



Academic Program Description Form



University Name: Tikrit University

College/Institute: College of Education for women

Scientific Department : Department of Quranic Sciences and Islamic Education

Name of Academic or Professional Program: PhD in Quranic Sciences and Islamic Education

Name of Final Certificate: PhD in Quranic Sciences and Islamic Education

Study System: Courses

Description Preparation Date: 2025/9/1

File completion Date: 2025/11/16

Signature:

Name of the Head of Department: Prof. Dr. Mayyar Al Abd

Signature:

Name of the Scientific Assistant: Prof. Dr. Ashraf Jamal

11/6

The file is checked by: Shahad Khalid Hameed

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department

Date:

Shahad Khalid Hameed

Signature:

by Approval of the Dean

Prof. Dr. Najla Abdul Hussein Alhel

11/6

Signature

Program Vision .1

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

Program message .2

newsletter and as stated in the university message Remember the program
 .website

Program objectives .3

or organization intends to the program General statements describing what
 .achieve

Program accreditation .4

? accredited ? And from which authority the program is

Other external influences .5

? the program a sponsor for Is there

Program Structure .6

comments	percentage	Study unit	Number of courses	Program Structure
				Institutional Requirements
				College Requirements
				Department Requirements

				Summer training
				Other

.include whether the course is basic or optional Notes may *

Program Description .7				
Credit hours		Course name	Course code	Year / Level
practical	theoretical			
-				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage
				Preparatory stage

program Expected learning outcomes of the .8					
Knowledge					
Learning Outcome Statement 1			Learning Outcomes 1		
Skills					
Learning Outcome Statement 2			Learning Outcomes 2		
Learning Outcome Statement 3			Learning Outcomes 3		
Values					
Learning Outcome Statement 4			Learning Outcomes 4		
Learning Outcome Statement 5			5 Learning Outcomes		
Teaching and learning strategies .9					
Teaching and learning strategies and methods adopted in implementing the programme in general					
Evaluation methods .10					
.Implementing it in all stages of the program in general					
Faculty .11					
Faculty members					
Faculty preparation		Requirements/Skills (if (any	Specialization		Academic Rank
lecturer	angel		private	general	
	1		Methods of teaching Quranic sciences	Teaching methods	.Mr

Professional development	
members Orientation of new faculty	
time -time, and part-Briefly describes the process used to orient new, visiting, full	

.faculty at the institutional and departmental levels	
Professional development for faculty members	
professional Briefly describes the plan and arrangements for academic and development of faculty members such as teaching and learning strategies, .assessment of learning outcomes , professional development, etc	
Acceptance Criteria .12	
central Setting regulations related to joining the college or institute, whether) (admission or other mentioned	
The most important sources of information about the program .13	
.Remember briefly	
Program Development Plan .14	

Program Skills Chart															
Required learning outcomes of the program															
Values				Skills				Knowledge				Essential or optional	Course name	Course code	Year/Level
A4	A3	A2	A1	B4	B3	B2	B1	A4	A3	A2	A1	essential	Teaching method		-2024 2025
*	*	*	*	*	*	*	*	*	*	*	*				

Semester / Academic Year: 2025 .3	
First Semester –PHD Program	
Date of Preparation of this Description: 1/9/2025 .4	
Available Attendance Formats: Classroom Lectures .5	
Study Hours: 60 Hours Total Number of .6	
Name of Course Coordinator (if more than one name, list all) .7	
:Email	NAME: PROF. DR. Mohammed Khalaf Saleh mk1971@tu.edu.iq
Course Objectives .8	
• Enabling students to master the problematic terms in the Qur'an, equipping them to distinguish between correct and incorrect interpretations of the meaning of each term. • Introducing students to the historical development of the terminology of problematic expressions in the Qur'an and to the most prominent works on the subject, both classical and .contemporary • Introducing students to methods of distinguishing between problematic terms and understanding how the meaning of each expression varies according to the context in which it .occurs	Course Objectives
Teaching and Learning Strategies .9	
.Deductive Method (Lecture Delivery) _ Based Method-Text _	Strategy
Course Structure .10	

Assessment Method	Learning Method	Unit or Topic	Intended Learning Outcomes	Hours	Week
------------------------------	----------------------------	--------------------------	---	--------------	-------------

