Academic Program Specification Form
For The Academic

University: Al-Zahraa University for Women

College : College of Education

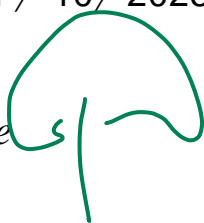*Number Of Departments In The College:* first

Prof.D Eman Samir Bhaya

Dean's Name

Date : 1 / 10/ 2023

Signature
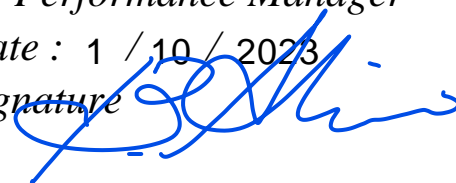
Asst. Lect. Baqer Safi Aziz

The College Quality Assurance And University Performance Manager

Date : 1 / 10 / 2023

Signature

Quality Assurance And University Performance Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	College of Education/ Al-Zahraa University for Women
2. University Department/Centre	Private education
3. Program Title	Foundations of education
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	4-2-2024

9. Aims of the Program

At the end of the course, students will be able to:

1) The ability to enhance the student's knowledge and build his personality in a way that is consistent with developments taking place in society.

2) Increasing the student's understanding of the educational and social reality throughout the ages and realizing the importance of the educational process.

3) Interpreting the educational process from a historical and philosophical point of view

4) Shedding light on upbringing and education.

5) Explaining the importance of the role of social educational institutions.

6) Helping students train and feel the importance of the educational process.

7) Interpreting the impact of educational systems on historical reality.

8) Identifying the educational reality of society and applying original educational concepts.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

1) That the student learns about the meaning of the principles of education, its goals and its importance.

2) Understanding the basic principles of educational principles and enabling the student to apply them in life.

3) The student gets to know the historical basis of education.

4) For the student to become familiar with modern trends in the foundations of education.

5) Understanding the main ideas put forward by scholars and thinkers about education.

6) To provide the student with sufficient information and knowledge about the principles of education and its various concepts.

7) The student gets to know the meaning of intellectual development and how to achieve academic gains.

8) The student must possess the knowledge and information that helps him achieve adaptation and compatibility with the living reality.

B. The skills goals special to the programme .

1) Developing the student's skills towards developing his understanding of effective pedagogy.

2) Developing the student's skill towards increasing research skill.

3) Developing the student's skills towards increasing the effectiveness of academic achievement.

4) − Developing the student's skill towards positivity in dealing with others.

5) Developing the student's skills towards knowing his duties and rights towards his

community.

C- Emotional and value goals

1)Raising female students to respect human dignity.

2) Raising female students to be scientifically honest and objective in presenting and presenting scientific and educational information.

3) Enabling female students to acquire skills that help children develop their moral and religious attitudes, such as consolidating faith in God in the hearts of children and practicing religious rituals.

4) Raising female students to respect the highest principles and ethics of the profession.

5) Training female students to respect the rights of the beneficiaries of their profession, culture, religion, gender, and custom.

6) Developing female students' sense of responsibility during study and during work.

7) Training female students to respect the freedom of expression, thinking, and creativity of others.

8) Enhancing the spirit of cooperation among female students and teamwork.

9) Developing female students' sense of belonging to and loyalty to the homeland.

Teaching and Learning Methods

Lecture, discussion and dialogue, active participation of students in presenting scientific material, use of technological means.

Assessment methods

Monthly tests, daily exams, activities and classroom interaction.

C. Affective and value goals

1) Encouraging students to deal with various educational materials in light of critical and scientific thinking skills.

2) Developing students' abilities to analyze educational content to identify thinking skills and problem-solving skills.

3) Developing students' abilities to design presentations of thinking skills.

4) The ability to evaluate the processes presented to students.

5) A description of the skills of personal relationships with others, and the ability to assume responsibility that must be developed (developing the communication skill by dealing as groups during direct work to produce the course requirements).

Teaching and Learning Methods

Discussion.

Communication between the teacher and the student and between the students with each other in small groups inside the classroom.

Assessment methods

Lecture, discussion and dialogue, problem solving, active participation of students in presenting scientific material, and use of technological means.

D. General and Transferable Skills (other skills relevant to employability and personal development)

1) Encouraging students to deal with various educational materials in light of critical and scientific thinking skills.

2) Developing students' abilities to analyze educational content to identify thinking skills and problem-solving skills.

3) Developing students' abilities to design presentations of thinking skills.

4) The ability to evaluate the processes presented to students.

5) A description of the skills of personal relationships with others, and the ability to assume responsibility that must be developed (developing the communication skill by dealing as groups during direct work to produce the course requirements).

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
2024		Foundations of education	2	Bachelor Degree Requires (2) credits

13. Personal Development Planning
Follow up on all new content and teaching methods related to the subject, and conduct research.

14. Admission criteria .

15. Key sources of information about the programme
Dr.. Mahmoud Al-Sayed/ Studies in Education and Society. Dr.. Ibrahim Othman/Education. Dr.. Karim Nasser Alo/Fundamentals of Education. Electronic references and websites

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

Academic Program Specification Form
For The Academic

University: Al-Zahraa University for Women
College : Education
Number Of Departments In The College
: Date Of Form Completion :

Asst.lec Samadeer Abdulabbas Almankoshi

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	College of Education
2. University Department/Centre	Department of Special Education
3. Program Title	Computers
4. Title of Final Award	BSc
5. Modes of Attendance offered	Daily
6. Accreditation	Quarterly
7. Other external influences	90 hours, 3 hours per week * 30 weeks
8. Date of production/revision of this specification	2023-2024

9. Aims of the Program

Qualifying and training the student, teaching him the

Identifying the computer, its components, how to deal with it and its programs,

learning how to install and uninstall programs, cleaning and maintaining disks, and

ways to solve problems. Also learn about the components of computer windows in

detail and the types of disks and tools for the computer. Familiarity with office

programs in detail (Microsoft Word, Microsoft Excel, Microsoft PowerPoint).

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Preparing the student to become acquainted with the computer world in order to keep pace with scientific development in this field .

A2. Instilling good morals in dealing with the electronic world and at the same time how to maintain privacy.

A3. Informing the student about the basic components of the calculator

Gaining the ability and skill to distinguish and know computer parts and components.

A4. Acquiring the skill of distinguishing between the hardware and software components of a computer.

A5. Dealing with malware and how to protect your computer from them.

A6. Knowledge of the types of digital communication.

