

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

Academic Program and

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# **Academic Program and Course Description Guide**

**2024**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

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

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## **Concepts And terms:**

## Academic Program Description Form

University name: University of Babylon

College name: College of Basic Education

Scientific Department Name: Department of Special Education

Name of the professional academic program: Bachelor of Special Education

Final Certificate Name: Bachelor of Special Education

Academic system: Semester

:Description preparation date:

:File filling date:

Signature :Name of the Head of Department Prof. Dr. Madin Nouri Talak Date 8/2/2024	Signature Name of the Scientific Assistant: Prof. Dr. Aref Hatem Hadi Date 8/2/2024
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**Check The file from before**

**Division a guarantee Quality and performance University**

**Prof. Dr. Ibtisam Saheb Musa : Name boss Division a guarantee Quality and performance University:**

**Date: ١٢\٢\٢٠٢٤**

**the signature**

**Dean's approval**

**Prof. Dr. Ali Jabbar Abdullah Al-Hajishi**

### **Program vision .١**

**to occupy TheDepartment of Special Education has a leading position and a .distinguished center according to contemporary developments and changes Future .cooperation between special education departments locally and regionally**

### **Program Message2**

**Preparing teachers who are decision makers with knowledge and high skills in teaching special education students in the race of diverse community groups by providing distinguished academic and research education that follows the latest practices Evidence-based and evidence-based to meet .the needs of society and its relevant institutions**

### **Programobjectives.3**

**Preparing educationally and professionally qualified cadres to work in the field of .١ .special education to meet the needs of the labor market**

**Providing consulting and training services to relevant institutions, which .٢ .enhances community partnership**

**Improving the organizational climate to provide a supportive environment for .٣ .students and faculty members**

**Cooperating with civil society institutions to activate laws issued regarding people .٤ .with special needs**

**Providing students with a broad scientific base in all tracks, in addition to .٥ .To .extensive knowledge in the field in which they specialize**

**Activating continuing education courses in order to familiarize special education .٦**

**The field of special education and teachers with the latest specialized developments in .providing scientific advice to them**

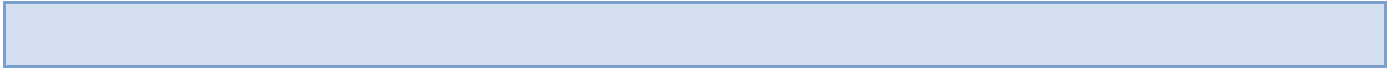
**.Preparing students for academic scientific research to serve special groups .٧**

### **Program accreditation .٤**

**The Department of Special Education at the College of Basic Education, University .of Babylon, seeks to obtain the requirements for programmatic accreditation**

### **Other external influences .٥**

**market the job, Visits The process and Field For circles Government Primary Schools and Autism and other disabilities institutes**



6Program structure				
comments	percentage	Study unit	Number of courses	Program structure
	%10	12	6	Institutional Requirements
	30%	40	14	College Requirements
	60%	80	38	Department Requirements
				Summer training
				Other

### Program description. 7

Credit hours		Course name	Course code	Year/Level
practical	theoretical			
	٣	Special Education Basics	SE BA100	the first
	2	English language	EnLA100	
	٢	Arabic	ArLA100	
	٣	Democracy and human rights	DoHu100	
	٢	Psychology of Classroom Learning	PsEe100	
	٢	Computers	Copr100	
	٢	Adult Psychology	Adps100	
	2	developmental psychology	For ps100	
	2	Social service	So se100	
	2	Islamic education	IS Ed100	
	٢	Special Education Basics	Ps ex100	
		Psychology of physical disability	PsAi120	
		Principles of education	Or ed100	
2	٢	Deaf and hard of hearing	We Si B 200	the second
	٢	Mental health	Ps He200	
	0	Sign language	If the 200	
	٣	Physiology	Ph 200	
	٣	behavior	Be Im 200	
	٣	modification	In 200	
	٣	Speech difficulties	Me From You 200	
	٢	Hearing impaired aids	St 200	
	٢		To you sp ed300	
	٢		Ed Gu 200	
			To me he ed 200	

