimuli		February 1
Classroom performance – exams	delivery– discussion	The skill of presenting questions		February 2
Classroom performance – exams	delivery– discussion	Teaching behavior (its purposes and types)	2	February 3
Classroom performance – exams	delivery– discussion	Lesson planning	2	February 4
Classroom performance – exams	delivery–Case study	Types of study plans	2	March 1

Classroom performance – exams	delivery– discussion	Sample study plans	2	March 2
Classroom performance – exams	delivery– deduction	Cooperative learning	2	March 3
Classroom performance – exams	Presentation – Discussion	constructivist learning strategy	2	March 4
Classroom performance – exams	Presentation – Discussion	Examples of the learning cycle	2	April 1
Classroom performance – exams	Delivery – Induction	Concept mapping strategy	2	April 2
Classroom performance – exams	Presentation – Discussion	Practical lessons on constructivist learning	2	April 3
Classroom performance – exams	Presentation – Discussion	The concept of evaluation, its importance and methods	2	April 4
Classroom performance – exams	Presentation – Discussion	Types and areas of lesson assessment	2	May 1
Classroom performance – exams	Presentation – Discussion	Distance learning	2	May 2
Classroom performance – exams	Presentation – Discussion	Comprehensive course review	2	May 3
Final exams		Review and test	2	May 4

Teaching methods Author:Dr. A group of authors	1- Required books
Dhuqan Ubaidat and Suhaila Abu Al-Smeed .1 (2009):Teaching Strategies in the 21st Century, Oman:De Bono Printing, Publishing and Distribution. Jaber Abdel Hamid Jaber (2005): Teaching and .2 Learning: Theoretical Foundations - Strategies and Effectiveness, Cairo: Arab Thought House. Saeed Muhammad Al-Saeed, and Abu Al-Saud Muhammad Ahmad (2005): General Teaching Methods, Their Planning and Educational Applications, Amman: Dar Al-Fikr.	2- Basic references
The Comprehensive Library, the Endowment Library	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .431	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Methods of the Commentators)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .432
Department of Fundamentals of Religion /Benin - Baghdad	University Department .433 / Center
Methods of the Commentators / Stage the Rabia	Course Name/Code .434
	Programs that he .435 enters
Classroom lectures	Available forms of .436 attendance
Annual course	Semester/Year .437
60 hours	Number of study .438 hours(The whole)
15/9/2019	Date this description .439 was prepared
Course Objectives .440	
The course aims to introduce the student to the importance of the science of exegesis methodologies and to familiarize them with it.	-164
Knowledge of the sciences necessary for the interpreter, along with the manners and qualities specific to the interpreter.	-165

Knowledge of interpretation based on tradition and opinion.	-166
Knowledge of models of linguistic, rhetorical, jurisprudential, rational, modern, and symbolic interpretation	-167
Understanding the stages that the science of interpretation went through, and the reason for the differences among interpreters.	-168

Learning outcomes, teaching and learning methods, and assessment .441

A- Knowledge and understanding

A1-To enable the student to understand the subject matter of the interpreters' methodologies and to become familiar with their methodologies.

A2-To enable the student to be familiar with the contents of the subject of the interpretation methodologies, and to develop himself as a scholar

A3-Preparing him in a way that qualifies him to work in educational and religious institutions.

b) Subject-specific skills

B1 - Enabling the student to understand the methodology and approaches of Quranic commentators in interpretation

B2 - Preparing the student to teach the subject after graduation.

B3 - The student acquires the necessary skills that will benefit him in teaching others.

Teaching and learning methods

	The method of delivery.	-107
Method of dialogue and discussion		-108
	Standard method	-109
	inductive method	-110

Assessment methods

	Daily, monthly, term, and final tests	-143
	Classroom discussion	-144

Classroom assignments -145

Writing the reports assigned to the student. -146

The student is tasked with writing research papers related to the -147
science of interpretation and the methodologies of scholars of
interpretation.

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcoming the students and outlining the curriculum for them	2	October 1
Classroom performance – exams	Presentation – Discussion	Definition of methodology and interpretation	2	October 2
Classroom performance – exams	Induction – Deduction	Essential sciences for the interpreter	2	October 3
Classroom performance – exams	Delivery – Measurement	Review of previous materials	2	October 4
Classroom performance – exams		Qualities and manners of the interpreter	2	November 1
Classroom performance – exams	Delivery – Measurement	Reasons for the differences among the commentators	2	November 2
Classroom performance – exams	Presentation – Discussion	Reasons for the differences among interpreters	2	November 3
Classroom performance – exams	Presentation – Discussion	Reasons for the differences among interpreters	2	November 4
Classroom performance – exams	Presentation – Discussion	Review of previous materials	2	December 1
Classroom performance – exams	Presentation – Discussion	Interpretation based on transmitted knowledge, its meaning	2	December 2
Classroom performance – exams	delivery– induction	Sources of traditional interpretation and its rules	2	December 3
Classroom performance – exams	delivery– discussion	A Study of Al-Tabari's Interpretation	2	December 4
Classroom	delivery–	A Study of Al-Tabari's	2	January 1

performance – exams	induction	Interpretation		
Classroom performance – exams	delivery– discussion	A Study of Ibn Kathir's Interpretation	2	January 2
		First semester exam	2	January 3
		First semester exam	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery– discussion	Review of Ibn Kathir's interpretation	2	February 3
Classroom performance – exams	delivery– discussion	A study of Al-Suyuti's interpretation	2	February 4
Classroom performance – exams	delivery– discussion	Interpretation by opinion: its definition	2	March 1
Classroom performance – exams	delivery– Measurement	Interpretation and its concept	2	March 2
Classroom performance – exams	delivery– Measurement	The scholars' stance on interpretation based on personal opinion, along with its guidelines.	2	March 3
Classroom performance – exams	Presentation – Discussion	review	2	March 4
Classroom performance – exams	Presentation – Discussion	Abu Hayyan's approach to linguistic interpretation as a model	2	April 1
Classroom performance – exams	Presentation – Discussion	Al-Zamakhshari's method of interpretive rhetoric as a model	2	April 2
Classroom performance – exams	Presentation – Discussion	The Jassas Method of Jurisprudential Interpretation as a Model	2	April 3

Classroom performance – exams	Presentation – Discussion	Al-Razi's rational interpretation method as a model	2	April 4
Classroom performance – exams	Presentation – Discussion	The Comprehensive Interpretation Methodology of Al-Alusi as a Model	2	May 1
Classroom performance – exams	Presentation – Discussion	The Modern Approach to Interpretation: Sayyid Qutb as a Model	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .442

Introducing students to the methodologies of Quranic commentators, by Dr. Salah Abdel Fattah Al-Khalidi.	1- Required books
The methodologies of the commentators Mustafa Muslim, the methodologies of the commentators Munee' bin Abdul Halim Mahmoud	2- Basic references
Comprehensive Library website, Endowment Library website, Conferences on Interpretation and its Methodologies	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .443

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students



Course description (Grammar M4)

Review of the performance of higher education institutions
(academic program review)

