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

Academic Program and Course

2025-2026

Introduction:

The educational program is a coordinated and structured package of courses that include procedures and experiences that are organized in the form of a vocabulary of study whose main purpose is to build and refine the skills of graduates to make them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

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

This manual, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual and quarterly), as well as the adoption of the description of the academic program circulated under the letter of the Department of Studies M3/2906 on 3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only stress the importance of writing descriptions of academic programs and courses to ensure the smooth functioning of the educational process.

Concepts and Terms:

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

Course Description: It provides a contingent summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether he or she has made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious vision of the future of the academic program to be a cutting–edge, inspiring, stimulating, realistic and viable program.

Program Mission: Briefly outlines the goals and activities needed to achieve them and outlines the program's development paths and directions.

Program Objectives: These are phrases that describe what the academic program intends to achieve over a specific period of time and are measurable and observable.

Curriculum Structure: All courses/subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track), whether

they are a requirement (ministry, university, college and scientific department) with the number of study units.

Learning Outcomes: A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

Teaching and Learning Strategies: These are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, they describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Al-Zahra University for Girls

College/Institute: College.Education

Scientific Department: Department of Special Education

Academic or Professional Program Name: Bachelor of Special Education

Final Certificate Name: Bachelor of Special Education

Curriculum: Annual

Description Preparation Date:5 /9/2025

File Filling Date:10/9/2025

Signature :

Name of the Scientific

Nuhad Kh. Abbas

Signature :

Head of Department :

Riham Hossien Mohamed 1-10-2025

File checked by :

Division of Quality Assurance and University Performance:

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

Date:

Signature :

prof. Dr. Eman S. Bhaya

The Dean

Approval of the Dean:

1. Program Vision
The department should take its place among the corresponding special education departments locally and internationally in providing scientific, research, and knowledge services and learning outcomes in accordance with the new methods and contemporary innovations in the educational field with a visionary power that looks to the future.

2. Program Mission
The Department of Special Education / College of Education at Al-Zahra University for Girls seeks to prepare graduates at a prestigious level of science, awareness and knowledge, and possess high skills concerned with people with special needs and distinguished people to meet the needs of society and contribute to the service of great Iraq.

3. Program Objectives
1. Preparing cadres in the field of special education who are scientifically qualified, educational, and professionally to meet the needs of the labor market. **2. Providing special education and support services to people with special needs and helping them to adapt to their disabilities and integrate into society.**

3. **Developing the capacity of cadres to diagnose and evaluate people with special needs.**
4. **Training students to conduct scientific research that serves the category of people with special needs.**
5. **Cooperating with the concerned institutions in this field, which strengthens the community partnership in supporting people with special needs.**
6. **Activating activities such as continuing education workshops and courses in order to introduce continuing education teachers.**
7. **Participate in spreading awareness about societal problems and issues, the reasons behind them, and how to confront and prevent them.**
8. **Creating the appropriate atmosphere for teaching staff and students in order to achieve educational goals.**

4. Program Accreditation
None

5. Other External Influences
None

6. Program Structure

Notes*	Percentage	Study Unit	Number of Courses	Program Structure
	19%	26	13	Enterprise Requirements
	21%	30	12	College Requirements
	60%	85	29	Department Requirements
			None	**Summer Training**
	100%	141		Other

* It is possible to include notes on whether the course is basic or elective.

7. Program Description

Credit Hours		Course or course code	Course or course name	Phase I First Course
practical	theoretical			
	2	EseDr1101	Democracy and Human Rights	
2	1	EseCs1102	Computers	
	3	EseDp1103	Developmental Psychology	
2	1	EsePl1104	Classroom Learning Psychology	
	2	EseFe1105	Fundamentals of Special Education (A)	
	2	Squirt1106	Senior Psychology	

Credit Hours		Course or course code	Course or course name	Phase I Second Course
practical	theoretical			
	2	EseAl2106	Arabic Language	
	2	EseEl2107	English	
	3	EsePe2108	Fundamentals of Education	
	2	EseLc2109	Islamic Education/Civilization	
	2	EsePd2110	The Psychology of Physical Disability	
	3	EseSw2111	Social service	
	2	EseFe2112	Fundamentals of Special Education (B)	

Credit Hours		Course or course code	Course or course name	Phase II First Course
practical	theoretical			
	2	EseAl0201	Arabic Language	
	2	EseEl0202	English	
	2	EseCp0203	Baath Party Crimes	