	۲ ۱	Educational statistics English texts Educational guidance Environmental and health education Disabled sports	Ad Sp 200	
2 2	۳ ۳ ۳ ۲ ۳ ۳ ۳ ۲ ۰ ۲  ۳ ۳ ۳ ۳ 2 2	disorder declamatory Psychology of the visually impaired Research Methods Educational techniques Psychology of creativity Slow learning Reading teaching methods Measurement and evaluation General teaching methods Braille method Watch practical ) (education Texts in special education in language Clinical Psychology Psychology of mental disability Visually impaired aids	Be of 300 Ps si 300  I am 300 Ed te 300 Ps cr 300 We le 300 I want you 300  Come with me 300 I have 300 And ed 300 To you sp ed300  Cl ps 300    Ps me we 300  Of my 300	the third
	۳  ۲  ۳	mental superiority  Mathematics teaching	Br.Cr 400  Te . M.Mp 400	Fourth



	methods	So.Ps 400
٢	Social Psychology	Ed.Te.En 400
٢	English texts in special education	Ed.Ad.su 400
٢	Educational management and supervision	Bo.sh.cu 400
١٢		Appl 400
٣	Curriculum and textbooks	Re.pr
	Application	
	Graduation research project	

Expected learning outcomes of the program .^	
Knowledge	
Learning outcomes	Learning outcomes
1. To master the use of modern technologies in teaching people with .special needs	A <sup>١</sup> - To know the concept of special

2. To be creative in solving problems through procedural research 3. Instilling a spirit of innovation in educational methods among special education students 4. To distinguish between the appropriate strategies for each category of special education	.education A <sup>٢</sup> - To know the concept of social, .linguistic and scientific studies A <sup>٣</sup> - To classify teaching methods for .people with special needs A <sup>٤</sup> - To show the characteristics of .scientific research A <sup>٥</sup> - To show the characteristics of .creativity A <sup>٦</sup> - To clarify the characteristics of .knowledge
	Skills
<b>Learning outcomes</b>	<b>Learning outcomes</b>
1. .To be able to learn on his own 1. .To develop and demonstrate reporting skills 2. To have realistic experiences with cognitive .perceptions 3. .To have a clear goal that he seeks to achieve 4. .To invest all his energies in achieving his goals	To employ modern technologies in . <sup>١</sup> .teaching people with special needs To use the scientific method in . <sup>٢</sup> .educational and scientific research To be able to prepare appropriate . <sup>٣</sup> .assessment methods . A <sup>٤</sup> .. To be able to teach
	Teaching and learning strategies . <sup>٩</sup> .
	Distinguished teaching . .strategy .Cognitive play strategy . <sup>٢</sup> Self-questioning . <sup>٣</sup> .strategy Self-questioning strategy . <sup>٤</sup> .Visualization strategy . <sup>٥</sup> Cognitive conflict . <sup>٦</sup>
	Evaluation . <sup>١</sup> •
	<ul style="list-style-type: none"> <li>• Performance test.cosmetic</li> <li>• .Role play test</li> <li>• .Work sample test</li> <li>• .Selection test</li> <li>• .Matching test</li> </ul>