Class Performance and Examinations	Deductive -Method, Text Based Method	An Introduction to the Meaning of Mushkil al-Qur'an (Problematic Expressions in the (Qur'an		4	September 1
Class Performance and Examinations	Deductive -Method, Text Based Method	Narrations concerning the objections raised by critics and responses to them regarding the various aspects of .Qur'anic readings		4	September 2
Class Performance and Examinations	Deductive -Method, Text Based Method	Contradiction and Discrepancy		4	September 3
Class Performance and Examinations	Deductive -Method, Text Based Method	The Ambiguous		4	September 4
Class Performance and Examinations	Deductive -Method, Text Based Method	The Discussion of Metaphor		4	October1
Class Performance and Examinations	Based -Text Method, Deductive Method	Metaphor		4	October2
Written Examination		Test No. 1		4	October3
Class Performance and Examinations	Text-Based Method, Deductive Method	Inversion		4	October4
Class Performance and Examinations	Based -Text Method, Deductive Method	Ellipsis and Brevity		4	November 1

Class Performance and Examinations	Based -Text Method, Deductive Method	Allusion and Indirect Expression		4	November 2
Class Performance and Examinations	Based-Text Method, Deductive Method	The Divergence Between the Apparent Meaning of the Wording and Its Intended Meaning		4	November 3
Class Performance and Examinations	Based -Text Method, Deductive Method	The Compilation of the Qur'an: The Meccan and Medinan Revelations — Definitions, Methods of Identification, and Their Significance		4	November 4
Class Performance and Examinations	Based -Text Method, Deductive Method	The Clear and the Ambiguous		4	December 1
Written Examination		Test No. 2		4	December 2
Class Performance and Examinations	Based -Text Method, Deductive Method	Review		4	December 3

Course Assessment .11	
Annual Coursework Grade: 30	
Final Examination Grade: 70	
The grades are distributed as follows: 10 points for the written examination, 10 points for participation and daily preparation, and 10 points for the research report.	
Learning and Teaching Resources .12	
Ibn Qutaybah's Ta'wīl Mushkil al-Qur'an (Interpretation of the Problematic Aspects of the Qur'an)	Required Prescribed/Methodological Textbook (if any)

• Works on the Uncommon Vocabulary of the Qur'an • Works on the Uncommon Vocabulary of Hadith	Main References (Sources)
Works on the Clear and Ambiguous Verses	Recommended Supporting Books and References (.Scientific Journals, Reports, etc)
Shamela-al Maktaba-AI	Electronic References, Internet Websites

Course description template

1 . Course Name	
Contemporary intellectual currents	
2 .Course code :	
3. Semester/Year	
PhD / Second Course	
4.Date this description was prepared	
2025-9-1	
5- Available forms of attendance	
My presence in the hall	
6-Number of study hours (total) / Number of units (total)	
2 / (30)	
7-Name of the course coordinator (if there is more than one, please mention it)	
Name: Dr. Khaled Obaid Saleh khaledabed@tu.edu.iq	
8. Course objectives	
Course Objectives: 1-To clarify for the student the concept of intellectual currents, their origins, and their importance in contemporary Islamic studies. 2-To familiarize the student with the terminology of contemporary intellectual currents and the methodological framework upon which they are based. 3-To strengthen the graduate student's ability to distinguish between what is authentic in Islamic thought and what is extraneous in the concept of contemporary intellectual currents. 4-To familiarize the student with the foundations and terminology specific to the study of intellectual currents and to ensure their understanding of these foundations and terminology, thus developing a disciplined intellectual capacity to address these undisciplined currents. 5-To present the most important contemporary currents and groups that have deviated from the straight path towards extremism, takfir (declaring someone an apostate), and the unjustifiable shedding of Muslim blood. 6- To establish a comparative intellectual	

methodology based on textual and legal evidence and the consensus of the Muslim community against extremism that contradicts religion, evidence, and consensus, and to revive the Sunnah of the Quran and Sunnah, the consensus of the Muslim community, and the sanctity of Muslim lives, property, and honor.					
9. Teaching and learning strategies					
Strategies: 1-Lecture Method 2-Inductive (Deductive) Method 3-Problem-Solving Method 4- Classroom Interaction and Exchange of Opinions between Students and Teachers to Address Learning Difficulties and Discuss Solutions					
10. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	The standard method	Definition of currents, and types of currents	Understanding the sources and development of contemporary intellectual currents, their origins, and the reasons for differing intellectual perspectives and perceptions of behavior, change, and adherence; clarifying the established principles of intellectual currents; distinguishing between what is part of the religion and what deviates from it; demonstrating which is right for students to follow: and	2	The first