Course Description **Fourth stage**

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .444
Department of Fundamentals of Religion /Benin - Baghdad	University Department .445 / Center
Grammar and Morphology	Course Name/Code .446
	Programs that he .447 enters
Classroom lectures	Available forms of .448 attendance
Annual course	Semester/Year .449
90 hours	Number of study .450 hours(The whole)
	Date this description .451 was prepared

Course Objectives .452	
Correcting the tongue and protecting it from error	-169
Teaching correct reading and writing	-170
Preserving the language from deviation, change, and extinction	-171

Learning outcomes, teaching and learning methods, and assessment .453	
<p>A- Knowledge and understanding</p> <p>A1-Understanding the Arabic language</p> <p>A2-Enabling students to understand the rules of Arabic grammar and morphology</p> <p>A3-Introducing students to the semantic linguistic differences in grammatical and morphological expressions</p>	
<p>b) Subject-specific skills</p> <p>B1 – Correct pronunciation and writing</p> <p>B2 – Learning the art of literary writing</p> <p>B3 - Studying and understanding the Arab heritage.</p>	
<p>C- Affective objectives:</p> <p>Part 1 - Love of language and belonging to it</p> <p>Part 2 – Love of learning about Arab heritage</p> <p>Q3 - Understanding the characteristics of the Arabic language.</p>	
Teaching and learning methods	
4- The lecture method (delivery) - The inductive method	-111
Standard method	-112
Method of dialogue and discussion	-113
Assessment methods	
Daily, monthly, term, and final tests	-148

Classroom discussion	-149
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Classroom assignments	-150
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Reports	-151
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Source works and source name	3	October 1
Classroom performance – exams	Presentation – Discussion	Adding the source to its subject and object	3	October 2
Classroom performance – exams	Induction – Deduction	Actions of the active participle	3	October 3
Classroom performance – exams	Delivery – Measurement	The local active participle of	3	October 4
Classroom performance – exams		Exaggeration forms	3	November 1
Classroom performance – exams	Delivery – Measurement	Actions and additions in the active participle	3	November 2
Classroom performance – exams	Presentation – Discussion	Actions of the passive participle	3	November 3
Classroom performance – exams	Presentation – Discussion	Adding the passive participle to its nominative case	3	November 4
Classroom performance – exams	Presentation – Discussion	Exclamation	3	December 1
Classroom performance – exams	Presentation – Discussion	Delete the object of surprise	3	December 2
Classroom performance – exams	delivery– induction	Conditions for forming the verb of exclamation	3	December 3

Classroom performance – exams	delivery– discussion	Yes and no	3	December 4
Classroom performance – exams	delivery– induction	adjective	3	January 1
Classroom performance – exams	delivery– discussion	Types of adjectives	3	January 2
		First semester exams	3	January 3
		First semester exams	3	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery– discussion	Emphasis	3	February 3
Classroom performance – exams	delivery– discussion	Verbal emphasis	3	February 4
Classroom performance – exams	delivery– discussion	Emphasis of letters	3	March 1
Classroom performance – exams	delivery– Measurement	Coordination	3	March 2
Classroom performance – exams	delivery– Measurement	The appositive	3	March 3
Classroom performance – exams	Presentation – Discussion	substitute	3	March 4
Classroom performance – exams	Presentation – Discussion	Types of substitutes	3	April 1

exams				
Classroom performance – exams	Presentation – Discussion	The call	3	April 2
Classroom performance – exams	Presentation – Discussion	What is declined from the vocative	3	April 3
Classroom performance – exams	Presentation – Discussion	The indeclinable	3	April 4
Classroom performance – exams	Presentation – Discussion	number	3	May 1
Classroom performance – exams	Presentation – Discussion	Number rules	3	May 2
Classroom performance – exams		Review and test	3	May 3
Final exams		Review and test	3	May 4

Infrastructure .454

Ibn Aqil's explanation	1- Books
Comprehensive Grammar, Grammar Meanings	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .455

According to direct admission and the established plan	Prerequisites
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	Minimum number of students
Greater than the required number	Largest number of students

Course description (Hadith and memorizationm4)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .456
Department of Fundamentals of Religion /Benin - Baghdad	University Department .457 / Center
Hadith and memorization	Course Name/Code .458
	Programs that he .459 enters
Classroom lectures	Available forms of .460 attendance
Annual course	Semester/Year .461
60 hours	Number of study .462 hours(The whole)
	Date this description .463 was prepared

Course Objectives .464	
The course aims to introduce the student to the importance of Hadith science.	-172
The student will learn how to extract rulings from prophetic hadiths and understand their meanings.	-173
	-174

Learning outcomes, teaching and learning methods, and assessment .465	
A- Knowledge and understanding	
A1-Enabling the student to understand the subject of Hadith and know its meanings	
A2-To enable the student to be familiar with the details of each hadith and to understand its meaning in detail	
A3-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - The student must be able to memorize the hadith and understand its meaning	
B2 - The student should be able to prepare scientific reports on the subject of Hadith	
C- Affective objectives: C3 - To provide the student with knowledge to identify the schools of Ahl al-Hadith and their trends in it.	
Teaching and learning methods	
The lecture method (delivery)	-114
Inductive method	-115
Method of dialogue and discussion	-116
Assessment methods	
Daily, monthly, term, and final tests	-152
Classroom discussion	-153

Classroom assignments	-154
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Reports	-155
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 1 and No. 6	2	October 2
Classroom performance – exams	Induction – Deduction	Memorize Hadith No. 1 to 5	2	October 3
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 15 and No. 26	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Memorized from Hadith No. 6, i.e., 10	2	November 2
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 117 and No. 149	2	November 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	November 4
Classroom performance – exams	Presentation – Discussion	Memorize Hadith No. 11 to 15	2	December 1
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 162 and No. 176	2	December 2
Classroom performance – exams	Presentation – Discussion	Memorize Hadith No. 16 to 20	2	December 3

Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 218 and number 585	2	December 4
Classroom performance – exams	Induction – Deduction	Memorize Hadith No. 21 to 25	2	January 1
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 603 and No. 610	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Presentation – Discussion	Preservation from Hadith Numbers 26 to 30	2	February 3
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 634 Number 655	2	February 4
Classroom performance – exams	Presentation – Discussion	Save Hadith No. 31 to 35	2	March 1
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 659 and No. 766	2	March 2
Classroom performance – exams	Presentation – Discussion	Memorize Hadith No. 36 to 40	2	March 3
Classroom performance – exams	Presentation – Discussion	Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 784 and No. 785	2	April 1

exams	Discussion			
Classroom performance – exams	Presentation – Discussion	Memorize Hadith No. 41 to 45	2	April 2
Classroom performance – exams	Presentation – Discussion	Explanation of Hadith No. 692 and No. 714	2	April 3
Classroom performance – exams	Presentation – Discussion	Memorize Hadith No. 46 to No. 50	2	April 4
Classroom performance – exams		Review and test	2	May 1
Classroom performance – exams		Review and test	2	May 2
Classroom performance – exams		Review and test	2	May 3
Final exams			2	May 4

Infrastructure .466

I'lam al-Anam: A commentary on Bulugh al-Maram min Ahadith al-Ahkam by Imam al-Hafiz Ahmad ibn Hajar al-Asqalani, with fifty hadiths for memorization.