2	١	EseCt0204	Curriculum and Textbooks	
	3	EseLd0205	Learning Disabilities	
	3	EsePd0206	The psychology of the weak and the hearing impaired	
2	1	EsePp0207	Physiological Psychology	

Credit Hours		Course or course code	Course or course name	Phase II Second Course
practical	theoretical			
2	1	EseCs0208	Computers	
	2	EseEp0209	Educational Psychology	
	3	EseSl0210	Slow learning	
2	٢	EseCd0211	Communication disorders (speech (and speech	
	3	EseBd0212	Behavioral and Emotional Disorders	
2	١	EseTt0213	Teaching Thinking	
2	١	EseSl0214	Sign Language	

Credit Hours		Course Code	Course Name	Third Stage First Course
practical	theoretical			
	2	ESeMe0301	& Measurement Evaluation	
2	2	ESeCl0302	General Teaching Methods and Applications	
	2	EseGe0303	Counseling and Education for People with Special Needs	
	2	ESeEm0304	Educational Leadership and Management	
	2	ESeBm0305	Modify behavior	
	3	ESele0306	Inclusive Inclusion in Special Education	
	2	ESePa0307	The psychology of the autism spectrum	
	3	ESePv0308	The psychology of the weak and the visually impaired	
	2	ESeEe0309	English Texts in Special Education	
	1	ESeMp0310	Methods of Teaching Reading	

Credit Hours		Course Code	Course Name	Third Stage Second Course
practical	theoretical			
	2	ESeSd0311	Sustainable development	

2	2	ESeEa0312	Educational Technology and its Applications	
2	1	ESeAm0313	Procedural Research Methodology	
	3	ESePd0314	The Psychology of Mental Disability	
	3	ESeCp0315	Clinical psychology	
2	2	ESeAi0316	Aids and devices for the hearing and visual impaired	
2	2	ESeBm0317	Braille	
2	1	ESeMt0318	Methods of Teaching Mathematics	

Credit Hours		Course Code	Course Name	Fourth Stage First Course
practical	theoretical			
	2	ESePs0401	Principles of Islamic Sharia	
	2	ESeP0402	Philosophy	
	2	ESePe0403	Ethics	
4	1	ESePe0404	Practical Education (Watching)	
	3	ESePg0405	The Psychology of Mental Superiority	
2	2	ESeDe0406	Diagnosis and Evaluation in Special Education	
	2	ESeEe0407	English Texts in Special Education	

Credit Hours		Course Code	Course Name	Fourth Stage Second Course
practical	theoretical			
2		ESeGp0408	Graduation Research Project	
12		ESeOp0409	View & App	

8. Expected Learning Outcomes of the Program
Knowledge
1. Students should be introduced to basic and modern concepts and theories in the field of special education. 2. Enabling students to learn about laws and legislation for people with special needs. 3. Enabling female students to identify mental, auditory, and visual disabilities. 4. Enabling students to learn about the methods of teaching the blind.

5. Enabling students to acquire information and knowledge of educational and community integration processes for people with special needs.
6. Enabling students to identify learning disabilities.
7. Enabling students to learn about general and special teaching methods for people with special needs.
8. Enabling students to learn about measurement and evaluation.
9. Enable students to recognize sign language.
10. Enabling students to know all the terms and concepts of education.
11. Identify the concepts and terminology of special education.
12. Enabling students to learn about thinking, its skills and strategies.
13. Enable students to acquire and knowledge of general psychology, educational psychology, and developmental psychology.
14. Enabling students to learn about the case study in special education.
15. Enabling students to learn about the principles, foundations and theories of psychological counseling and educational guidance and the methods of applying them.
16. Enabling students to acquire and know the basics of the Arabic language, English, human rights, and computers.
17. Students should understand the causes of disabilities and learning disabilities and the methods of diagnosing them.
18. Identify the most important references and sources for special education,
19. Enabling students to know and understand all terms, concepts, and symbols in educational and psychological sciences.
20. Enabling students to achieve, understand and know the ethics of the profession.

Skills

1. Students should apply appropriate teaching strategies for special education groups.
2. Training people with special needs on the life skills necessary to be self-reliant in meeting their needs.

3. Students should acquire the skills of observation, evaluation and educational diagnosis.
4. Applying rehabilitation methods and community educational integration for people with special needs.
5. Acquire skills to diagnose visual, auditory, and mental disabilities.
6. Acquire report writing skills
7. Students should design individual educational programs in accordance with the learners' abilities.
8. Students should employ educational and technical means, supporting cultural media, and techniques in the field of caring for people with special needs.
9. Empowering female students with decision-making and judgment skills.