			building a sound intellectual framework for students to understand intellectual currents, their origins, and to differentiate between what is authentic and what is foreign to established Islamic thought.		
Classroom performance and exams	The standard method	The nature and characteristics of currents.		2	The second
Classroom performance and exams	The standard method	Related terms and the relationship between them and the term intellectual currents.		2	The third
Classroom performance and exams	The standard method	The concept of movement, and the concept of organization.		2	Fourth
Classroom performance and exams	The standard method	Party concept.		2	Fifth
Classroom performance and exams	The standard method	The concept of community.		2	Sixth
Classroom performance and exams	The standard method	The emergence of intellectual movements in Western society.		2	Seventh
Classroom performance and exams	The standard method	Reasons for the emergence of intellectual movements in Western society.		2	Eighth
Classroom performance and exams	The standard method	The emergence of intellectual currents in Islamic society.		2	Ninth
Classroom performance and exams	The standard method	Reasons for the spread of intellectual		2	Tenth

		currents in Islamic society			
Classroom performance and exams	The standard method	The effects of the concept of intellectual currents and their critique, Orientalism: its definition, objectives and nature.		2	Eleventh
Classroom performance and exams	The standard method	Methods of Orientalism, results of Orientalism.		2	Twelfth
Classroom performance and exams	The standard method	Stages of Orientalism.		2	Thirteenth
Classroom performance and exams	The standard method	Examples of Orientalist methodology and responses to them.		2	Fourteenth
Classroom performance and exams	The standard method	Freemasonry and its influence		2	Fifteenth
Final exams				3	

11. Course evaluation

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

12- Learning and teaching resources

Required textbooks (methodology, if applicable):

A History of Zionist Thought: Its Roots, Erosion, and Crisis, by Dr. Abdel Wahab El-Messiri.

A History of the Revisionist Zionist Movement of 1925, by Sami Ali Abdel Qader Jalhoum.

Currents of Islamic Thought, by Muhammad Amara.

An Introduction to the Study of Islamic Intellectual Currents, by Dr. Muhammad

Hadi Al-Tikriti. Contemporary Intellectual Currents and Islam's Stance Towards Them, by Dr. Muhammad Hadi Al-Tikriti.	
Main References (Sources): The History of Zionist Thought: Its Roots, Erosion, and Crisis, by Dr. Abdel Wahab El-Messiri. The History of the Revisionist Zionist Movement of 1925, by Sami Ali Abdel Qader Jalhoum. Currents of Islamic Thought, by Muhammad Amara. An Introduction to the Study of Islamic Intellectual Currents, by Dr. Muhammad Hadi Al-Tikriti. Contemporary Intellectual Currents and Islam's Stance Towards Them, by Dr. Muhammad Hadi Al-Tikriti.	
Recommended supporting books and references (scientific journals, reports...)	
Electronic references, websites	

Course Description Form

1. Course Name: Doubts about the Sunnah of the Prophet	
2. Course Code	
3. Semester/Year 2025 – 2026	
Postgraduate Doctoral / Second Course	
4. Date this description was prepared 1/9/2025	
5. Available Forms of Attendance Class Lectures	
6. Number of study hours (total)/ 90 hours	
7. Name of the course administrator (if more than one name mentions)	
Name: Prof. Dr. Maysar Ali Abdel Email : Mysar1978@tu.edu.iq	
8. Course Objectives	
• Consolidating the authority of the Prophet's Sunnah: Explaining its legislative position in Islam and rooting its concepts and sources in a scientific and systematic manner. • Developing Scientific Response Skills: Providing the student with methodological and critical standards and methods to implement the suspicions raised about hadiths and the men of the chain of command. • Intellectual Immunity and Protection of Faith: Building the student's intellectual awareness and immunizing him against modern and ancient skeptical campaigns targeting Islamic sources.	Course Objectives
9. Teaching and Learning Strategies	
1- Interactive Lecture: Presenting concepts and rules and engaging students in discussion. 2- Practical Application: Training students	

on the criticism of isnaads and texts. 3- Cooperative Education: By dividing students into groups to study conversations and discuss the results. 4- Dialogue and discussion. 5- Continuous Evaluation: Through tests, assignments, and applications.	
---	--