1- Required books

2- Basic references

Comprehensive Library website

3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .467	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Comparative Jurisprudence)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .468
Department of Fundamentals of Religion /Benin – Baghdad	University Department .469 / Center
Comparative jurisprudence	Course Name/Code .470
	Programs that he .471 enters
Classroom lectures	Available forms of .472 attendance
Annual course	Semester/Year .473
52 hours	Number of study .474 hours(The whole)
	Date this description .475 was prepared
	Course Objectives .476

The course aims to introduce the student to the importance of jurisprudence in understanding Islamic legal rulings.	-175
Introducing the student to how to arrive at a legal ruling from its sources	-176
Training the student in jurisprudential competence through the diversity of opinions and the presentation of evidence for them.	-177
Understanding the origins of comparative jurisprudence after the number of scholars increased and their opinions diversified	-178
Developing the student's love for this science so that he can learn the Islamic ruling with greater desire	-179

Learning outcomes, teaching and learning methods, and assessment .477	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the diverse subject of comparative jurisprudence</p> <p>A2-To enable the student to be familiar with the details of comparative jurisprudence issues</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - The student should be able to present issues of comparative jurisprudence</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - That the student be able to teach and issue fatwas using this knowledge.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love jurisprudence and to be proud of his faith and religion</p> <p style="text-align: center;">Part 2 – Recognizing the value and aesthetics of jurisprudence, and that it is compatible with time and place</p> <p>C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it. Through his knowledge of the evidence for rulings.</p>	

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method -117

Inductive method -118

Method of dialogue and discussion -119

Assessment methods

Daily, monthly, term, and final tests -156

Classroom discussion -157

Classroom assignments -158

Reports -159

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Definition of shortening prayers, opinions of jurists, evidence and discussion	2	October 1
Classroom performance – exams	Presentation – Discussion	Combining prayers: its definition and the opinions of scholars regarding the permissibility of combining them by offering them early or late.	2	October 2
Classroom performance – exams	Presentation – Discussion	The legitimacy of combining advance and delay	2	October 3
Classroom performance – exams	Presentation – Discussion	The expiration of the ruling on travel, the schools of thought of the jurists, the evidence and its discussion	2	October 4
Classroom performance – exams	Presentation – Discussion	Zakat on the wealth of a minor The schools of thought of Islamic jurists, their evidence and discussion	2	November 1
Classroom performance – exams	Presentation – Discussion	The ruling on zakat for debtors: the schools of Islamic jurisprudence, evidence, and	2	November 2

		discussion.		
Classroom performance – exams	Presentation – Discussion	The ruling on zakat for a creditor, according to the schools of Islamic jurisprudence.	2	November 3
Classroom performance – exams	Presentation – Discussion	The ruling on zakat for a creditor, the evidence, the schools of thought of the jurists, the evidence and its discussion	2	November 4
Classroom performance – exams	Presentation – Discussion	Paying the value in Zakat: The schools of thought of Islamic jurists, the evidence, and its discussion	2	December 1
Classroom performance – exams	Presentation – Discussion	The sighting by which the crescent moon is confirmedThe schools of thought of Islamic jurists, their evidence and discussion	2	December 2
Classroom performance – exams	Presentation – Discussion	The impact of astronomical calculations on the sighting of the new moon, the schools of thought of Islamic jurists, the evidence and its discussion	2	December 3
Classroom performance – exams	Presentation – Discussion	Selling the item before taking	2	December 4

		possession of it.The schools of thought of Islamic jurists, their evidence and discussion		
Classroom performance – exams	Induction – Deduction	review	2	January 1
Classroom performance – exams	Induction – Deduction	review	2	January 2
		semester exams	2	January 3
		semester exams	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance – exams	Presentation – Discussion	The use of mortgaged property: the schools of Islamic jurisprudence, the evidence, and its discussion.	2	February 3
Classroom performance – exams	Presentation – Discussion	The legitimacy of the courses, their definition, and the opinions of scholars	2	February 4
Classroom performance – exams	Presentation – Discussion	The legitimacy of sharecropping, its definition, and the opinions of scholars	2	March 1
Classroom performance – exams	Presentation – Discussion	Terms of sharecropping, evidence, and discussion	2	March 2
Classroom	Presentation –	Temporary marriage:	2	March 3

performance – exams	Discussion	its definition and conditions		
Classroom performance – exams	Presentation – Discussion	The schools of thought of Islamic jurists regarding temporary marriage, the evidence and its discussion	2	March 4
Classroom performance – exams	Presentation – Discussion	Ruling on refusal to take an oath: Schools of Islamic Jurisprudence	2	April 1
Classroom performance – exams	Presentation – Discussion	The ruling on refusal to take an oath: evidence and discussion	2	April 2
Classroom performance – exams	Presentation – Discussion	The ruling on jihad and its types	2	April 3
Classroom performance – exams	Presentation – Discussion	The ruling on jihad, the schools of Islamic jurisprudence, the evidence and its discussion	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .478

Issues in Comparative Jurisprudence, by Professor Dr. Hashim Jamil	1- Required books
Bada'i' al-Sana'i' fi Tartib al-Shara'i' by al-Kasani, al-Kafi fi Fiqh Ahl al-Madinah by Ibn	2- Basic references

'Abd al-Barr, al-Majmu' Sharh al-Muhadhdhab by al-Nawawi, al-Mughni by Ibn Qudamah	
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

	Acceptance .479
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Principles of Islamic Jurisprudence)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .480
Department of Fundamentals of Religion /Benin - Baghdad	University Department .481 / Center
Principles of Islamic Jurisprudence	Course Name/Code .482
	Programs that he .483 enters
Classroom lectures	Available forms of .484 attendance
Annual course	Semester/Year .485
60 hours	Number of study .486 hours(The whole)
	Date this description .487 was prepared
Course Objectives .488	
The course aims to introduce the student to the importance of the -180 principles of Islamic jurisprudence in deriving the legal rulings that a	

Muslim is obligated to know.	
Introducing the student to the methodologies of scholars and their schools of thought in the principles of jurisprudence.	-181
The student is informed that the science of the principles of jurisprudence is the foundation of the learned scholar.	-182
Developing the student's love for this science, which seems difficult to him.	-183
Developing the student's ability to deduce, understand evidence, weigh different pieces of evidence, and issue correct legal rulings.	-184
Contributing to the development of a diligent, moderate, and scholarly world.	-185

Learning outcomes, teaching and learning methods, and assessment .489	
A- Knowledge and understanding	
A1-Enabling the student to understand the subject of Islamic jurisprudence	
A2-To enable the student to be familiar with the methods and approaches of scholars in the principles of jurisprudence	
A3- Qualifying him to issue fatwas and to be a learned, diligent, and moderate authority	
A4-Preparing him in a way that qualifies him to work in educational and religious institutions.	
b) Subject-specific skills	
B1 - Mastering the scientific material	
B2 - The student must be able to prepare scientific reports	
B3 - That the student be able to teach and issue fatwas using this knowledge.	
B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.	
B5- Mastering presentation, explanation, and answering questions.	
B6- Skills in delivering and explaining the material.	
C- Affective objectives:	
A1 - Raising the student to love the science of jurisprudence and to be proud of his faith and religion.	

