

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



**"Academic Program and Curriculum Description
for the Department of Philosophy – Year 2025"**



Introduction

The educational program is considered a coordinated and structured package of courses that includes procedures and experiences organized into academic content. Its primary purpose is to develop and refine graduates' skills, making them qualified to meet labor market demands. The program is reviewed and evaluated annually through internal or external auditing procedures, such as the External Examiner Program.

The academic program description provides a concise summary of the program's main features and its courses, highlighting the skills intended to be imparted to students. These are based on the academic program's objectives. The importance of this description lies in its role as a cornerstone for obtaining program accreditation, and it is jointly written by faculty members under the supervision of scientific committees within academic departments.

This guide, in its second edition, includes an updated description of the academic program, reflecting revisions to the previous guide's content in light of developments in Iraq's educational system. It covers the traditional formats (annual and semester-based systems), as well as the standardized academic program description adopted according to the Studies Directorate's letter No. T.M.3/2906 dated 3/5/2023, concerning programs that follow the Bologna Process as their operational foundation.

In this context, we emphasize the importance of accurately documenting academic program and course descriptions to ensure the smooth functioning of the educational process.

Concepts and Terminology

Academic Program Description: A brief summary of the program's vision, mission, and objectives, including a precise description of the intended learning outcomes based on specific learning strategies.

Course Description: A concise overview of the course's key features and the expected learning outcomes that students should achieve, demonstrating whether they have made optimal use of available learning opportunities. It is derived from the academic program description.

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

Program Mission: A brief explanation of the goals and the activities required to achieve them, outlining the program's developmental paths and directions.

Program Objectives: Statements describing what the academic program intends to accomplish within a specific timeframe. These objectives must be measurable and observable.

Curriculum Structure: All courses and subjects included in the academic program according to the adopted learning system (semester-based, annual, or Bologna Process), whether required by the ministry, university, college, or academic department, along with the number of credit units.

Learning Outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Each course must define its learning outcomes in a way that aligns with the program's objectives.

Teaching and Learning Strategies: The strategies used by faculty members to enhance student learning and development. These are planned approaches aimed at achieving learning goals and include all classroom and extracurricular activities designed to fulfill the program's learning outcomes.

"Academic Program and Curriculum Description for the Department of Philosophy – Year 2024 - 2025"

The name of the university: Mustansiriyah University.

College / College of Arts

Academic Department: Department of Philosophy

Name of the Academic or Professional Program: Bachelor's Degree

Name of Final Degree: Bachelor of Arts in Philosophy Study

System: First Year + Second Year + Third Year + Fourth Year

Date of Description Preparation: January 29, 2025

Date of File Completion: January 29, 2025

Signature:

Assistant for Scientific Affairs: Asst. Prof.

Dr. Haider Nazem Mohammed

Date: 29/7/2025

Signature:

Head of Department: Prof. Dr. Ali

Abdulahadi Al-Marhij

Date: 29-7-2025

Reviewed by
Quality Assurance and University Performance Division

Name of the Head of the Quality Assurance and University Performance

Division:

Date: 29-7-2025

Signature:



Approval of the Dean

Handwritten signature of the Dean in green ink, with the initials 'ca' and a checkmark.

1. Vision of the Philosophy Department Program – College of Arts

We aspire for the Department of Philosophy to be a leading force in the academic and cultural life of the country by nurturing researchers across all fields and branches of philosophy, as well as those connected to literature and the humanities. This goal can be achieved by supporting emerging disciplines through the development of new knowledge and artistic expressions in response to the rapid changes in the world, with a focus on thought and methods of its advancement.

Secondly, we aim to enhance academic education by rethinking the ways students are taught in both theoretical and applied philosophy across various domains, in order to meet the current needs of human society. This includes emphasizing deep historical knowledge of diverse cultures—both local and global—and the effective use and continuous development of modern technologies in communication and intellectual creativity.