Values
1. Students should adhere to ethical and professional values in dealing with people with special needs. 2. Students should promote the values of justice, acceptance of the other, and respect for individual differences. Students should develop a spirit of patience, empathy, and human and professional responsibility.

9. Teaching and Learning Strategies

1. Active learning helps the student understand the material, remember and apply.
2. Self-learning: The student plans and sets his goals and searches for information on his own.
3. Organizing students into different groups and diversifying the classroom environment in a way that helps students learn and achieve learning goals.
4. Technology-based learning, use of videos, interactive presentations, educational applications

10. Evaluation Methods

Weekly, monthly, daily exams and end-of-year exams.

11. Faculty

Faculty Members

Preparing the teaching staff		Special requirements/skills (if applicable)		Specialization		Academic Rank
Lecturer	staff		Special	General		
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Thinking Skills and Cultural Awareness	Doctor of Philosophy in Education Teaching Curricula and Methods	Eng. Dr. Reham Hussein Mohammed

		Use of Educational Technology Organize and sequence information logically Diversity in the use of various measurement and evaluation methods				
	Staff	Effective Communication – Classroom Management – Use of Teaching Strategies		Life Sciences Teaching Methods	Teaching Methods	Prof. Dr. Ibrahim Kazem Pharaoh

		Al-Hadith, the title of professor				
		Organize and sequence information logically		PhD in Educational and Psychological Sciences	PhD in Educational Psychology	Eng. Dr. Nisreen Ali Abdel Hassan Al-Jilawi
Lecturer		Effective Communication - Classroom Management - Use of Teaching Strategies Modern		Educational Psychology	PhD in Educational Psychology	Eng. Dr. Abdel Hadi Jawad Alloun Al-Fatlawi

	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Raising a child	PhD in Child Education	Eng. Dr. Haifa Mahmoud Ahmed Al-Ashqar
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Methods of Teaching Mathematics	Mathematics	Assoc. Prof. Dr. Mohammad Abbas Haidar
	staff	Effective Communication –		Hadith	Quranic Sciences	Eng. Dr. Azhar Ali Hassan

		Classroom Management – Use of Teaching Strategies Modern				
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Educational Psychology	Educational Psychology	Eng. Zahraa Khudair Abbar Jawaher
	staff	Effective Communication – Classroom Management –		Special Education	Psychology and Education	Eng. Zahra Mowaffaq Rasoul

		Use of Teaching Strategies Modern				
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Special Education	Psychology and Education	Eng. Naba Issa Kazem Yahya
	staff	Effective Communication – Classroom Management – Use of Teaching		Special Education	Psychology and Education	Eng. Mustafa Abdel Amir Nafal

		Strategies Modern				
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Comparative Interpretation	Qur'an and Islamic Sciences	Eng. Hanan Idan Bisht Al-Zubaidi
	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Social service	Social service	Eng. Walaa Waleed Hamza

	staff	Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Networks	Information Technology	Eng. Samadir Abdul Abbas Fasikh
		Effective Communication – Classroom Management – Use of Teaching Strategies Modern		Methods of Knowing the English Language	English	Eng. Zahraa Hamid Jaber

Professional Development
Mentoring new faculty members
Directing new faculty members to take the teaching methods course and the validity test. Holding workshops, seminars and lectures with two titles related to the development of teachers' performance in the classroom Directing teachers to learn about the latest and most effective teaching methods suitable for the subjects assigned to them
Faculty Professional Development
Attending training courses and workshops related to performance development in the fields of teaching methods, effective communication, measurement and evaluation, educational technology, curricula and textbooks. Emphasizing professional ethics.

12. **Admission Criteria**
Central

13. **Key sources of information about the program**
Textbooks & Methodological Resources - Educational Technology

14. Program Development Plan

1. Linking students to the practical side by establishing laboratories and workshops to qualify them according to the needs of the work by organizing workshops, scientific and field visits, and establishing laboratories.

2. Preparing students and providing them with information and knowledge related to the use of computers to help them achieve self-learning.

3. Seeking to conclude cooperation agreements with institutions concerned with providing services to special education groups and international universities in order to update the educational program for female students.