Part 2 - To recognize the value and aesthetics of the principles of Islamic jurisprudence and Sharia, and that it is compatible with time and place.
 C - To instill in the student a high sense of his religion, to defend it, and to spread the correct understanding of religion with moderation and balance, without excess or negligence.

Teaching and learning methods

Lecture method -120

2- Brainstorming method

Method of dialogue and discussion -6

Assessment methods

Daily, monthly, term, and final tests -160

Classroom discussion -161

Classroom assignments -162

Reports -163

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Lecture– brainstorming	An introduction to the science of Islamic jurisprudence (Usul al-Fiqh) and a brief overview of it.	2	Week 1
Classroom performance – exams	Lecture– Dialogue and discussion	Methods of deduction and interpretation of texts	2	Week 2
Classroom performance – exams	Lecture– Dialogue and discussion	Types with clear meaning	2	Week 3
Classroom performance – exams	Lecture– Dialogue and discussion	Types of ambiguous meaning	2	Week 4
Classroom performance – exams	Lecture– Dialogue and discussion	The connotations of words on meanings and methods of connotation	2	Week 5
Classroom performance – exams	Lecture– Dialogue and discussion	The Hanafi approach to division	2	Week 6
Classroom performance – exams	Lecture– Dialogue and discussion	The implication	2	Week 7
Classroom performance –	Lecture–	The approach of theologians in division	2	Week 8

exams	Dialogue and discussion			
Classroom performance – exams	Lecture– Dialogue and discussion	The concept of opposition	2	Week 9
Classroom performance – exams	Lecture– Dialogue and discussion	Words in terms of what they contain and their description	2	Week 10
Classroom performance – exams	Lecture– Dialogue and discussion	Private and shared	2	Week 11
Classroom performance – exams	Lecture– Dialogue and discussion	Year	2	Week 12
Classroom performance – exams	Lecture– Dialogue and discussion	absolute and relative	2	Week 13
		Review and test	2	Week 14
		semester exams	2	Week 15
		semester exams	2	Week 16
		Spring break	2	Week 17
		Spring break	2	Week 18
Classroom performance – exams	Lecture– Dialogue and discussion	Words in terms of their use in meanings	2	Week 19
Classroom performance –	Lecture–	literal and figurative	2	Week 20

exams	Dialogue and discussion	language, explicit and implicit meaning		
Classroom performance – exams	Lecture– Dialogue and discussion	Assignment formulas	2	Week 21
Classroom performance – exams	Lecture– Dialogue and discussion	The matter	2	Week 22
Classroom performance – exams	Lecture– Dialogue and discussion	Prohibition	2	Week 23
Classroom performance – exams	Lecture– Dialogue and discussion	Letters of meaning	2	Week 24
Classroom performance – exams	Lecture– Dialogue and discussion	Conflict and ways to resolve it	2	Week 25
Classroom performance – exams	Lecture– Dialogue and discussion	Preference	2	Week 26
Classroom performance – exams	Lecture– Dialogue and discussion	Copying	2	Week 27
Classroom performance – exams	Lecture– Dialogue and discussion	Independent reasoning and imitation	2	Week 28
Classroom		Review and test	2	Week 29

performance – exams				
Final exams		Review and test	2	Week 30

Infrastructure .490	
Principles of rulings and methods of deduction in Islamic legislation	1- Required books
Al-Sarakhsi's Principles, Guidance of the Scholars, Al-Amidi's Definitive Treatise, Ibn Hazm's Definitive Treatise	2- Basic references
The Comprehensive Library, the Waqf Library website, and the Comprehensive Collection of Jurisprudential Rulings	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .491	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Modern Methods of Hadith Scholars)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .492
Department of Fundamentals of Religion /Benin - Baghdad	University Department .493 / Center
Modern Methods	Course Name/Code .494
Bachelor of Islamic Education	AName the final .495 certificate
Classroom lectures	Available forms of .496 attendance
Annual course	Semester/Year .497
60 hours	Number of study .498 hours(The whole)
	Date this description .499 was prepared

Course Objectives .500	
The course aims to introduce students to the most important modernists and their most prominent characteristics.	-186
Introducing the student to the lives of the hadith scholars and the hardships they faced.	-187
Informing the student about how to collect authentic narrations.	-188
Knowing the number of hadiths for each hadith narrator, including those that are repeated and those that are not.	-189

Learning outcomes, teaching and learning methods, and assessment .501	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to know OwnersCollection of authentic hadiths</p> <p>A2-Enabling the student to be familiar with the curricula of the imamsThe four.</p> <p>A3-Striving to prepare the student in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - Enabling students to deliver lectures on the methodologies of the four imams in their correct forms</p> <p>B2 - The student should be able to prepare reports on the modernists.</p> <p>B3_ That the student be able to teach and give lectures, regarding the four Imams.</p> <p>B4 - To provide the student with experiences related to explaining the scientific material, with the help of positive and motivating student interaction experiences.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Educating the student to know the most important modernists and to appreciate their efforts.</p> <p>Part 2 - To recognize the scientific value of these hadith scholars, and the trials they went through to collect their hadiths.</p>	

C3 - Preparing students to be role models in scientific and literary fields.

Teaching and learning methods

The lecture (oratory) method -121

Inductive method -122

Method of dialogue and discussion -123

Assessment methods

Daily, monthly, term, and final tests -164

Discussion and dialogue -165

Classroom assignments -166

Report preparation -167

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Imam al-Bukhari: His lineage, birth, and upbringing	2	October 2
Classroom performance – exams	Presentation – Discussion	His travels, his teachers, and his students	2	October 3
Classroom performance – exams	Presentation – Discussion	His characteristics and methodology in criticizing men + his most important works	2	October 4
Classroom performance – exams	Presentation – Discussion	The authentic collection and its importance	2	November 1
Classroom performance – exams	Presentation – Discussion	Al-Bukhari's biographies and his conditions in his book	2	November 2
Classroom performance – exams	Presentation – Discussion	Reasons for cutting, repeating, and shortening hadiths	2	November 3
Classroom performance – exams	Presentation – Discussion	The suspended hadiths in Sahih al-Bukhari	2	November 4
Classroom performance – exams	Presentation – Discussion	Hadiths criticized in Bukhari	2	December 1
Classroom performance – exams	Presentation – Discussion	Those who were criticized by	2	December 2

		Bukhari's men, and examples of them		
Classroom performance – exams	Presentation – Discussion	The number of hadiths in Sahih al-Bukhari and its commentaries, and the most important examples from it.	2	December 3
Classroom performance – exams	Presentation – Discussion	Imam Malik: His lineage, birth, and upbringing	2	December 4
Classroom performance – exams	Induction – Deduction	His teachers, students, and approach to jurisprudence and independent reasoning	2	January 1
Classroom performance – exams		His approach to hadith and narration, and the praise of the imams for him.	2	January 2
Classroom performance – exams	Presentation – Discussion	Malik's pride in his knowledge, his fairness towards scholars, and his disinterest in fame	2	January 3
Classroom performance – exams	Presentation – Discussion	The ordeal of Imam Malik and his death	2	January 4