Thirdly, we seek to expand educational opportunities by strengthening access for all philosophy students to acquire a precise and comprehensive understanding of the world, while recognizing the importance of cultural pluralism and intellectual diversity across time and their contributions to the growth of different cultures.

Through this approach, the Department of Philosophy aspires to prepare a generation of researchers and innovators capable of responding to contemporary challenges and contributing effectively to the development of society through constructive philosophical thought.

2. Program Mission

The mission of the College of Arts is to cultivate and develop researchers in the fields of the humanities, with a focus on enhancing their skills in free and critical philosophical thinking. The program aims to empower researchers to deeply engage in the cultural life of their country through authentic philosophical inquiry rooted in human, intellectual, expressive, and creative experience.

The college also strives to generate and disseminate knowledge and ideas that contribute to the advancement of society, thereby fostering vibrant intellectual discourse within a diverse community. The program emphasizes the value of an interdisciplinary approach and the use of philosophical methodologies as key tools for addressing major issues and ideas.

Through this commitment, faculty members work to develop participants' transformative imagination and guide them in ambitious and innovative research that explores a wide range of topics—from the history of ancient human thought to contemporary intellectual trends. The program also seeks to prepare and graduate pioneering scientific and leadership competencies capable of driving positive change by strengthening their critical intellectual skills.

Additionally, the program aims to expand the knowledge base in scientific research, enhancing researchers' ability to effectively serve local, regional, and international communities. It also focuses on training and refining students' minds both academically and intellectually, while emphasizing social and cultural values and responsiveness to local market demands.

Through this approach, the program ensures that graduates have a positive impact on the economy, equipped with the tools necessary to succeed in a multicultural and global work environment.

3. Program Objectives

The Philosophy Department's program also seeks to develop researchers across various fields of the humanities by enhancing their skills in applying free thought to make meaningful contributions to their country's cultural life and broaden their global perspective.

The program aims to empower participants to generate and disseminate knowledge and creativity, thereby contributing to the holistic well-being of humanity. It also strengthens their ability to engage in robust intellectual discourse within a diverse society, emphasizing the importance of philosophy as a tool for interdisciplinary approaches to addressing major issues and ideas—recognizing its potential to offer solutions to many challenges faced by individuals and communities.

The program focuses on cultivating intellectual strength among participants and guiding them in contemporary digital domains, enhancing their capacity to conduct ambitious and innovative research using philosophy across a wide range of topics. Philosophy has always been concerned with everything related to human existence and the pursuit of happiness and progress.

4. Proposed Accreditation Program

National Council for Accreditation of Teacher Education (NCATE)

The National Council for Accreditation of Teacher Education (NCATE) is a non-profit organization dedicated to ensuring the quality of teacher preparation programs in the United States. The council is responsible for evaluating and accrediting academic programs that prepare teachers, with the goal of improving education by ensuring these programs provide high-quality academic and instructional training.

5. Other External Influences

When discussing "other external influences" in the context of the philosophy program, several factors may affect the effectiveness and quality of academic programs. These include market demands, as shifts in labor market needs can influence the program's content to better align with industry expectations and student preparedness before entering the workforce.

An increased demand for specific skills—such as conversation or translation—may prompt programs to incorporate additional training in these areas. This is something the Philosophy Department actively works on, while also maintaining the core mission of the discipline.

Secondly, employment opportunities—whether abundant or limited in the field of philosophy—can impact student enrollment and interest in the program.

Specific Skills and Employment Opportunities

Certain specialized skills, such as conversation or translation, often prompt academic programs to incorporate additional training in these areas. This is something the Philosophy Department actively works on, while also maintaining the core mission of its discipline.

Secondly, employment opportunities—whether abundant or limited in the field of philosophy—can influence both the number of students enrolled in its programs and their level of interest.



Program Structure

As illustrated in the table below:

Notes may indicate whether the course is core or elective.