B. The skills goals special to the program .

B1. Enabling the student to use calculator application programs
B2. Performing graduate research
B3. Performing scientific reports

Teaching and Learning Methods

- Exercises and activities in the classroom.
- Directing students to some websites to benefit from them.
- Sudden tests
- Allocating a percentage of the grade to daily assignments and tests.

Assessment methods

- Participation in the classroom
- Providing activities
- Semester and final tests and activities.
- Daily questions through lectures
- Daily exams
- Monthly exams

C. Affective and value goals C1. The student should show interest in the explanation the teacher provides of the subject C2.Creating a generation open to the information world C3.Building a generation capable of keeping up with modern life and its electronic requirements
Teaching and Learning Methods
Class lectures , presentations , computer lab
Assessment methods
Daily exams Monthly exams
D. General and Transferable Skills (other skills relevant to employability and personal development) D1.Suddenly the student is from office work using the computer . D2. Talent (enabling the graduate to deal with the . D3. Building the personality of a competent teacher who can transfer his experiences to students in the future. D4. Determine work (library and daily study)

Course vocabulary	ت
Introducing the student to the stages of computer development	١
Introducing the student to the areas of computer use	٢
Introducing the student to computer components	٣
Informing the student about the types and classifications of computers	٤
Introducing the student to the programming entity and numerical systems used in computers	٥
Familiarizing the student with the computer platform	٦
Introducing the student to the ethics of the electronic world	٧
Computer security and hacking	٨
Protection from hacking and computer damage	٩
Exam	١٠
Introducing the student to the objectives, functions, components and types of operating systems	11
Presenting the idea of the basics of the Widows 2010 system	١٢
Exam	13
Provide an idea about the basics of applying the Word system	14
Introducing the student to the Home tab and the View tab	15
review	16
Half year holiday	17
Continued explanation of the View tab	18
Introducing the student to the inclusion tab	19
Assigning students to apply the previous tabulations	20

Provide an idea about the basics of the PowerPoint system	21
Introducing the student to the file tab and the home page	22
Introducing the student to the design tab	23
Introducing the student to the View tab	24
Introducing the student to how to insert texts into shapes	25
Introducing the student to how to add objects	26
Introducing the student to how to insert movements	27
Exam	28

13. Personal Development Planning
Motivating the student to write reports and research on computer security and operating systems according to the findings of studies in computer applications and the Internet
Creating practical projects to give the student applied knowledge in the field of PowerPoint and Word applications

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance and
Academic Accreditation International
Accreditation Dept.

Academic Program Form
Arabic / 1st year

University: Al-Zahraa University for Women
College: College of Education
Number of Departments in the College: four
Completion: 6/2/2024
Name of Lecturer: Asst. Lect. Ali Hassan Habeeb

Dean's Name

Dean's Assistant for Scientific Affairs

The College Quality Assurance and University Performance Manager

Date: /   /
Signature

Date: /   /
Signature

Date: /   /
Signature

Quality Assurance and University Performance Manager:

Date: /   /
Signature:

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University for Women
2. University Department/Centre	English Department
3. Program Title	Arabic
4. Title of Final Award	Annual
5. Modes of Attendance offered	Lectures
6. Accreditation	-
7. Other external influences	-
8. Date of production/revision of this specification	6/2/2024

9. Aims of the Program

1- Introducing the students to the Arabic language

2- Defining the main characteristics and the grammar basics of the language.

3- Analyzing two important works connected to Arabic

4- Developing the students' knowledge about the Arabic language.

5- Improving the critical skills of the students

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1- Expanding students' awareness and developing their Arabic taste.

A2-- Providing students with important cultural information about Arabic generally.

A3. Knowledge of dealing with Arabic Grammar in terms of reading, comprehension and analysis.

B. Specific course skills objectives

B1 - Developing their literary knowledge.

B2 - Teaching students how to read and analyze literary texts correctly.

Teaching and Learning Methods

According to the subject in the prescribed curriculum, the lecture provides the information needed to enrich the students with new knowledge on the topic. At the beginning of the lecture, the important points of the previous lecture are reviewed. Then a PowerPoint is presented in which the subject is discussed. It is also explained in the classroom in collaboration with the students to ensure student interaction. The students are asked to explain again what was presented in the lecture to ensure the understanding of the students.

Assessment methods

1. Oral questions during the lecture.

2. Monthly and final exams.

3. Evaluating homework given to the students

4. Presentations presented by the students themselves.

C. Affective and value goals

C1- Encouraging students to show their abilities in speaking in front of their classmates through presentations they deliver.

C2- Motivating the students to participate and making them understand that there is no problem in making a mistake in class in order to learn.

Assessment methods

1. Directing oral questions to the student in the class.

2. Performing monthly and final exams and questions.

3. Asking longer questions to research and answer in their leisure time.

4. Making students present to their classmates and evaluating their work.

Level/Year	Course or Module Title	Credit rating	Assessment
1st Year	اقسام الكلام الاسم	2 hours	Oral test / Quiz
	اقسام الكلام الفعل	2 hours	
	اقسم الكلام الحرف	2 hours	Oral test / Quiz
	همزة القطع و الوصل	2 hours	
	التاء المربوطة و التاء الطويلة	3 ٢ hours	
	رسم الهمزة المتوسطة	2 hours	
	رسم الهمزة المتطرفة	2 hours	Oral test / Quiz
	مراجعة شاملة	2 hours	
	امتحان فصل اول	2 hours	Oral test / Quiz
	علامات الترقيم	2 hours	Oral test / Quiz
	سورة الفجر	2 hours	Oral test / Quiz
	فن المقالة	2 hours	Oral test / Quiz
	انواع المقالة	2 hours	Oral test / Quiz
	مراجعة شاملة	2 hours	Oral test / Quiz
	امتحان فصل ثاني	2 hours	Oral test / Quiz

11. Program Structure

13. Personal Development Planning
Developing knowledge about the Arabic language skills

14. Admission Criteria

15. Key sources of information about the program
1- The Glorious Quran
2- Arabic for nondepartmental students by Dr. Mustafa Jetal

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form
For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean's Name

Date :   /   /

Signature

Dean's Assistant
For Scientific
Affairs

Date :   /   /
Signature

The College Quality
Assurance And University
Performance Manager

Date :   /   /
Signature

Quality Assurance And University Performance
Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	Teaching thinking
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits
8. Date of production/revision of this specification	2024

9. Aims of the Program

1. The course aims to teach thinking about many relevant facts and concepts.
2. Helping the individual learn about thinking skills
3. Encouraging the development of thinking
4. Identify the facilitators and determinants of thinking
5. In addition to giving a brief account of the historical development of some important concepts in the subject.
6. Emphasizing the unity of the topic, presenting it as a single story with sequential events, and indicating the topic's position in psychological knowledge.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals
1. A simple introduction from the student's reality to the historical development of teaching thinking.
2. Simple examples based on what the student has previously studied.
3. Examples of thinking concepts known to the student.
4. That the student understands the concept of thinking and its branches, including creative thinking, with examples that illustrate this.
5. The student should be aware of the factors affecting thinking.
6. Give a definition of the characteristics of thinking, its paths, and its obstacles
7. That the student understands the trends and classifications of teaching thinking.
8. To introduce the student to the classifications of thinking.
9. Introducing the student to metacognitive

thinking
strategies..