10. Course Structure

Evaluation Method	Learning method	Unit Name or Subject	Required Learning Outcomes	Watches	The week
-------------------	-----------------	----------------------	----------------------------	---------	----------

Classroom Performance and Exams	Standard Method, Text Method	Introduction to the Doubts of the Sunnah of the Prophet: The Concept of Suspicion, the Causes of Its Appearance, and Its Types	6	February
Classroom Performance and Exams	Standard Method, Text Method	Suspicion of denying the authenticity of the Prophet's Sunnah and discussing it in the light of the Qur'an and Sunnah	6	February
Classroom Performance and Exams	Standard Method, Text Method	Suspicion of sufficiency with the Holy Qur'an and lack of need for the Sunnah of the Prophet	6	February
Classroom Performance and Exams	Standard Method, Text Method	Suspicion that the Sunnah is not a revelation and that it is just human ijtiḥad	6	March
Classroom Performance and Exams	Standard Method, Text Method	Suspicion of not memorizing the Sunnah of the Prophet from distortion and loss	6	March
Classroom Performance and Exams	Text Method, Standard Method	Suspicion of the prohibition against writing the Sunnah of the Prophet and responding to it	6	March
Classroom Performance and Exams	Text Method, Standard Method	Suspicion of the delay in recording the Sunnah of the Prophet and its impact on challenging the authenticity of the	6	March

		hadith		
Classroom Performance and Exams	Standard Method	Suspicion of putting hadiths for political and sectarian purposes	6	April
Classroom Performance and Exams	Standard Method	Suspicion of the multitude of hadiths and their impact on the authenticity of the Sunnah	6	April
Classroom Performance and Exams	Standard Method	Doubts about the justice of the Companions and their control in the narration of the Sunnah of the Prophet	6	April
Classroom Performance and Exams	Standard Method	Suspicion of challenging the approach of the hadiths in criticizing the isnaads and narrators	6	April
Classroom Performance and Exams	Standard Method	Suspicion of Challenging the Criticism of the Text and the Claim of Contradicting the Hadiths with Reason and Reality	6	May
Classroom Performance and Exams	Standard Method	Suspicion of the Contradiction of the Sunnah of the Prophet with the Noble Qur'an and How to Combine them	6	May
Classroom Performance and Exams	Standard Method	Orientalists' Doubts about the Sunnah of		

Exams		the Prophet: Their Motivations and Methods in Studying It		
		Contemporary Doubts about the Sunnah of the Prophet: Means of Spreading It and the Scientific Method in Response		

11. Course Evaluation	
30 degrees for the annual pursuit of 70 marks for the final exam	
12. Learning Resources and Teaching	
- Muhammad Mustafa Al-Azami - Studies in the Prophet's Hadith and the History of its Codification - Muhammad Abu Shahba, Defense of the Sunnah and the Response of Semi-Orientalists and Contemporary Writers - Imad Al-Din El-Sherbini, doubts about the authority of the Prophet's Sunnah and its legislative status and the response to it	Required Textbooks (Methodology, if any)
- Imam Al-Shafi'i, Muhammad bin Idris (d. 204 AH), Al-Risala - Al-Khatib al-Baghdadi (d. 463 AH), Al-Kifaya in the Science of Narration - Ibn Furak (d. 406 AH), The Problem of Hadith and its	Main Reference(s)

Explanation	
- Sunnah and its place in Islamic legislation – Mustafa Al-Sibai. - Defending the Sunnah and the response of contemporary semi-orientalists and writers Muhammad Abu Shahba. - The Sunnah and its place in Islamic legislation - Abdul Ghani Abdul Khaliq. - The Method of Criticizing Hadith in the Sciences of the Sunnah Nur al-Din Attar	Recommended books and supporting references (scientific journals, reports...)
Comprehensive Library	References, Websites