Notes or Remarks	Percentage	Study Unit or Module	Number of Courses	Program Structure
It refers to university requirements and includes the following subjects: English language, Arabic language, Psychology, and Computer Science.	11%	10	4	Institutional Requirements
It includes, in the Department of Philosophy, the subject of Sociology for the second stage.	3%	4	1	College Requirements
Core Course	%80	62	28	Department Requirements
There is none		There is none	There is none	Summer Training
It refers to ministerial courses and includes the subjects of Human Rights and Baath Party Crimes in Iraq.	%6	4	2	Other

Program Description:

As shown in the table below.

Credit Hours		Course Title or Module Name	Course Code or Module Code	Academic Stage
Practical	Theoretical			the first stage "academi year system"
	3	Formal Logic	5130519	the first
	3	Greek Philosophy	5130510	the first
	2	Principles of Philosophy	5130512	the first
	2	Ancient Eastern Thought	5130515	the first
	1	Human Rights and Democracy	5130518	the first
	1	English Language	5130518	the first
	1	Arabic Language	5130516	the first
	2	Psychology	5130513	the first
	1	Computer	5130511	the first
Practical	Theoretical	Course Title or Module Name	Course Code or Module Code	the second stage "academi year system"
	3	Islamic Theology	5130524	the second stage
	1	English Language	5130521	the second stage
	3	Late Greek Philosophy	5130520	the second stage
	2	Modern Philosophy	5130528	the second stage
	2	Arabic Language	5130523	the second stage
	2	Computer	5130526	the second stage
	2	Islamic Philosophy	5130527	the second stage
	2	Medieval Philosophy	5130525	the second stage
	2	Sociology	5130522	the second stage

	1	Crimes of the Ba'ath Regime in Iraq	5130550	the second stage
Practical	Theoretical	Course Title or Module Name	Course Code or Module Code	The third stage "academi year system"
	3	Modern Philosophy	5130537	the third stage
	2	Epistemology	5130535	the third stage
	2	Philosophy of Religion	5130531	the third stage
	3	Ethics Philosophy	5130539	the third stage
	2	Aesthetics	5130536	the third stage
	2	Philosophy of History	5130530	the third stage
	3	Islamic Philosophy	5130532	the third stage
	2	Philosophical Issues	5130533	the third stage
Practical	Theoretical	Course Title or Module Name	Course Code or Module Code	the fourth stage "academi year system"
	2	Philosophy of Science	5130548	the fourth stage
	2	Contemporary Arab Thought	5130540	the fourth stage
	2	Philosophical Literature	5130545	the fourth stage
	2	Philosophy of Language	5130549	the fourth stage
	3	Contemporary Philosophy	5130544	the fourth stage
	2	Islamic Philosophy	5130546	the fourth stage
	2	Metaphysics	5130542	the fourth stage
	2	SufisM	5130543	the fourth stage
2		Research Project	5130541	the fourth stage

5 . Expected Learning Outcomes of the Program

Expected Learning Outcomes of the Program	
Knowledge .A	
Teaching the student how to appreciate human thought and work toward raising awareness of everything that contributes to its advancement for the better.	.1
Developing intellectual and theoretical expertise to understand both the individual and society equally.	.2
Using human knowledge to help individuals coexist peacefully.	.3
Benefiting from applied ethical philosophy in various fields such as medicine, engineering, social sciences, and psychology.	.4
research skills .B	
Developing research skills to conduct studies in various philosophical fields.	.1
Engaging with the latest developments in tools, equipment, and resources used in the educational process.	.2
Keeping up with recent scientific advancements in the field and working to apply them for a better lived reality for individuals and society.	.3
C. core values	
For a student to strive for learning and academic achievement in their field of specialization reflects the importance of internal motivation and their desire to succeed academically. It also encourages students to invest their time and effort seriously in studying their subjects and achieving the best possible outcomes.	.1
The student should appreciate the value of the information provided throughout the years of study, with emphasis on respecting the significance of the knowledge and information acquired.	.2
The student should rely on the information provided throughout the years of learning and apply it practically, which enhances their ability to use what they have learned in real-world contexts. This means that students should be able to utilize the knowledge and skills they have acquired to solve practical problems and provide effective solutions.	.3

5. Teaching and Learning Strategies

There are various teaching and learning strategies for the colleges of the humanities group, ranging from methods aimed at cognitive objectives, skill-based objectives, affective objectives, and general goals.