Holding student activities that would deepen students' awareness of societal issues and participate in volunteer .٤
.work inside and outside the university

Program Skills Outline

Learning Outcomes Required from the Program

Values				Skills				Knowledge				Basic or Optional	Course Name	Course Code	Year / Level
C4	C3	C2	A1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Democracy and Human Rights	EseDr1101	Phase I First Course
√	√	√	√	√	√	√	√	√	√	√	√		Computer	EseCs1102	
√	√	√	√	√	√	√	√	√	√	√	√		Developmental Psychology	EseDp1103	Phase I First Course

√		√	√	√	√	√	√	√	√	√	√	√		Classroom Learning Psychology	EsePl1104	
	√	√	√	√	√	√	√	√	√	√	√	√		Fundamentals of Special Education (A)	EseFe1105	Phase I First Course
√		√	√	√	√	√	√	√	√	√	√	√		Senior Psychology	EseAp 1106	
	√	√	√	√	√	√	√	√	√	√	√	√		Arabic Language		Phase I Second Course
√		√	√	√	√	√	√	√	√	√	√	√		English	EseAl2106	

√	√	√	√	√	√	√	√	√	√	√	√		Fundamentals of Education	EseEl2107	Phase I Second Course
√	√	√	√	√	√	√	√	√	√	√	√		Islamic Education Civilizati/on	EsePe2108	Phase I Second Course
√	√	√	√	√	√	√	√	√	√	√	√		The Psychology of Physical Disability	EseLc2109	Phase I Second Course

√	√	√	√	√	√	√	√	√	√	√	√		Social service	EsePd2110	Phase I Second Course
√	√	√	√	√	√	√	√	√	√	√	√		Fundamentals of Special	EseSw2111	Phase I Second Course

													Education (B)		
√	√	√	√	√	√	√	√	√	√	√	√		Arabic Language	EseAl0201	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		English	EseEl0202	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Baath Party Crimes	EseCp0203	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Curriculum and Textbooks	EseCt0204	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Learning Disabilities	EseLd0205	Phase II

√	√	√	√	√	√	√	√	√	√	√	√		The psychology of the weak and the hearing impaired	EsePd0206	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Physiological Psychology	EsePp0207	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Computer	EseCs0208	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Educational Psychology	EseEp0209	Phase II

√	√	√	√	√	√	√	√	√	√	√	√		Slow learning	EseSl0210	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Communication disorders (speech and speech)	EseCd0211	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Behavioral and Emotional Disorders	EseBd0212	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Teaching Thinking	EseTt0213	Phase II

√	√	√	√	√	√	√	√	√	√	√	√		Sign Language	EseSl0214	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Arabic Language	EseAl0201	Phase II
√	√	√	√	√	√	√	√	√	√	√	√		Measure & ment Evaluation	ESeMe0301	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Modify behavior	ESeBm0302	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Inclusive Inclusion in Special Education	ESele0303	Third Stage

√	√	√	√	√	√	√	√	√	√	√	√		The psychology of the autism spectrum	ESePd0304	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		The psychology of the weak and the hearing impaired	ESePd0305	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		English Texts in Special Education	ESeEe0306	Third Stage

√		√	√	√	√	√	√	√	√	√	√	√		Methods of Teaching Reading to Special Grade Students	ESeMp0307	Third Stage
√		√	√	√	√	√	√	√	√	√	√	√		Procedural Research Methodology	ESeAm0308	Third Stage
√		√	√	√	√	√	√	√	√	√	√	√		The Psychology of	ESePd0309	Third Stage

													Mental Disability		
√	√	√	√	√	√	√	√	√	√	√	√		Clinical psychology	ESeCp0310	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Aids and devices for the visually and hearing impaired	ESeAi0311	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Educational Technology and its	ESeEa0312	Third Stage

													Applications		
√	√	√	√	√	√	√	√	√	√	√	√		Braille	ESeBm0313	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Educational Leadership and Management	ESeEm0312	Third Stage
√	√	√	√	√	√	√	√	√	√	√	√		Principles of Islamic Sharia	ESePs0401	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		Philosophy	ESeP0402	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		Ethics	ESePe0403	Fourth Stage

√	√	√	√	√	√	√	√	√	√	√	√		The Psychology of Mental Superiority	ESePg0404	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		Diagnosis and Evaluation in Special Education	ESeDe0405	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		English Texts in Special	ESeEe0406	Fourth Stage

													Education		
√	√	√	√	√	√	√	√	√	√	√	√		Sustainable Development	ESeSd0407	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		Educational Technology and its Applications	ESeGp0408	Fourth Stage
√	√	√	√	√	√	√	√	√	√	√	√		Graduation Research Project	ESeGp0409	Fourth Stage

√		√	√	√	√	√	√	√	√	√	√		& View App	ESeOp04 10	Fourth Stage

Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated

Course Description Form

1.
2.
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12.