Classroom performance – exams	Presentation – Discussion	The Muwatta of Imam Malik and its importance	2	February 1
Classroom performance – exams	Presentation – Discussion	The men of Al-Muwatta, its narrations, and the number of its hadiths	2	February 2
Classroom performance – exams	Presentation – Discussion	The degree of authenticity of the hadiths in Al-Muwatta and its commentaries	2	February 3
Classroom performance – exams	Presentation – Discussion	Works on Al-Muwatta and examples thereof	2	February 4
Classroom performance – exams	Presentation – Discussion	Imam Ahmad ibn Hanbal: His lineage, birth, and upbringing	2	March 1
Classroom performance – exams	Presentation – Discussion	His teachers, his students, and the praise of the imams for him	2	March 2
Classroom performance – exams	Presentation – Discussion	His approach to narration and scholarship	2	March 3
Classroom performance – exams	Presentation – Discussion	The ordeal and death of Imam Ahmad ibn Hanbal	2	March 4
Classroom performance – exams	Presentation – Discussion	The works of Imam Ahmad (Al-Musnad): Description and classification of its hadiths	2	April 1
Classroom performance – exams	Presentation – Discussion	The number of hadiths in the Musnad, its narrators, and additions to the Musnad	2	April 2

Classroom performance – exams	Presentation – Discussion	The reason for the existence of topics and the arrangement of the predicate	2	April 3
Classroom performance – exams	Presentation – Discussion	The most important books of commentaries on the Musnad and examples of its hadiths	2	April 4
Classroom performance – exams		Imam Abu Isa al-Tirmidhi: His upbringing and travels, his teachers and students, and his most important works.	2	May 1
		Jami' al-Tirmidhi: Its Importance, Characteristics, and Most Important Commentaries and Examples	2	May 2

Infrastructure .502

Modern Methods Author: Prof. Dr. Muhammad bin Muhammad Abu Shahba

1- Required books

Sahih al-Bukhari and its reliance in explanation + Musnad Abi Ya'la al-Mawsili + Sunan al-Tirmidhi

2- Basic references

<p>The Comprehensive Library website, the Waqf Library website, the books of Sahih al-Bukhari and Sahih Muslim + Musnad of Imam Ahmad ibn Hanbal + Muwatta of Imam Malik.</p>	<p>3- Recommended books and sources such as scientific journals, reports, internet links, etc.</p>
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<p>Acceptance .503</p>	
<p>According to direct admission and the established plan</p>	<p>Prerequisites</p>
	<p>Minimum number of students</p>
<p>Greater than the required number</p>	<p>Largest number of students</p>

Course description (Islamic Philosophy)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .504
Department of Fundamentals of Religion /Benin - Baghdad	University Department .505 / Center
Islamic philosophy	Course Name/Code .506
	Programs that he .507 enters
Classroom lectures	Available forms of .508 attendance
Annual course	Semester/Year .509
60 hours	Number of study .510 hours(The whole)
	Date this description .511 was prepared

Course Objectives .512

The course aims to introduce the student to the importance of philosophical thinking in Islam.	-190
Convincing the student that philosophy is not an intellectual luxury, but rather a deductive methodology of thinking in the search for truth.	-191
The student possesses a motivated mind that enables him to deal with abstract concepts.	-192
The learner should adopt the methods of the theologians in proving theological and philosophical claims according to an Islamic reference.	-193
The student must have the ability to defend the facts he adopts in light of the proofs of reason and logical argumentation.	-194

Learning outcomes, teaching and learning methods, and assessment .513

A- Knowledge and understanding	
A1-To familiarize the student with the nature of philosophy and its areas of focus.	
A2-Training the student in using the faculty of reason in the field of philosophical abstraction.	
A3-The student's ability to recognize false logical fallacies and refute their foundations structurally.	
b) Subject-specific skills	
B1 - To equip the learner with sound thinking based on correct premises leading to correct conclusions.	
B2 - Enabling the student to develop the skill of philosophical measurement based on representation, induction, and argumentation.	
B3 - To equip the student with the skill of distinguishing types of philosophical thinking and methods of producing epistemology.	
C- Affective objectives:	
A1 - The student should feel reassured emotionally about the soundness of perceptions and beliefs in light of the laws of reason.	
Q2 - The firm and established certainty of the student regarding the adopted	

belief through the mechanism of the collusion and synergy of reason and transmission.

Q3 - The student's immunity from the confusion and bewilderment resulting from destructive atheistic ideas and Westernizing systems.

Teaching and learning methods

4- The lecture method (delivery) - The inductive method -124

Standard method -125

Method of dialogue and discussion -126

Assessment methods

Daily, monthly, term, and final tests -168

Methods of guided discussion and brainstorming. -169

Practical assignment related to the concepts that have been studied. -170

A summary of a philosophy book that is appropriate for the stage and suitable for the objectives of the course. -171

Role-playing for a philosophical case study -172

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Introduction to the definitions of philosophy in different schools of thought	2	October 1
Classroom performance – exams	delivery– Guided discussion	Discussion of positivist philosophy	2	October 2
Classroom performance – exams	a lecture– discussion dialogue	Points of convergence and divergence between science, theology, and philosophy	2	October 3
Classroom performance – exams	Public speaking exercises	The law of causality and regularity	2	October 4
Classroom performance – exams	delivery– Guided discussion	The Ash'arite view on the law of causality	2	November 1
Classroom performance – exams		Review and test	2	November 2
Classroom performance – exams	Presentation – Discussion	The concepts of contradiction and opposition	2	November 3
Classroom performance – exams	Presentation – Discussion	Critique of Aristotelian syllogisms involving circular reasoning	2	November 4
Classroom performance – exams	Presentation – Discussion	Al-Ghazali's view on the senses and the mind	2	December 1

Classroom performance – exams	Presentation – Discussion	The role of reason in religion	2	December 2
Classroom performance – exams	delivery– induction	The first thing a person obligated to perform religious duties should consider from an Islamic perspective	2	December 3
Classroom performance – exams	delivery– discussion	The religious approach to presenting facts	2	December 4
Classroom performance – exams	delivery– induction	Philosophy departments	2	January 1
Classroom performance – exams	delivery– discussion	Divisions of practical wisdom and theoretical wisdom	2	January 2
		First semester exams	2	January 3
		First semester exams	2	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	delivery– discussion	The purpose of philosophy	2	February 3
Classroom performance – exams	delivery– discussion	Religions and Philosophical Thought	2	February 4
Classroom performance – exams	delivery–Case study	Discussion of Sophist philosophy	2	March 1
Classroom performance – exams	delivery– discussion	The emergence of Islamic philosophical thought	2	March 2
Classroom performance –	delivery– deduction	The creature's indication of the	2	March 3

exams		Creator		
Classroom performance – exams	Presentation – Discussion	The influence of Islam in guiding Arabs towards science and knowledge	2	March 4
Classroom performance – exams	Presentation – Discussion	The Foundations of Religion and Philosophical Thought	2	April 1
Classroom performance – exams	Delivery – Induction	The West's benefit from Islamic thinkers	2	April 2
Classroom performance – exams	Presentation – Discussion	Man is a thinker by nature	2	April 3
Classroom performance – exams	Presentation – Discussion	Laws of reason and laws of nature	2	April 4
Classroom performance – exams	Presentation – Discussion	The relationship of philosophy to ethics	2	May 1
Classroom performance – exams	Presentation – Discussion	The relationship between philosophy and the arts	2	May 2
Classroom performance – exams	Presentation – Discussion	Philosophy of religion and philosophy of history	2	May 3
Final exams		Review and test	2	May 4