First: Teaching and learning methods for cognitive and skill-based objectives: the use of various diverse approaches to achieve the desired goal. These methods include:

- 1- Lecture method**
- 2- Seminar/discussion circle method**
- 3- Small group method**
- 4- Discussion and questioning method**

"Second: Teaching and learning methods for affective objectives:

- 1. Seminar and discussion circle method**
- 2. Teamwork or small group method**
- 3. Discussion and questioning method**
- 4. Competitions and extracurricular activities organized by the Student Activities Committee within the department.**
- 5. Use of both direct and indirect guidance methods, along with presenting role models to students inside and outside the classroom, as promoted by the department's Guidance Committee.**

6. Evaluation Methods.

Evaluation Methods for the Levels of Teaching and Learning Processes in Colleges of Humanities.

First: Evaluation Methods for Cognitive and Practical Levels of Teaching and Learning Processes:

1. Written examinations conducted daily, periodically, and annually.
2. Daily and periodic oral examinations.
3. Writing of periodic reports.
4. Completion of a graduation research project.

Second: Evaluation Methods for Affective and Value-Based Levels of Teaching and Learning Processes:

1. Monitoring the development of students' behavior throughout the academic year.
2. Observing students' responsiveness to the department's guidelines and the advisory committee's instructions.
3. Recording students' conduct and ethical behavior through their interactions with peers and faculty members.

7 .The Teaching Staff.

The Teaching Staff					
Faculty Members					
Preparation of the Teaching Staff		Specific Requirements/Skills (if applicable)	Specialization		Academic Rank
Lecturer	staff member		Specific	General	
	= =		Contemporary Arab Thought	philosophy	Prof. Dr.. Ali Abdulhadi Abdullah Al-Marhej
	= =		Modern Philosophy	philosophy	Prof. Dr. Hassoun Fendi Aliwi Akla
	= =		Greek Philosophy	philosophy	Prof. Dr. Hassan Hammoud Mohammed Wadi
	= =		Contemporary Arab Thought	philosophy	Prof. Dr. Raed Jabbar Kazem Hussein
	= =		Islamic Philosophy	philosophy	Prof. Dr. Aref Abd Fahd Khalaf
	= =		Contemporary Philosophy	philosophy	Prof. Dr. Ahmed Shiyal Ghadhib Mardan
	= =		Islamic Philosophy	philosophy	Prof. Dr. Nidal Thaker Athab Waheed
	= =		Islamic Philosophy	philosophy	Prof. Dr. Raheem Mohammed Salim Shaya
	= =		Contemporary Philosophy	philosophy	Prof. Dr. Kareem Hussein Kareem Faraj

			phy		
	= =		Modern Philosophy	philosophy	Prof. Dr. Sally Mohsen Latif Hamid
	= =		Contemporary Philosophy	philosophy	Prof. Dr. Qasim Jumaa Rashid Shdedi
	= =		Contemporary Philosophy	philosophy	Asst. Prof. Dr. Akram Mutlak Mohammed Kalash
	= =		Contemporary Arab Thought	philosophy	Asst. Prof. Dr. Ahmed Abd Khudair Mohammed
	= =		Epistemology	philosophy	Asst. Prof. Dr. Muntaha Abd Jasim Mohammed
	= =		Philosophical Literature	philosophy	Asst. Prof. Dr. Jawad Kazem Abhouh Zghair
	= =		mathematical logic	philosophy	Asst. Prof. Dr. Laith Atheer Yousif Taha
	= =		Contemporary Philosophy	philosophy	Asst. Prof. Dr. Haider Nazem Mohammed Hassan
	= =		Sufism	philosophy	Asst. Prof. Dr. Alaa Jaafar Hussein Thamer
	= =		Contemporary Philosophy	philosophy	Asst. Prof. Dr. Khudhur Dahoo Qasim Ghadhib
	= =		political philosophy	philosophy	Asst. Prof. Dr. Mohammed Samari Raheema Muhibis
	= =		Philosophy of Religion	philosophy	Asst. Prof. Dr. Hani Abd Al-Sahib Hadi