Course Description Form

1. Course Name: The science of Hadith terminology/Postgraduate studies - Ph.D	
2. Course Code:	
3. Semester / Year:2025	
4. Description Preparation Date:1-9-2025	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours90 (Total) /	
7. Course administrator's name (mention all, if more than one name)	
Name:	Saad mhoomd husan
Emai.	saad.mahmood.h@tu.edu.iq
8. Course Objectives	
Course Objectives	Explaining the importance of this type of study, which is considered a strategy for spreading advocacy and guarding the religion. Defining the methodology of scholars in verifying hadith narrations.. Explaining the scientific methodology used by hadith scholars in compiling their works.
9. Teaching and Learning Strategies	
Strategy	The standard method (giving lectures). _ Text method
10. Course Structure	

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
September1	6		Writing the Prophet's hadith	Standard method, text method	Class performance and exams
September2	6		Recording the Prophet's hadith	Standard method, text method	Class performance and exams
September3	6		Clarifying ambiguous and similar names	Standard method, text method	Class performance and exams
September4	6		What he dislikes in terms of formal aspects of writing	Standard method, text method	Class performance and exams
October 1	6		Methods of Hadith scholars in correcting manuscripts	Standard method, text method	Class performance and exams
October 2	6		Signs and symbols used in manuscripts	Standard method, text method	Class performance and exams

October 3	6		Erasing and crossing out in the copies of the hadith scholars	Standard method, text method	Class performance and exams
October 4	6		What a student of Hadith should consider when copying books	Standard method, text method	Class performance and exams
November 1	6		Characteristics of the narration of the hadith	Standard method, text method	Class performance and exams
November 2	6		Graduation of the hadith	Standard method, text method	Class performance and exams
November 3	6		Miscellaneous issues regarding whether something not part of the book was included in it.	Standard method, text method	Class performance and exams
November 4	6		Modern symbols	Standard method, text method	Class performance and exams
December 1	6		Titles of works and their attribution	Standard method, text method	Class performance and exams

December 2	6		review	Standard method, text method	Class performance and exams
December 3			End-of-course exams	Standard method, text method	Class performance and exams

.11 Course Assessment

Assessment and Grade Distribution:

The coursework grade is **30 marks**, based on the tasks assigned to the student, such as daily preparation, daily written and oral examinations, monthly examinations, and the research paper required during the course.

The **final examination is 70 marks**, consisting of **60% objective questions and 40% essay questions**.

Thus, the **final grade is 100 marks**.

.12 Learning and Teaching Resources

Required and Recommended • Textbooks • Al-Itqan fi 'Uloom al-Qur'an – Jalal al-Din al-Suyuti • Al-Difa' 'an al-Qur'an Didda Muntaqidihi –	Required Textbooks, Recommended Textbooks, and Methodology Books, if any
--	---

.Muhammad ‘Imarah Haqa’iq wa Shubuhat • Hawla al-Qur’an – .Muhammad ‘Imarah	
Main References for the Course Al-Burhan fi ‘Uloom al-Qur’an – Badr al-Din al-Zarkashi. Mabahith fi ‘Uloom al-Qur’an – Manna‘ al-Qattan. Recommended Supporting Books and References (Scientific Journals, Reports, etc.) Manahil al-‘Irfan fi ‘Uloom al-Qur’an – Muhammad ‘Abd al-‘Azim al-Zurqani.	Main References for the Course
Electronic Resources Internet Ahl al-Tafsir Forum Website Tafsir Center for Qur’anic Studies Encyclopedia of the Holy Qur’an The University Central Library – CD Section The College Library’s Electronic Information Website	Supporting Websites

Course Description Template

1- Course Name	
Misconceptions and Allegations about the Qur'an	
2- Course Code	
3- Semester / Year PhD – Second Semester	
First Semester / 2025–2026	
- Available Forms of Attendance	
Classroom Lectures	
Total Study Hours / Total Units	
30 / 2	
[: Number of Study Hours (Total) / Number of Units (Total): 30 / 2	
- Name of the Course Coordinator	
Prof. Dr	
Nidhal majeed abroad Email:	
nidhal1212@tu.edu.iq	
Course Objectives	
to understand the • misconceptions and allegations raised concerning the Holy	