Infrastructure .514

Islamic philosophical thought
Author:Dr. Suleiman Dunya

1- Required books

Islamic Philosophy by Ahmed Fouad Al-Ahwani / Principles of Philosophy by Al-Balnuri / The Influence of Islamic

2- Basic references

Philosophy on European Philosophy by Omar Farroukh / Modern Philosophy by Dr. Amal Mabrouk	
Errors in the Materialist Philosophy of Anwar al-Jundi, Comprehensive Library website, and Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .515	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Religions)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .516
Department of Fundamentals of Religion /Benin - Baghdad	University Department .517 / Center
Religions M4	Course Name/Code .518
	Programs that he .519 enters
Classroom lectures	Available forms of .520 attendance
Annual course	Semester/Year .521
60 hours	Number of study .522 hours(The whole)
	Date this description .523 was prepared

absorptionThe origins and issues of Islamic doctrine, scriptural and man-made religions, ancient and contemporary schools of thought and intellectual currents with their various orientations and diverse schools, according to a disciplined scientific methodology.	-1
to understandMissionary work and Orientalism: their history, schools of thought, and how to refute misconceptions raised about Islam. according toRules of the scientific method.	-2
showAwareness of the problems of interfaith dialogue, and the ability to find appropriate solutions within the field of specialization.	-3

Learning outcomes, teaching and learning methods, and assessment .525

A- Knowledge and understanding	
YThe student learned the principles of Ahlus Sunnah wal Jama'ah in Islamic creed.	-4
YThe student learns about the different Islamic schools of thought on matters of doctrine and how to reconcile them, and learns about the ethical doctrines that influence morality.	-5
b) Skills specific to the topic and its affective objectives:	
It distinguishes between the set of beliefs and laws in the Islamic religion and the heavenly and man-made religion.	-6
The different opinions of the schools of thought are classified, and the student acquires the skill of dealing with doctrinal and moral texts.	-7
Discussing ethical doctrines that influence morality and comparing them with Islam	-8
The student will deduce the skill of reconciling the different Islamic doctrines in belief and ethics.	-9

The student deduces the misconceptions directed towards the Islamic religion. -10

Teaching and learning methods

The lecture method (delivery) -127

Inductive method -128

Method of dialogue and discussion -129

Problem-solving and brainstorming methods -130

Assessment methods

Daily, monthly, term, and final tests -173

Classroom discussion -174

Classroom assignments -175

Reports -176

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Judaism: Terminology used in the Torah	2	October 2
Classroom performance – exams	Presentation – Discussion	Jewish history	2	October 3
Classroom performance – exams	Presentation – Discussion	The Age of Kings in Israel and Beyond	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Chapter Three: The Holy Scriptures (The Old Testament)	2	November 2
Classroom performance – exams	Presentation – Discussion	Scholars' views on the Old Testament	2	November 3
Classroom performance – exams	Presentation – Discussion	The Talmud and the Zohar	2	November 4
Classroom performance – exams		Chapter Four: Jewish Beliefs	2	December 1
Classroom performance – exams	Presentation – Discussion	Jewish holidays	2	December 2
Classroom performance – exams	Presentation – Discussion	Jewish sects	2	December 3

Classroom performance – exams	Presentation – Discussion	Zionism	2	December 4
Classroom performance – exams	Induction – Deduction	Continuing the discussion on the Zionist movement	2	January 1
Classroom performance – exams	Induction – Deduction	The effects left by the Zionist movement	2	January 2
		First semester exam	2	January 3
		First semester exam	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance – exams	Presentation – Discussion	Christianity: The Origins of the Church	2	February 3
Classroom performance – exams	Presentation – Discussion	The Church after the rise of King Constantine and in the Middle Ages	2	February 4
Classroom performance – exams	Presentation – Discussion	The Crusades: (Factors behind them and the Crusades)	2	March 1
Classroom performance – exams	Presentation – Discussion	Religious reform	2	March 2
Classroom performance – exams	Presentation – Discussion	Origins of the Papacy	2	March 3

Classroom performance – exams		Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Church beliefs and church councils	2	April 1
Classroom performance – exams	Presentation – Discussion	Christian sects	2	April 2
Classroom performance – exams	Presentation – Discussion	Contemporary groups	2	April 3
Classroom performance – exams	Presentation – Discussion	Holy books of Christians	2	April 4
Classroom performance – exams		Review and test	2	May 1
Final exams		Review and test	2	May 2

Infrastructure .526

History of Judaism and Christianity Author: Dr. Saadoun Al-Samouk and Dr. Rushdi Alian

1- Required books

The Chapter on Religions, Sects, and Schools of Thought by Ibn Hazm –5

2- Basic references

The Comprehensive Library website and the Waqf Library website

3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .527

According to direct admission and the established plan

Prerequisites

	Minimum number of students
Greater than the required number	Largest number of students

Course description (Memorizing the Quran Part 4)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .528
Department of Fundamentals of Religion /Benin - Baghdad	University Department .529 / Center
Memorizing the Quran, Part 4	Course Name/Code .530
	Programs that he .531 enters
Classroom lectures	Available forms of .532 attendance
Annual course	Semester/Year .533
30 hours	Number of study .534 hours(The whole)
	Date this description .535 was prepared
	Course Objectives .536

The course aims to introduce the student to the Holy Quran and help them understand it correctly.	-195
The student memorized the fourth part of the Holy Quran	-196
Pronounce the Quranic verses correctly	-197
Developing love for the Holy Quran and defending it	-198

Learning outcomes, teaching and learning methods, and assessment .537	
<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to memorize the material of the fourth part of the Holy Quran</p> <p style="text-align: center;">A2-To recite the verses correctly and properly.</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - The student must be able to memorize the fourth part of the Holy Quran</p> <p>B2 - The student must be able to pronounce the verses correctly and accurately.</p> <p>B3 - That the student be able to teach and teach the Holy Quran correctly.</p> <p>B4 - Equipping him with the necessary skills in memorization and teaching.</p>	
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love the Quran and take pride in his faith and religion</p> <p>Part 2 – Recognizing the value and beauty of the Holy Quran, and that it is suitable for all times and places</p>	
Teaching and learning methods	
The lecture method (delivery)	-131
Method of dialogue and discussion	-132
Assessment methods	