B. The skills goals special to the programme . .
The student understands and remembers key
ideas, concepts, definitions and facts in the
subject.
2. That the student can use examples and types
of thinking correctly in solving the problems
he encounters.
3. Developing the student's ability to present his
ideas orally.
4. Developing the student's ability to learn to
think through reading sources and references..

Teaching and Learning Methods

Lecture, discussion, cooperative learning, various strategies including P O E (Pair
Think and Discuss), I do not use a specific method of teaching.

Assessment methods

Quarterly exams.. daily exams.. oral exams.. external homework questions.. in
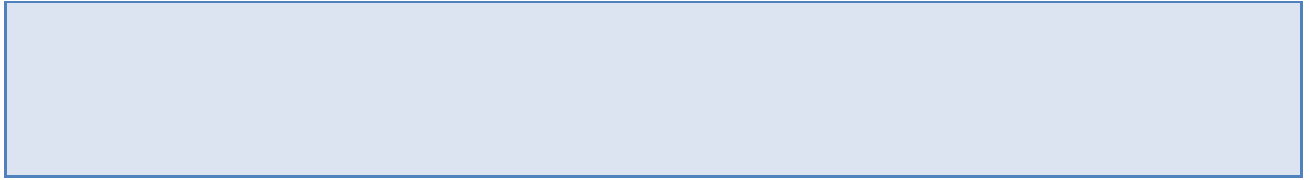addition to homework..

C. Affective and value goals
Direct questions while
presenting the topic...
external questions...
homework...

Teaching and Learning Methods

-General and transferable skills (other skills related to employability and personal
development).
D1- That the student knows all the concepts in the subject
D2- That the student can give the facts contained in the topic.
D3- That the student can formulate examples

Assessment methods

1- General and Transferable Skills (other skills relevant to employability and
   2- That the student knows all the concepts in the subject
   3- That the student can give the facts contained in the topic.
   4- That the student can formulate examples

Teaching and Learning Methods

Assessment Methods

11. Program Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
2024		Teaching thinking		Bachelor Degree Requires (2) credits

13. Personal Development Planning
Understand the basic facts of the topic in other brief ways Preparing reports that include theories and additional facts about each subject

14. Admission criteria .
The student should know some basic general concepts in the specialty

15. Key sources of information about the programme
Abu Jaoudeh Saleh and Nofal Muhammad Bakr, 2007, Teaching Thinking Theory and Practice, Dar Al-Maysara, Jordan. Nabil Abdel Hadi, Walid Ayyad, 2009, Strategies for Teaching Thinking Skills between Theory and Practice, Wael Publishing House. Al-Atoum, Adnan Youssef, Al-Jarrah Abdel Nasser Dhiyab, Bishara Muwaffaq, 2007, Developing Thinking Skills, Theoretical Models and Scientific Applications, Dar Al-Maysara, Jordan.

Curriculum Skills Map																				
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																				
				Programme Learning Outcomes																
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	
2. University Department/Centre	
3. Course title/code	
4. Modes of Attendance offered	
5. Semester/Year	
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	
8. Aims of the Course	

9· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals .   A1.   A2.   A3.   A4.   A5.   A6 .
B. The skills goals special to the course.   B1.   B2.   B3.
Teaching and Learning Methods
Assessment methods
C. Affective and value goals   C1.   C2.   C3.   C4.
Teaching and Learning Methods
Assessment methods

D. General and rehabilitative transferred skills(other skills relevant to employability and personal development)
   D1.
   D2.
   D3.
   D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

11. Infrastructure

1. Books Required reading:	
2. Main references (sources)	
A- Recommended books and references (scientific journals, reports…).	
B-Electronic references, Internet sites…	

12. The development of the curriculum plan

Ministry of higher education and scientific research
Scientific supervision and evaluation
Department of quality assurance and academic accreditation
International accreditation department

ASemara Description The program Academic ForFaculties
For the year Academic 2023 - 2024
Name of the University : Zahraa (Peace be upon her) For girls
College nameA: Education
Number of scientific departments and branches in the faculty : 3
Date of filling the file : 2-2-2024

Name of the dean of the faculty Name of the associate dean for Scientific Affairs Name of the director of the quality assurance and university performance division
History / / 2024History / / 2024History / / 2024

Signature Signature Signature
Name of the head of Department
History:
Signature:
Check the file before
Department of quality assurance and university performance
Name of Quality Assurance department manager University performance: D. Howrah Karim Mohamed

Academic program description form
Review of the performance of educational institutions The high ((Program review Academic))
Academic program description
Provides Description The program Academic This Brevity Requirements The most important Properties The program And output Learning Expected From Student Achievement Our proof About Then He was May Achieve Advantage Maximalism From Opportunities Available . Accompanied by Description For each Decision Within The program

١ .
Educational institution
Al Zahra University (Peace be upon her) For girls
٢ .
University Department / The center
Special education
٣ .
Name of the academic program
Human rights and democracy
٤ .
Name of the final certificate
Bachelor of special education

٥.
School system
Season
٦.
Accreditation program Approved
Academic Accreditation Program
٧.
Other external influences
Training courses for students to develop professional skills, activities
٨.
Date of preparation of the description
٢٠٢٤-٢-٢
٩.
Objectives of the academic program
1.Identify the cause of human urges in terms of concept, sources and characteristics.
2.To identify the guarantees of human rights at the national and international level and the Islamic Sharia.
3.Clarifying the role of NGOs in the protection of human rights.
4.A statement of the special urges of women and children in positive legislation and Islamic law.
5.Getting to know the concept of democracy and its historical development.
6.Clarification of the types of democratic systems.
7.List the advantages of democratic regimes and their composition.