	= =		Philosophy of History	philosophy	Asst. Prof. Dr. Talib Mohammed Kareem Naamatallah
	= =		Greek Philosophy	philosophy	Asst. Prof. Dr. Salam Abduljaleel Hussein Hammadi
	= =		Islamic Philosophy	philosophy	Asst. Prof. Dr. Hadeel Saadi Mousa Azzawi
	= =		Islamic Philosophy	philosophy	Asst. Prof. Dr. Muna Faleh Hussein Aliwi
	= =		Philosophical Literature	philosophy	Dr. Shaimaa Taha Hammoudi Alwan
	= =		Philosophy of Language	philosophy	Dr. Mohammed Mohsen Abeesh Azweer
	= =		Islamic Theology	philosophy	Dr. Sattar Awad Hatim Haji
	= =		Medieval Philosophy	philosophy	Dr. Mirvat Taher Kawkaz Salman
	= =		Islamic Theology	philosophy	Dr. Saleh Mahdi Saleh Abbas
	= =		Medieval Philosophy	philosophy	Dr. Asmaa Jaafar Faraj Khalaf
	= =		Medieval Philosophy	philosophy	Dr. Zainab Wali Shweay Kazem
	= =		Contemporary Philosophy	philosophy	Dr. Sarah Khazaal Mohammed Kazem
	= =		Islamic Theology	philosophy	Dr. Abdulrazzaq Hassan Hashim Muzan
	= =		Islamic Theology	philosophy	Dr. Rawaa Radi Mohammed Dhamad

8- Professional development.

Professional development	
Orientation of new faculty members	
1. Research and Innovation: Encouraging scientific research and innovation in teaching methods to enhance the quality of education and the learning experience for students. 2. Educational Technologies: Training faculty members on how to use modern technologies in education to improve effectiveness and increase student engagement. 3. Structured Professional Development: Organizing formal professional development programs that include strategic planning and continuous follow-up to ensure the achievement of desired goals.	
Professional development for faculty members	
1. Training Courses: Includes specialized courses in modern teaching methods, classroom management, and educational technology. 2. Workshops: Provide opportunities for direct interaction with specialists, exchanging ideas and experiences, and learning new skills. 3. Self-Learning and Self-Training Using Electronic Resources: Such as online courses (MOOCs), e-books, and research articles. 4. Conferences: Participation in academic conferences to become familiar with the latest research and trends in the field. 5. Research Projects: Encouraging involvement in research projects to enhance academic understanding. 6. Educational Programs: Designing and implementing training programs aimed at improving members' performance within a specific institutional context.	

1 . Admission Criterion.

Admission Criterion
The regulations and instructions issued by the Ministry of Higher Education and Scientific Research and Al-Mustansiriya University for postgraduate and undergraduate students (such as the competitive exam, GPA requirements, and others).

2. Key Sources of Information About the Program

Key Sources of Information About the Program
1. The Scientific Committee and the Postgraduate Studies Committee.
2. The Quality Assurance Committee in the Department and the College.
3. The Advisory Committee in the Department.
4. The Curriculum Development Committee in the Department.
5. Textbooks, Dictionaries, and Video Lectures.

3. Program Development Plan.

Program Development Plan
1. Promoting the shift toward the Bologna education program (Bologna Pathway).
2. Utilizing new concepts in theoretical and applied philosophy across various fields of life, along with the use of electronic devices.
3. Artificial intelligence in global philosophical research and investigation, and its qualitative benefit in serving society.