Daily, monthly, term, and final tests -177

Classroom discussion -178

Classroom assignments -179

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Speaking and listening	Welcome + Course Introduction	1	October 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (93-100).	1	October 2
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (101-108).	1	October 3
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (109-115).	1	October 4
Classroom performance – exams		Review and test	1	November 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (116-121).	1	November 2
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (122-132).	1	November 3
Classroom performance – exams	Speaking and listening	Review and test	1	November 4
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (133-140).	1	December 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (141-148).	1	December 2

Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (149-153).	1	December 3
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (154-157).	1	December 4
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (158-165).	1	January 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (166-173).	1	January 2
		First semester exams	1	January 3
		First semester exams	1	January 4
		Spring break		February 1
		Spring break		February 2
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (174-180).	1	February 3
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (181-186).	1	February 4
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (187-194).	1	March 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah Al Imran, verses (195-200).	1	March 2
Classroom performance –	Speaking and	Recitation and listening to memorize Surah An-	1	March 3

exams	listening	Nisa, verses (1-6).		
Classroom performance – exams	Speaking and listening	Review and test	1	March 4
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah An-Nisa, verses (7-11).	1	April 1
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah An-Nisa, verses (12-14).	1	April 2
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah An-Nisa, verses (15-19).	1	April 3
Classroom performance – exams	Speaking and listening	Recitation and listening to memorize Surah An-Nisa, verses (20-23).	1	April 4
Classroom performance – exams	Speaking and listening	Review and test	1	May 1
Classroom performance – exams	Speaking and listening	Review and test	1	May 2
Classroom performance – exams	Speaking and listening	Review and test	1	May 3
Final exams				May 4

Infrastructure .538

Part Four of the Holy Quran

1- Required books

Koran

2- Basic references

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Acceptance .539	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (doctrine)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .540
Department of Fundamentals of Religion /Benin - Baghdad	University Department .541 / Center
Islamic Creed Part 4	Course Name/Code .542
	Programs that he .543 enters
Classroom lectures	Available forms of .544 attendance
Annual course	Semester/Year .545
60 hours	Number of study .546 hours(The whole)
	Date this description .547 was prepared

Course Objectives .548

The student should be able to understand matters related to belief in angels, jinn, scriptures, and messengers, according to the methodology of Ahlus Sunnah wal Jama'ah (the Sunni community)..

Learning outcomes, teaching and learning methods, and assessment .549

Knowledge and understanding

The student should be able to explain matters related to belief in angels and jinn according to the methodology of Ahlus Sunnah wal Jama'ah..

The student should be able to understand matters related to faith in scriptures according to the methodology of Ahlus Sunnah wal Jama'ah..

The student should be able to understand the issues related to faith in the messengers according to the methodology of Ahlus Sunnah wal Jama'ah.

Teaching and learning methods

The lecture method (delivery) -133

Inductive method -134

Method of dialogue and discussion -135

Problem-solving and brainstorming methods -136

Assessment methods

Daily, monthly, term, and final tests	-180
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Classroom discussion	-181
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Classroom assignments	-182
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Reports	-183
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Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	2	October 1
Classroom performance – exams	Presentation – Discussion	Prophetic traditions: Man's need for prophethood and a response to those who deny it.	2	October 2
Classroom performance – exams	Presentation – Discussion	General Prophecy: Defining the Prophet and Messenger, the Ruling on Sending Messengers, and Methods of Proving Prophethood	2	October 3
Classroom performance – exams	Presentation – Discussion	The number of prophets, their mission, and the obligation to believe in them	2	October 4
Classroom performance – exams		Review and test	2	November 1
Classroom performance – exams	Presentation – Discussion	Characteristics of Messengers and Prophets	2	November 2
Classroom performance –	Presentation –	Evidence of the	2	November

exams	Discussion	infallibility of the prophets		3
Classroom performance – exams	Presentation – Discussion	Continuation of the attributes of the prophets	2	November 4
Classroom performance – exams		Revelation and its types	2	December 1
Classroom performance – exams	Presentation – Discussion	A discussion on the fact that revelation is external to the self	2	December 2
Classroom performance – exams	Presentation – Discussion	Doubts about revelation	2	December 3
Classroom performance – exams	Presentation – Discussion	Miracles, their conditions, and the ruling on believing in them.	2	December 4
Classroom performance – exams	Induction – Deduction	Special prophecy: Prophet's prophecy♥	2	January 1
Classroom performance – exams	Induction – Deduction	His miracles♥	2	January 2
		First semester exam	2	January 3
		First semester exam	2	January 4
		Spring break	2	February 1
		Spring break	2	February 2
Classroom performance –	Presentation –	The Holy Quran and its miraculous nature	2	February 3

exams	Discussion			
Classroom performance – exams	Presentation – Discussion	Aspects of miraculousness in the Holy Quran	2	February 4
Classroom performance – exams	Presentation – Discussion	The style of the Holy Quran and its stylistic characteristics	2	March 1
Classroom performance – exams	Presentation – Discussion	Additional features	2	March 2
Classroom performance – exams	Presentation – Discussion	Additional features	2	March 3
Classroom performance – exams		Review and test	2	March 4
Classroom performance – exams	Presentation – Discussion	Additional features	2	April 1
Classroom performance – exams	Presentation – Discussion	Other evidence of his prophethood♥	2	April 2
Classroom performance – exams	Presentation – Discussion	His message♥The conclusion of the laws	2	April 3
Classroom performance – exams	Presentation – Discussion	His intercession♥	2	April 4
Classroom		Review and test	2	May 1

performance – exams				
Final exams		Review and test	2	May 2

Infrastructure .550	
Islamic doctrine Author: Dr. Qahtan Al-Douri	1- Required books
1- Prophecies, by Sheikh al-Islam Ibn Taymiyyah. 2- Al-Aqidah Al-Wasitiyyah, by Ibn Taymiyyah. 3- Explanation of Al-Tahawiyyah Creed, by Ibn Abi Al-Izz Al-Hanafi.	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .551	
According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Observation and Application M4)

Review of the performance of higher education institutions (academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .552
Department of Fundamentals of Religion /Benin - Baghdad	University Department .553 / Center
Viewing and applying	Course Name/Code .554
	Programs that he .555 enters
Extracurricular lectures	Available forms of .556 attendance
Annual course	Semester/Year .557
120 hours	Number of study .558 hours(The whole)
	Date this description .559 was prepared

Course Objectives .560	
The course aims to familiarize students with how to implement the application in schools.	-199
Student training in teaching	-200
Introducing the student to teaching skills	-201
Identifying the academic performance of teachers	-202

Learning outcomes, teaching and learning methods, and assessment .561	
<p>A- Knowledge and understanding</p> <p>A1-Enabling the student to teach</p> <p>A2-Enabling the student to be familiar with teaching skills</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>	
<p>b) Subject-specific skills</p> <p>B1 - The student should be able to present the topics</p> <p>B2 - That the student be able to practice the teaching profession</p> <p>B3 - The student must be able to teach and deliver speeches and sermons</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p>	
Teaching and learning methods	
The lecture method (delivery)	-137
Inductive method	-138
Method of dialogue and discussion	-139
Assessment methods	
Classroom discussion	-184
Classroom assignments	-185