A-Knowledge Understanding
1.A simple introduction from the student's reality with what he knows from his environment and society about human rights and democracy.
2.Simple examples from the reality of what the student is witnessing at the moment.
3.The student should understand the concept of human rights and democracy with examples that illustrate this.
4.The student should understand the differences between the various democratic systems in their simplified form.
5.Give the definition of human rights and democracy and the student understands the conditions for the definition.
6.To provide the student with examples of human research and democracy in Islam.
7.The student should understand the characteristics of democracy and human rights with illustrative examples of these characteristics.
B -Skills Specific to the topic
1.The student understands and remembers the keys of ideas, Concepts, Definitions and facts on the subject.
2.The student should be able to cite examples of human rights in Islam.
3.Developing the student's ability to present his legal ideas orally.
4.Developing the student's ability to learn human rights and democracy through reading various books.
Teaching and learning methods
Conclusion, The lecture, Discussion, Do not use a specific method of teaching.
Evaluation methods

Quarterly examinations.. Daily exams.. Oral examinations.. Home External questions.. In addition to household duties..

C-Skills Thinking
Direct questions during the presentation of the topic.. External questions.. Household duties.. Direct and indirect

examples.. Linking concepts and reality

D -General skills And movable (Skills Other issues related to employability and development Personal).
D1- The student should know all the concepts in the subject
D2-The student should be able to state the facts contained in the subject.
D3-That the student can formulate examples
١٠.
Program structure
١١.
Certificates and credit hours
The level / The year
Course code or course code
Course name or course
Credit hours
٢٠٢٤

Human rights and democracy
٢
Bachelor's degree
Require (2) Credit hours

١٢.
Planning for personal development

Doing Proof The facts Basic ones In The subject In ways Other Abbreviated
Preparation Reports Included Examples And Facts Additional About Some The subject Coursework

١٣.
Acceptance criterion (Mode Regulations related to college admission or The Institute)
That He knows Student Some Concepts Public Basic ones In Jurisdiction

١٤.
The most important sources of information about the program
١.
Human rights, Hamid Hanoun
٢.
The letter of rights to the carpet(Peace be upon him)
٣.

Plot Skills Curriculum
Please Mode Signal In The squares The interview Output Learning Individuality From The program Subordinated
For evaluation

Output Learning Required From The program
The year / The level
Symbol Decision
Name Decision

Basic
Mother Optional
Knowledge Understanding
Skills Special On the subject
Skills Thinking
Skills Public And movable
(Or) Skills Other Related Portability Recruitment Evolution Personal
A1
A2
A3
A4
B1
B2
B3
B4
C1
C2
C3
C4
D1
D2
D3
D4

Theory Cliques
Basic
*

Academic Program Specification Form
For The Academic

University: ALZahraa (Peace be upon her) For girls
College :Education
Number Of Departments In The
College: special education
Date Of Form Completion :2_2_2024

Dean's Name

Date :   /   /

Signature

Dean's Assistant
For Scientific
Affairs

Date :   /   /
Signature

The College Quality
Assurance And University
Performance Manager

Date :   /   /
Signature

Quality Assurance And University Performance
Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

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1. Teaching Institution	ALZahraa (Peace be upon her) For girls
2. University Department/Centre	Special education
3. Program Title	Social servies
4. Title of Final Award	Bachelor of special education
5. Modes of Attendance offered	season
6. Accreditation	Academic Accreditation Program
7. Other external influences	Training courses for students to develop professional skills, activities
8. Date of production/revision of this specification	2_2_2024
9. Aims of the Program	

.١Identify the concepts of social service and its services.
.٢Identify the concept of social care and its practices.
.٣Clarify the principles of social work practice.
.٤Identify the operations of the individual's service.
.٥Identify the reform efforts and the expansion of the field of government services.
.٦Clarify the impact of behavioral theories.

10. Learning Outcomes, Teaching, Learning and Assessment Methods
Conclusion, lecture, discussion, do not use a specific method of teaching.
B. The skills goals special to the programme .   1. The student should understand and remember the keys to ideas, concepts, definitions and facts in the subject.   2. The student should be able to cite examples of government reform efforts.   3. Developing the student's ability to present his ideas orally.   4. Developing the student's ability to learn the practices of individual service and social care for the child through reading various books.
Teaching and Learning Methods
Conclusion, lecture, discussion, do not use a specific method of teaching.
Assessment methods
Conclusion, lecture, discussion, do not use a specific method of teaching.
C. Affective and value goals   Semester exams. Daily exams. Oral exams. Home external questions. In addition to homework.

D. General and Transferable Skills (other skills relevant to employability and personal development)
The student should know all the concepts in the subject
D2- The student should be able to state the facts contained in the topic.
D3- The student should be able to formulate examples

11. Program Structure				12. Awards and Credits
Level/Year	Course or Module Code	Course or Module Title	Credit rating	
2024		Social service	2	Bachelor Degree Requires (2) credits

13. Personal Development Planning
Preparing reports with examples and additional facts about some of the subject
14. Admission criteria .
The student should know some basic general concepts in the specialization
15. Key sources of information about the programme
1. Maher Abu Al-Maati (Recent Trends in Social Work). 2. Kristen McIntyre written by (Dr. Khaled Al-Ameri) (The importance of play for children with special needs)

				Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
2024		Social service		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

1- The educational institution	Al-Zahraa (peace be upon her) University for Women
2- Scientific Department / Center	College of Education / Department of Special Education
3- Name/code of the course	English language
4- Forms of attendance available	students
5- First and Second Semester 2023-2024	Semester/Year
6- Number of study hours (total)	٦٠
7- The date this description was prepared	1. ٢٠٢٤/١/١
8- Course objectives	
9- It aims to make students know the basics of the English language by reviewing a set of rules for the English language.	
10- .Developing students' ability to use the English language in daily interactions.	
11- **Teaching students communication skills.**	

10. .Course outcomes and teaching, learning and evaluation methods
A- Cognitive objectives A1-- Make students know the rules of the English language A2- Make students understand how to deal with people who speak English A3- Make students recognize the importance of the English language as it is a global language
B - The skills objectives of the course. B1-Developing the student's verbal skills
Teaching and learning methods
Lecture, discussion, interrogation
Evaluation methods
Written tests
C- Emotional and value goals C1- Urging students to learn English vocabulary and grammar
Teaching and learning methods
Lecture, discussion, interrogation
Evaluation methods
Written tests
D - Transferable general and qualifying skills (other skills related to employability and personal development.(D1- D2- D3-   D4-