Thought

Please mark the checkboxes corresponding to the individual learning outcomes of the program under evaluation.

The required learning outcomes of the program.

Transferable general and preparatory skills (other skills related to employability and personal development)				Values				Proficiency				Thought				Mandatory or Elective	Course Title	Course Code	Year / Level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
X	X	X	X		X	X	X			X	X	X		X	X	Essential	Formal Logic	5130519	First stage
X	X	X	X		X	X	X				X		X	X	X	Essential	Greek Philosophy	5130510	First stage
X	X	X	X		X	X	X				X	X	X	X	X	Essential	Principles of Philosophy	5130512	First stage
X	X	X	X		X	X	X				X				X	Essential	Ancient Eastern Thought	5130515	First stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	Human Rights and Democracy	5130518	First stage
X	X	X	X		X	X	X				X	X	X	X	X	Essential	English Language	5130517	First stage
X	X	X	X		X	X	X							X		Essential	Arabic Language	5130514	First

																			stage
X	X	X	X		X	X	X						X			Essential	Psychology	5130513	First stage
X	X	X	X		X	X	X									Essential	Computer	5130511	First stage
X	X	X	X		X	X	X			X		X		X	X	Essential	Islamic Theology	5130528	Second stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	English Language	5130521	Second stage
X	X	X	X		X	X	X			X		X		X	X	Essential	Late Greek Philosophy	5130525	Second stage
X	X	X	X		X	X	X				X	X			X	Essential	Modern Philosophy	5130527	Second stage
X	X	X	X		X	X	X			X						Essential	Arabic Language	5130529	Second stage
X	X	X	X		X	X	X				X	X	X	X	X	Essential	Computer	5130551	Second stage

X	X	X	X		X	X	X				X		X	X	X	Essential	Islamic Philosophy	5130524	Second stage
X	X	X	X		X	X	X				X			X	X	Essential	Medieval Philosophy	5130522	Second stage
X	X	X	X		X	X	X						X			Essential	Sociology	5130550	Second stage
X	X	X	X		X	X	X			X	X		X	X	X	Essential	Crimes of the Ba'ath Regime in Iraq	5130520	Second stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	Modern Philosophy	5130537	the third stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	Epistemology	5130535	the third stage
X	X	X	X		X	X	X						X			Essential	Philosophy of Religion	5130531	the third stage
X	X	X	X		X	X	X			X		X		X	X	Essential	Ethics Philosophy	5130539	the third stage
X	X	X	X		X	X	X			X	X	X		X	X	Essential	Aesthetics	5130536	the third

																			stage
X	X	X	X		X	X	X			X		X		X	X	Essential	Philosophy of History	5130530	the third stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	Islamic Philosophy	5130532	the third stage
X	X	X	X		X	X	X			X	X	X	X	X	X	Essential	Philosophical Issues	5130533	the third stage
X	X	X	X		X	X	X									Essential	Philosophy of Science	5130548	the fourth stage
X	X	X	X		X	X	X			X				X	X	Essential	Contemporary Arab Thought	5130540	the fourth stage
X	X	X	X		X	X	X			X		X		X	X	Essential	Philosophical Literature	5130545	the fourth stage
X	X	X	X		X	X	X			X			X			Essential	Philosophy of Language	5130549	the fourth stage
X	X	X	X		X	X	X			X	X			X	X	Essential	Contemporary Philosophy	5130544	the fourth stage

X	X	X	X		X	X	X			X	X			X	X	Essential	Islamic Philosophy	5130546	the fourth stage
X	X	X	X		X	X	X					X	X	X	X	Essential	Metaphysics	5130542	the fourth stage
X	X	X	X		X	X	X				X		X			Essential	SufisM	5130543	the fourth stage
X	X	X	X		X	X	X			X		X	X			Essential	Research Project	5130541	the fourth stage