Reports Research -186

Evaluation form -187

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance	Presentation – Discussion	Viewing	4	October 1
Classroom performance	Presentation – Discussion	Viewing	4	October 2
Classroom performance	Presentation – Discussion	Viewing	4	October 3
Classroom performance	Presentation – Discussion	Viewing	4	October 4
Classroom performance	delivery– discussion	Viewing	4	November 1
Classroom performance	Presentation – Discussion	Viewing	4	November 2
Classroom performance	discussion	Viewing	4	November 3
Classroom performance	Presentation – Discussion	Viewing	4	November 4
Classroom performance	Presentation – Discussion	Viewing	4	December 1
Classroom performance	Presentation – Discussion	Viewing	4	December 2
Classroom performance	Presentation – Discussion	Viewing	4	December 3
Classroom performance	Delivery – induction	Viewing	4	December 4

Classroom performance	Presentation – Discussion	Viewing	4	January 1
Classroom performance	Presentation – Discussion	Viewing	4	January 2
Classroom performance		First semester exams	4	January 3
Classroom performance		First semester exams	4	January 4
Classroom performance	Presentation – Discussion	vacation	4	February 1
Classroom performance	Presentation – Discussion	vacation	4	February 2
Classroom performance	Presentation – Discussion	The app	4	February 3
Classroom performance	Presentation – Discussion	The app	4	February 4
Classroom performance	discussion	The app	4	March 1
Classroom performance	Presentation – Discussion	The app	4	March 2
Classroom performance	Presentation – Discussion	The app	4	March 3
Classroom performance	Presentation – Discussion	The app	4	March 4
Classroom performance	discussion	The app	4	April 1
Classroom performance	Presentation – Discussion	The app	4	April 2
Classroom performance	Presentation – Discussion	The app	4	April 3

	Discussion			
Classroom performance	Presentation – Discussion	The app	4	April 4
Classroom performance	Presentation – Discussion	The app	4	May 1
Classroom performance		a test	4	May 2

Infrastructure .562

	1- Required books
	2- Basic references
	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .563

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

Course description (Hadith Sciences)

Review of the performance of higher education institutions
(academic program review)

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities. Learning Available. It must be linked to the program description.

Imam Al-Azam College, may God have mercy on him, University	Educational institution .564
Department of Fundamentals of Religion /Benin - Baghdad	University Department .565 / Center
Hadith sciences	Course Name/Code .566
	Programs that he .567 enters
Classroom lectures	Available forms of .568 attendance
Annual course	Semester/Year .569
30 hours	Number of study .570 hours(The whole)
	Date this description .571 was prepared

Course Objectives .572

The course aims to introduce the student to the importance of the Prophet's Sunnah and its sciences.	-203
The student will learn the meaning of the Prophetic Hadith, and its categories: authentic, good, and weak.	-204
Understanding the rules and principles of Hadith sciences according to the words and terminology of Ibn Hajar al-Asqalani	-205
A comparison between Sahih al-Bukhari and Sahih Muslim, and an explanation of the advantages of Sahih al-Bukhari over Sahih Muslim.	-206
Developing love for the Sunnah of the Prophet and defending it	-207

Learning outcomes, teaching and learning methods, and assessment .573

<p style="text-align: center;">A- Knowledge and understanding</p> <p>A1-Enabling the student to understand the subject of Hadith sciences</p> <p>A2-Creating a basic knowledge map in the subject of Hadith sciences for the student</p> <p>A3-Preparing him in a way that qualifies him to work in educational and religious institutions.</p>
<p style="text-align: center;">b) Subject-specific skills</p> <p>B1 - That the student be able to present the sciences of Hadith</p> <p>B2 - The student must be able to prepare scientific reports</p> <p>B3 - The student must be able to teach and deliver speeches and sermons about the Prophetic Sunnah.</p> <p>B4 - Equipping him with the necessary skills in dialogue, discussion and teamwork.</p> <p>B5- Knowing the efforts made by the scholars of Hadith in particular in preserving the Prophetic Sunnah.</p>
<p style="text-align: center;">C- Affective objectives:</p> <p>A1 - Raising the student to love the Quran and take pride in his faith and religion</p> <p>Part 2 – Recognizing the value and beauty of the Prophet's Sunnah, and that it is one of the fundamental sources of legislation</p>

C - To instill in the student his value through his religion and his love for his Prophet, and to encourage him to defend and spread it.

Teaching and learning methods

4- The lecture method (delivery) - Problem-solving and brainstorming method	-140
Inductive method	-141
Method of dialogue and discussion	-142

Assessment methods

Daily, monthly, term, and final tests	-188
Classroom discussion	-189
Classroom assignments	-190

Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours	Week
Classroom performance – exams	Presentation – Discussion	Welcome + Introduction to Science	1	October 1
Classroom performance – exams	Presentation – Discussion	The news in terms of its multiple sources	1	October 2
Classroom performance – exams	Presentation – Discussion	The stranger	1	October 3
Classroom performance – exams	Presentation – Discussion	True in itself	1	October 4
Classroom performance – exams	Presentation – Discussion	Comparing the two Sahihs	1	November 1
		Review and test	1	November 2
Classroom performance – exams	Presentation – Discussion	Increase confidence	1	November 3
Classroom performance – exams	Presentation – Discussion	Follow-up	1	November 4
		Review and test	1	December 1
Classroom performance – exams	Presentation – Discussion	The deceiver	1	December 2
Classroom performance – exams	Presentation – Discussion	Reasons for questioning the	1	December 3

		narrator		
Classroom performance – exams	Presentation – Discussion	Contradicting trustworthy people	1	December 4
Classroom performance – exams	Presentation – Discussion	In short	1	January 1
		Review and test	1	January 2
Classroom performance – exams	Presentation – Discussion	Ignorance	1	January 3
Classroom performance – exams	Presentation – Discussion	Poor memory	1	January 4
Classroom performance – exams	Presentation – Discussion	raised	1	February 1
Classroom performance – exams	Presentation – Discussion	The detainee	1	February 2
		Review and test	1	February 3
Classroom performance – exams	Presentation – Discussion	The chain of transmission	1	February 4
Classroom performance – exams	Presentation – Discussion	High chain of transmission	1	March 1
Classroom performance – exams	Presentation – Discussion	Previous and subsequent	1	March 2
		Review and test	1	March 3
Classroom performance – exams	Presentation – Discussion	Performance formats	1	March 4

exams				
Classroom performance – exams	Presentation – Discussion	Agree and disagree	1	April 1
Classroom performance – exams	Presentation – Discussion	Similar	1	April 2
			1	April 3
			1	April 4
Classroom performance – exams		Review and test	1	May 1

Infrastructure .574

A Stroll Through Explaining the Elite of Thought Author: Ahmad ibn Ali ibn Hajar al-Asqalani	1- Required books
Simplifying Hadith terminology For al-Tahhan, the sciences of hadith by Ibn al-Salah, and the training of the narrator by al-Suyuti.	2- Basic references
The Comprehensive Library website and the Waqf Library website	3- Recommended books and sources such as scientific journals, reports, internet links, etc.

Acceptance .575

According to direct admission and the established plan	Prerequisites
	Minimum number of students
Greater than the required number	Largest number of students