Evaluation method	Teaching Method	Name of the unit/topic	Required learning outcomes	Hours	Week
Achievement tests	Lecture and discussion	English Language	English Language	٢	First
=	=	Hello	=	٢	Second
=	=	=	=	٢	Third
=	=	Your world	=	٢	Fourth
=	=	=	=	٢	Fifth
=	=	All about you	=	٢	Sixth
=	=	=	=	٢	Seventh
=	=	Family and friend	=	٢	Eighth
=	=	=	=	٢	Ninth
=	=	The way I live	=	٢	Tenth
=	=	=	=	٢	Eleventh
=	=	Every Day	=	٢	Twelfth
=	=	=	=	٢	Thirteenth
=	=	My favourites	=	٢	Fourteenth
=	=	=	=	٢	Fifteenth
=	=	Where I live	=	٢	First
=	=	=	=	٢	Second

11. ١٠Course structure

=	=	Times past	=	٢	Third
=	=	=	=	٢	Fourth
=	=	We had a great time	=	٢	Fifth
=	=	=	=	٢	Sixth
=	=	I can do that	=	٢	Seventh
=	=	=	=	٢	Eighth
=	=	Please and thank you	=	٢	Ninth
=	=	=	=	٢	Tenth
=	=	Here and now	=	٢	Eleventh
=	=	=	=	٢	Twelfth
=	=	It's time to go	=	٢	Thirteenth
=	=	=	=	٢	Fourteenth
=	=	امتحان نهاية السنة	=	٢	Fifteenth
					First

12. ١٠.Infrastructure	
1- Required prescribed books	Headway plus
٢- Main references (sources(	
Recommended books and references (scientific journals, reports(...,	
B - Electronic references, Internet sites...	

13. ١٠.Course development plan
Developing the academic material according to the annual plan to update the approved academic programs in the college

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form
For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean 's Name

Date :   /   /

Signature

Dean 's Assistant
For Scientific
Affairs

Date :   /   /
Signature

The College Quality
Assurance And University
Performance Manager
Date :   /   /
Signature

Quality Assurance And University Performance
Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

> HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

> This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	Bachelor of Basic Education
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits
8. Date of production/revision of this specification	2024

9. Academic Program Objectives

1- Prepare educational cadres (male and female teachers) with the ability, competence, and pedagogical specialization to teach students with special needs.
2- Enable students to apply modern theories in special education when dealing with students and individuals with disabilities.
3- Adopt and enhance the concept of abilities rather than the concept of individuals with special needs.
4- Apply ethical and professional principles in educational practices with individuals with special needs. 5- Empower students to identify and utilize research tools in the field of study and work.

6- Adopt the policy of inclusive community education for individuals with special needs
 7- Keep pace with modern scientific developments in the specialization and work on their application. 8- Contribute to the development of counseling, therapeutic, preventive, and personal programs for individuals with special needs.
 9- Harmonize theoretical trends with practical professional reality.
10- Empower students with educational, psychological, cultural sciences, and equip them for excellence and professional development.
 11- Prepare and qualify students for postgraduate studies by developing their intellectual, scientific, and research skills."

1. "Desired Learning Outcomes and Teaching, Learning, and Assessment Methods"

Cognitive Objectives:

1. Understand the laws and regulations related to individuals with special needs.

2. Empower students to be familiar with development programs for individuals with special needs.

3. Enable students to acquire information and knowledge about the educational and social integration processes for individuals with special needs.

4. Enable students to identify visual, auditory, and intellectual impairments.

5. Enable students to acquire proficiency in sign language.

6. Enable students to recognize various thinking skills and types.

7. Enable students to gain an understanding of general psychology, developmental psychology, educational psychology, and special psychology.

8. Enable students to identify learning difficulties.

9. Enable students to be familiar with teaching methods for the blind.

10. Enable students to understand case studies in special education.

11. Enable students to comprehend assessment and evaluation.

12. Enable students to understand general teaching methods.

13. Enable students to understand teaching methods for individuals with special needs and general teaching methods.

14. Enable students to comprehend all education terms and special education symbols.

15. Enable students to understand the principles, foundations, and theories of psychological counseling and educational guidance, and how to apply them.

16. Enable students to acquire a basic understanding of the Arabic language, English language, human rights, and computers.

Subject-Specific Skills:

1. Utilizing various arts and cultural media in the field of caring for individuals with special needs.
2. Training and educating individuals with special needs in essential life skills to protect themselves.
3. Acquiring skills to implement educational rehabilitation and inclusion methods for individuals with special needs.
4. Empowering students to acquire skills in identifying visual, auditory, and mental impairments.
5. Empowering students to acquire skills in dealing with diverse disabilities among students and individuals.
6. Understanding the assessment and diagnostic processes for students with disabilities, including knowledge of stages, tools, and how to write final diagnostic reports.
7. Empowering students to develop the ability to prepare and implement behavior modification plans.
8. Empowering students to build and develop specialized teaching strategies suitable for students based on their individual differences.
9. Teaching students how to use research tools.
10. Empowering students with decision-making and judgment skills.
11. Empowering students with scientific and critical thinking skills.
12. Empowering students to accept various types of disabilities.
13. Empowering students with the ability to design and invent effective educational activities that encourage students to learn and participate.
14. Empowering students to acquire skills in using modern devices to facilitate the teaching and learning process for individuals with special needs.
15. Empowering students with teaching skills in schools and special education classes.
16. Empowering students with self-learning skills to acquire new skills and information.
17. Empowering students with skills in dialogue, discussion, listening to others, and accepting their opinions.
18. Empowering students with skills in using e-learning technologies and platforms.

Emotional and Values Objectives:

1. Training students to interpret behavioral and emotional problems in individuals with special needs.
2. Empowering students to anticipate and deal with the behaviors of individuals with special

needs.

3. Developing students' sense of responsibility during their study and work.

4. Educating students on the values of honesty and combating corruption in all its forms.

5. Enhancing academic, professional, and ethical behavior as high values.

6. Training students to respect the rights of beneficiaries from their profession, including their culture, religion, nationality, and ethnicity.

7. Training students to respect the freedom of thought, expression, and creativity in others.

8. Fostering a sense of belonging and loyalty to the homeland.

9. Promoting cooperation and teamwork among students.

Teaching and Learning Methods:

1. Utilizing a variety of teaching and learning methods to design learning experiences that make instructional materials purposeful and meaningful. This involves adapting different learning styles, encouraging students to pursue their interests, and helping them connect their learning to personal goals.