.Qur'an Enabling female students • to identify the most prominent misconceptions and allegations concerning the Holy Qur'an, both in the past and in the modern era. Enabling female students • to respond to the misconceptions and allegations raised against the Holy Qur'an, strengthening their confidence in the authenticity and sources of the Qur'an and their ability to defend it through sound scholarly arguments					
.9 Teaching and Learning Strategies					
.10 Course Structure					
Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Prescribed Hours	Week
Practical and Theoretical	Cooperative Learning	The First Misconception: The		4	September

Examination		Compilation of the Qur'an and the Response to This Misconception			
Practical and Theoretical Examination	Lecture Method Lecture Method	The Second Misconception: The Multiple Copies of the Qur'an and the Response to This Misconception		4	September
Assessment through Reports	Lecture Method	The Third Misconception: The Multiple Qur'anic Readings and the Response to This Misconception		4	September
Practical and Theoretical Examination	Lecture Method	The Fourth Misconception: The Presence of Non-Arabic Words in the Qur'an		4	September
Practical and Theoretical Examination	Lecture Method	The Fifth Misconception: The Presence of Idle or Meaningless Speech in the Qur'an		4	October

Practical and Theoretical Examination	Lecture Method	The Sixth Misconception: The Alleged Contradictory Statements in the Qur'an		4	October
Practical and Theoretical Examination	Lecture Method	The Seventh Misconception: The Alleged Fragmented or Disconnected Discourse in the Qur'an		4	October
Practical and Theoretical Examination	Lecture Method	The Ninth Misconception: The Presence of Repetition in the Qur'an and the Response to This Misconception		4	October
Practical and Theoretical Examination	Lecture Method	The Tenth Misconception: The Presence of Abrogation (Naskh) in the Qur'an and the Response to This Misconception		4	November
Practical and Theoretical Examination	Lecture Method	The Eleventh Misconception: The Presence of Unfamiliar Words in the		4	November

		Qur'an and the Response to This Misconception			
Practical and Theoretical Examination	Lecture Method	The Twelfth Misconception: The Claim That the Qur'an Was Borrowed from the Torah and the Response to This Misconception		4	November
Practical and Theoretical Examination	Discussion and Dialogue	The Misconception: The Alleged Discrepancy Concerning the Duration of the Creation of the Heavens and the Earth		4	November
Practical and Theoretical Examination	Discussion and Dialogue	Examinations		4	December
Practical and Theoretical	Discussion and	The Misconception:		4	December

Examination	Dialogue	The Alleged Contradiction Between the Qur'an and Scientific Facts			
Practical and Theoretical Examination	Discussion and Dialogue	Second-Semester Examination		4	December

.11 Course Assessment

Assessment and Grade Distribution:

The coursework grade is **30 marks**, based on the tasks assigned to the student, such as daily preparation, daily written and oral examinations, monthly examinations, and the research paper required during the course.

The **final examination** is **70 marks**, consisting of **60% objective questions** and **40% essay questions**.

Thus, the **final grade** is **100 marks**.

.12 Learning and Teaching Resources

Required and Recommended • Textbooks Al-Itqan fi 'Uloom al-Qur'an – Jalal al-Din al-Suyuti Al-Difa' 'an al-Qur'an •	Required Textbooks, Recommended Textbooks, and Methodology Books, if any
--	---

Didda Muntaqidihi – .Muhammad ‘Imarah Haqa’iq wa Shubuhat • Hawla al-Qur’an – .Muhammad ‘Imarah	
Main References for the Course Al-Burhan fi ‘Ulum al-Qur’an – Badr al-Din al-Zarkashi. Mabahith fi ‘Ulum al-Qur’an – Manna‘ al-Qattan. Recommended Supporting Books and References (Scientific Journals, Reports, etc.) Manahil al-‘Irfan fi ‘Ulum al- Qur’an – Muhammad ‘Abd al-‘Azim al-Zurqani.	Main References for the Course
Electronic Resources Internet Ahl al-Tafsir Forum Website Tafsir Center for Qur’anic Studies Encyclopedia of the Holy Qur’an The University Central Library – CD Section The College Library’s Electronic Information Website	Supporting Websites
. Supporting Websites The Virtual Library of the University of Tikrit. The International Information Network (Internet) and the College of Education for Women’s Communication Website. The Prescribed Curriculum for the Study, According to the Approved Course Topics, on the Website of the Ministry of Higher Education	Electronic Websites

and Scientific Research	
-	