2. Designing and organizing learning experiences that provide opportunities for exploring new ideas and developing knowledge and skills through inquiry and independent research.

3. Employing questioning and inquiry methods to engage students in lively, meaningful, and sustainable dialogues and discussions about important and fundamental topics and ideas.

4. Organizing students into diverse formation groups and diversifying the classroom environment in a way that facilitates student learning and achieves learning objectives.

Methods of assessing levels of cognitive and skill-based learning processes:

1. In-class participation.
2. Oral examination.
3. Testing students' ability to summarize the lesson.
4. Monthly written examination.
5. Daily written examination.

D. Thinking Skills

Direct questions during topic presentation, external inquiries, homework assignments, practical application of various ideas.

H. General and Transferable Skills (Other skills related to employability and personal development):

1. Developing the student's ability to engage in dialogue and discussion, enabling them to pass professional exams organized by local/regional/international entities.

2. Enhancing the student's capacity to deal with problems and find solutions.

3. The student's capability to pursue higher academic studies.

4. Developing the student's time management skills and ability to work within specified timeframes.

Methods of Teaching and Learning:

1. In-class participation.
2. Oral examination.
3. Testing students' ability to summarize the lesson.

Personal Development Planning:

- Preparing reports that include additional facts about each study topic.
- Continuous practical application of all subject matter.

Admission Criteria (Establishing Systems Related to College or Institute Enrollment):

- The student should be familiar with some fundamental general concepts in the specialization.

Key Sources of Program Information:

1. Department-specific regulations.
2. Course outline form.
3. Curriculum plan form.

12- Personal Development Planning

1- Preparation of male and female educators who feel a sense of belonging and good citizenship, possessing a genuine belief in God, His Messenger, and the spiritual and moral values brought by Islam and other religions. This contributes to the sincere fulfillment of their educational and professional mission, positively impacting the educational reality.

2- Preparation of competent male and female educators capable of professional performance in special classes and institutes, which play a foundational role in building the promising future

generation.

13- Admission Criteria (Establishing Systems Related to Enrollment in College or Institute)

Middle school diploma, centralized admission, selection between scientific or literary branches, competitive grade point average based on preference.

"Curriculum Skills Matrix"	

"Please place a checkmark in the boxes corresponding to individual learning outcomes assessed from the program."	

"Program Learning Outcomes"

"Year/Level"	"Course Name"	"Course Code"	Essential orElective	"Knowledge and Understanding"				"Subject-Specific Skills"				"Critical Thinking Skills"			"General and Transferable Skills" or "Other Employability and Personal Development Skills"			
"The first stage."	1.	Elementary Education	Elective	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form
For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean 's Name

Date :   /   /

Signature

Dean 's Assistant
For Scientific
Affairs

Date :   /   /
Signature

The College Quality
Assurance And University
Performance Manager

Date :   /   /
Signature

Quality Assurance And University Performance
Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	Developmental psychology
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits
8. Date of production/revision of this specification	2024

9. Aims of the Program

1. The course aims to teach developmental psychology many psychological facts and concepts.
2. Helping the individual, the school, the family, and those interested in education to understand the physical and psychological changes that occur to the individual
3. In addition to giving a brief account of the historical development of some important concepts in the subject.
4. Emphasizing the unity of the topic, presenting it as a single story with sequential events, and explaining the topic's position in psychological knowledge.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals
A simple introduction from the student's reality to what he learned in the preparatory stages about philosophy and psychology.

2. Simple examples based on what the student has previously studied.

3. Examples of psychology concepts known to the student.

4. The student understands the concept of general psychology and its branches, including development, with examples that illustrate this.

5. The student understands the factors affecting psychological and physical development.

6. Give a definition of growth, maturity, and development, and the student understands the conditions for the definition.

7. That the student understands the meaning of mental, physical, linguistic, emotional, social

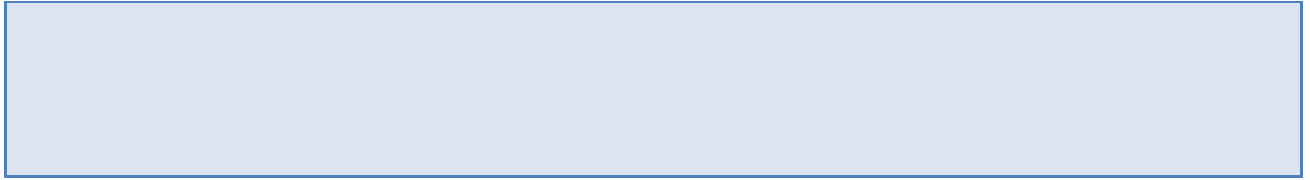| |
|---|
| and moral development. 8. To provide the student with reinforcement examples of types of growth. |
| B. The skills goals special to the programme . . 1. That the student understands and remembers the key ideas, concepts, definitions and facts in the subject. 2. That the student can use psychological examples correctly in solving questions. 3. Developing the student's ability to present his psychological ideas orally. Developing the student's ability to learn developmental psychology through reading psychological sources and references. |
| Teaching and Learning Methods |
| Lecture, discussion, cooperative learning, various strategies including P O E (Pair Think and Discuss), I do not use a specific method of teaching. |
| Assessment methods |
| Quarterly exams.. daily exams.. oral exams.. external homework questions.. in addition to homework.. |
| C. Affective and value goals Direct questions while presenting the topic... external questions... homework... |
| Teaching and Learning Methods |
| -General and transferable skills (other skills related to employability and personal development). D1- That the student knows all the concepts in the subject D2- That the student can give the facts contained in the topic. D3- That the student can formulate examples |
| Assessment methods |

1- General and Transferable Skills (other skills relevant to employability and
   2- That the student knows all the concepts in the subject
   3- That the student can give the facts contained in the topic.
   4- That the student can formulate examples

Teaching and Learning Methods

Assessment Methods

11. Program Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
2024		Developmental psychology		Bachelor Degree Requires (3) credits

13. Personal Development Planning
Understand the basic facts of the topic in other brief ways Preparing reports that include theories and additional facts about each subject

14. Admission criteria .
The student should know some basic general concepts in the specialty

15. Key sources of information about the programme
Ibrahim Abdel Sattar, Man and Psychology, World of Knowledge Series. Rajeh Ahmed Ezzat, Fundamentals of Psychology, Modern Egyptian Office.

Curriculum Skills Map																				
please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																				
				Programme Learning Outcomes																
Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	
2. University Department/Centre	
3. Course title/code	
4. Modes of Attendance offered	
5. Semester/Year	
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	
8. Aims of the Course	

9· Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals . A1. A2. A3. A4. A5. A6 .
B. The skills goals special to the course. B1. B2. B3.
Teaching and Learning Methods
Assessment methods
C. Affective and value goals C1. C2. C3. C4.
Teaching and Learning Methods
Assessment methods

D. General and rehabilitative transferred skills(other skills relevant to employability and personal development)
D1.
D2.
D3.
D4.

10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

11. Infrastructure	
1. Books Required reading:	
2. Main references (sources)	
A- Recommended books and references (scientific journals, reports…).	
B-Electronic references, Internet sites…	
12. The development of the curriculum plan	

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form
For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean 's Name   *Dean 's Assistant*   *The College Quality*
                               For Scientific   *Assurance And University*
Date :   /   /   *Affairs*   *Performance Manager*
                                                            Date :   /   /
Signature   *Date :   /   /*   *Signature*
                               Signature

Quality Assurance And University Performance
Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

> HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

> This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	General Psychology
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits
8. Date of production/revision of this specification	2024

Course Objectives

1. Empowering female students to acquire sufficient knowledge to express themselves.
2. Empowering female students to understand the concept of autism, its goals, and its fields.
3. The ability of female students to understand special education categories.
4. Familiarity of female students with various disabilities.

Outputs of learning, learning methods, and teaching methods.

a - Skill-Based Objectives for the Course:

1. Develop students' skills in active listening and speaking relevant to the topic.
2. Enhance students' ability to understand the material accurately.

b-Emotional and Values Objectives:

1. Develop students' ability to organize their thoughts and connect them to reach new insights.
2. Increase the cognitive value of study materials through scientific application.
3. Improve the competence and teaching ability of students.
4. Enhance emotional aspects among students through the implementation of cognitive activities within the classroom.

Teaching and Learning Methods:

1. Lecture method.
2. Active learning.
3. Cooperative learning.
4. Brainstorming.
5. Discussion method..

Methods of Assessment

/ Daily and Monthly Exams, Daily Activities for Students, Daily Preparation, and Recording Participation for Each Student

C - Thinking Skills
C1 - Asking questions during lectures to stimulate students' participation and encourage them to answer. C2 - Connecting topics of psychology to each other and to what is happening in the students' environment, exploring the potential benefits.

Teaching and Learning Methods

Teaching using electronic means.
Teaching through electronic competitions that aim to boost excitement among students.
Learning by making the student a teacher to enhance their self-confidence.
Learning through brainstorming sessions among students

Assessment Methods

Discussion and dialogue between the student and the instructor.
Observational assessment

D - General and Transferable Skills (Other Skills Related to Employability and Personal Development).

D1: Applying acquired knowledge in real-life situations.

D2: Personal development through bridging traditional and e-learning education.

D3: Developing a competent personality for special education teachers capable of transferring their experiences to students in the future.

D4: Scientific and educational preparation of students based on rigorous scientific principles.

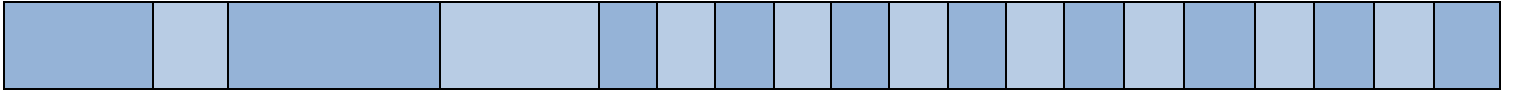| 12. Infrastructure:	
Required Textbooks:	Books in Psychology and Special Education.
Primary References (Sources):	Several books have been adopted to provide explanations for the curriculum of the general psychology course."
Recommended Books and References:	- Psychology books. - Special Education books. - Psychology dictionaries.
Electronic References and Internet Sources:	- Iraqi Academic Journals website. - Nile and Euphrates website. - Jamalon website.

	• Noor Library.

Admission	
Prerequisites:	Centralized admission and the department's designated plan.
Minimum Number of Students:	20 students.
Maximum Number of Students:	50 students.

1. Course Development Plan

- "Benefiting from Scientific Research to Enrich the General Psychology Curriculum"
- "Utilizing Modern Theories and Therapeutic Approaches in the Field of General Psychology"
- "Conducting Workshops Bringing Together the Department Head and the Faculty Member Responsible for General Psychology."

"Curriculum Skills Matrix"	
"Please place a checkmark in the boxes corresponding to individual learning outcomes assessed from the program."	

"Program Learning Outcomes"

"Year/Level"	"Course Name"	"Course Code"	Essential orElective	"Knowledge and Understanding"				"Subject-Specific Skills"				"Critical Thinking Skills"			"General and Transferable Skills" or "Other Employability and Personal Development Skills"			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
		"General Psychology"	Essential															

Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.

Academic Program Specification Form For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean's Name

Date :   /   /

Signature

Dean's Assistant For Scientific Affairs

Date :   /   /
Signature

The College Quality Assurance And University Performance Manager

Date :   /   /
Signature

Quality Assurance And University Performance Manager Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	Autism
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits
8. Date of production/revision of this specification	2024

Course Objectives

5. Empowering female students to acquire sufficient knowledge to express themselves.
6. Empowering female students to understand the concept of autism, its goals, and its fields.
7. The ability of female students to understand special education categories.
8. Familiarity of female students with various disabilities.

Outputs of learning, learning methods, and teaching methods.

a - Skill-Based Objectives for the Course:

3. Develop students' skills in active listening and speaking relevant to the topic.
4. Enhance students' ability to understand the material accurately.

b-Emotional and Values Objectives:

5. Develop students' ability to organize their thoughts and connect them to reach new insights.
6. Increase the cognitive value of study materials through scientific application.
7. Improve the competence and teaching ability of students.
8. Enhance emotional aspects among students through the implementation of cognitive activities within the classroom.

Teaching and Learning Methods:

6. Lecture method.
7. Active learning.
8. Cooperative learning.
9. Brainstorming.
10. Discussion method..

Methods of Assessment

/ Daily and Monthly Exams, Daily Activities for Students, Daily Preparation, and Recording Participation for Each Student

C - Thinking Skills
C1 - Asking questions during lectures to stimulate students' participation and encourage them to answer. C2 - Connecting topics of psychology to each other and to what is happening in the students' environment, exploring the potential benefits.

Teaching and Learning Methods

Teaching using electronic means.
Teaching through electronic competitions that aim to boost excitement among students.
Learning by making the student a teacher to enhance their self-confidence.
Learning through brainstorming sessions among students

Assessment Methods

Discussion and dialogue between the student and the instructor.
Observational assessment

D - General and Transferable Skills (Other Skills Related to Employability and Personal Development).

D1: Applying acquired knowledge in real-life situations.

D2: Personal development through bridging traditional and e-learning education.

D3: Developing a competent personality for special education teachers capable of transferring their experiences to students in the future.

D4: Scientific and educational preparation of students based on rigorous scientific principles.

12. Infrastructure:	
Required Textbooks:	Books in Psychology and Special Education.

Primary References (Sources):	" The vocabulary of the course on Autism Psychology is drawn from multiple sources.
Recommended Books and References:	• Psychology books. • Special Education books. • Psychology dictionaries.
Electronic References and Internet Sources:	• Iraqi Academic Journals website. • Nile and Euphrates website. • Jamalon website. • Noor Library.

Admission	
Prerequisites:	Centralized admission and the department's designated plan.
Minimum Number of Students:	20 students.
Maximum Number of Students:	50 students.

2. Course Development Plan

1. Benefit from scientific research to enrich the curriculum of Autism Psychology.
2. Utilize modern theories and therapeutic methods in the field of autism to enhance the course content.
3. Organize workshops that bring together the department head and the faculty member responsible for the Autism Psychology role.
4. Conduct an official visit to specialized centers for autistic children.

"Curriculum Skills Matrix"	
"Please place a checkmark in the boxes corresponding to individual learning outcomes assessed from the program."	
"Program Learning Outcomes"	

"Year/Level"	"Course Name"	"Course Code"	Essential orElective	"Knowledge and Understanding"	"Subject-Specific Skills"	"Critical Thinking Skills"	"General and Transferable Skills" or "Other Employability and Personal

							Development Skills											
		Autism	Essential	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4

Academic Program Specification Form
For The Academic

University:
College :
Number Of Departments In The College
: Date Of Form Completion :

Dean's Name	*Dean's Assistant For Scientific Affairs*	*The College Quality Assurance And University Performance Manager*
Date : / /		*Date : / /*
Signature	*Date : / /* *Signature*	*Signature*

Quality Assurance And University Performance
Manager Date : / /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the program.

1. Teaching Institution	Al-Zahraa University, peace be upon her, for girls
2. University Department/Centre	Special Education
3. Program Title	Psychology of Traits
4. Title of Final Award	Bachelor's degree in Special Education annual
5. Modes of Attendance offered	Academic accreditation program
6. Accreditation	Training courses for students to develop
7. Other external influences	professional skills, application field visits

8. Date of production/revision of this specification	2024

9. Aims of the Program
1. The course aims to teach thinking about many relevant facts and concepts. 2. Helping the individual learn about thinking skills 3. Encouraging the development of thinking 4. Identify the facilitators and determinants of thinking 5. In addition to giving a brief account of the historical development of some important concepts in the subject. 6. Emphasizing the unity of the topic, presenting it as a single story with sequential events, and indicating the topic's position in psychological knowledge.

Course Objectives
1. Empower students to acquire sufficient knowledge to express themselves. 2. Enable students to understand the concept of psychology, its characteristics, and objectives. 3. Develop students' ability to identify special education categories. 4. Familiarize students with various disabilities.

Outputs of learning, learning methods, and teaching methods.

a - Skill-Based Objectives for the Course:

5. Develop students' skills in active listening and speaking relevant to the topic.
    Enhance students' ability to understand the material accurately.

b-Emotional and Values Objectives:

9. Develop students' ability to organize their thoughts and connect them to reach new insights.
10. Increase the cognitive value of study materials through scientific application.
11. Improve the competence and teaching ability of students.
12. Enhance emotional aspects among students through the implementation of cognitive activities within the classroom.

Teaching and Learning Methods:

11. Lecture method.
12. Active learning.
13. Cooperative learning.
14. Brainstorming.
15. Discussion method..

Methods of Assessment

/ Daily and Monthly Exams, Daily Activities for Students, Daily Preparation, and Recording Participation for Each Student

C - Thinking Skills
C1 - Asking questions during lectures to stimulate students' participation and encourage them to answer. C2 - Connecting topics of psychology to each other and to what is happening in the students' environment, exploring the potential benefits.

Teaching and Learning Methods

Teaching using electronic means.
.Teaching through electronic competitions that aim to boost excitement among students.
.Learning by making the student a teacher to enhance their self-confidence.
.Learning through brainstorming sessions among students

Assessment Methods

Discussion and dialogue between the student and the instructor.
Observational assessment

D - General and Transferable Skills (Other Skills Related to Employability and Personal Development).

D1: Applying acquired knowledge in real-life situations.

D2: Personal development through bridging traditional and e-learning education.

D3: Developing a competent personality for special education teachers capable of transferring their experiences to students in the future.

D4: Scientific and educational preparation of students based on rigorous scientific principles.

2. Infrastructure:	
Required Textbooks:	Books in Psychology and Special Education.
Primary References (Sources):	"Farouk Al-Rusan (Abnormal Child Psychology - Introduction to Special Education) 2006." "Al-Ayed and Others (Fundamentals of Special Education)."
Recommended Books and References:	• Psychology books. • Special Education books. • Psychology dictionaries.

Electronic References and Internet Sources:	• Iraqi Academic Journals website.
	• Nile and Euphrates website.
	• Jamalon website.
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Admission	
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3. Course Development Plan

−"Benefiting from scientific research to enrich the curriculum of special psychology."

−"Benefiting from modern theories and therapeutic methods in the field of special psychology."

−"Organizing workshops that bring together the department head and the faculty member responsible for the role of special psychology."

"Curriculum Skills Matrix"	
"Please place a checkmark in the boxes corresponding to individual learning outcomes assessed from the program."	

"Program Learning Outcomes"

"Year/Level"	"Course Name"	"Course Code"	Essential orElective	"Knowledge and Understanding"				"Subject-Specific Skills"				"Critical Thinking Skills"			"General and Transferable Skills" or "Other Employability and Personal Development Skills"			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
		"Trait Psychology	Essential															