angel	Subspecialty	General specialization	Academic title	Certificate	the name	T
angel	Educational Psychology	Educational Psychology	.Mr	PhD	<b>Dr. Madin Nouri Talak</b>	1.
angel	Measurement and evaluation	Educational Psychology	.Mr	PhD	<b>Dr. Abdul Salam Jawdat Jassim</b>	2.
angel	Educational Psychology	Educational Psychology	.Mr	PhD	<b>Dr. Hawra Abbas Karmash</b>	3.
angel	History teaching methods	Teaching methods	.Mr	PhD	<b>Dr. Haider Hatem Faleh</b>	4.
angel	Educational Psychology	Educational Psychology	.Mr	PhD	<b>Dr. Nagham Abdul Redha Abdul</b>	5.
angel	Artistic teaching methods	Teaching methods	assistant professor	PhD	<b>D. Jawad Kazem Muhammad</b>	6.
angel	General Psychology	General Psychology	assistant professor	PhD	<b>Dr. Nouris Shaker Hadi</b>	7.
angel	General Psychology	General Psychology	assistant professor	Master's	<b>Mr. Aqil Khalil Nasser</b>	8.
angel	Arabic language teaching methods	Teaching methods	assistant professor	Master's	<b>Mr. Jalal Aziz Farman</b>	9.
angel	Arabic language teaching methods	Teaching methods	Teacher	Master's	<b>Mrs. Nisreen Qasim Abdul Redha</b>	10.
angel	Special Education	Special Education	Assistant Professor	Master's	<b>Mrs. Sara Rashid Haroun</b>	11.
angel	General teaching methods	Teaching methods	Teacher	PhD	<b>Dr. Saif Hamed Sarhan</b>	12.
angel	General teaching methods	Teaching methods	Assistant Professor	Master's	<b>Mr. Laith Hadi Marzouq</b>	13.
angel	Educational Psychology	Educational Psychology	Teacher	PhD	<b>Dr. Saba Latif Abdul Kazim</b>	14.
angel	Mathematics teaching methods	Teaching methods	Assistant Professor	Master's	<b>Mr. Ali Salim Kankoun</b>	15.
angel	Special Education	Special Education	Assistant Professor	Master's	<b>Mr. Ali Falah Mahdi</b>	16.
angel	Science teaching methods	Teaching methods	Assistant Professor	Master's	<b>Miss Fatima Hashem Radhi</b>	17.
angel	Arabic language teaching methods	Teaching methods	Assistant Professor	Master's	<b>Mrs. Maryam Abdul Hussein Jassim</b>	18.
angel	Geography teaching methods	Teaching methods	Assistant Professor	Master's	<b>Mrs. Nour Hadi Aziz</b>	19.
angel	Social Studies Teaching Methods	Teaching methods	Assistant Professor	Master's	<b>Hanin Hamid Rashid</b>	20.
angel	Social Studies Teaching Methods	Teaching methods	Assistant Professor	Master's	<b>Hanin Hamed Mohammed</b>	21.
angel	international law	General Law	Assistant Professor	Master's	<b>Hayawi plantings</b>	22.
angel	Arabic language teaching methods	Teaching methods		Master's	<b>Green paralysis roses</b>	23.

## Orientation of new faculty members

Providing comprehensive guidance on the nature of work and objectives with the faith values of the institution and the department

2 Orientation .. The Authority The teacher around Policies And procedures The institution ,And the section With what in that Ethics Research And standards Quality.

to provide Opportunities To communicate with Colleagues And participation in Activities Search And development Professional.

Follow up.. performance The Authority The teacher New And present Support And guidance Additional According to The need.

**.5 Provide Courses Training Customized Includes Methods Teaching Innovative And the best Practices Academy.**

### **For development Professional For members body Teaching .11**

Presentation Courses Training Specialized in Strategies Teaching Effective And technology . education Modern

Provide Workshops a job To exchange Experiences and practices The best in area Teaching And its . application in the line

Procedure evaluation periodic To perform The Authority The teacher And results Learning To . improve The process Educational

Enhancement Participation in Programs Development Professional Continuous, like Seminars . Workshops the job and conferences Academy

Support Research And publishing Scientific To enhance Efficiency academy For members body . Teaching

Provide Opportunities To communicate And cooperation with The Authority The teacher in Areas . interest Subscriber

. Submission Programs Qualification To develop skills Management academy And leadership .

## **Acceptance Criteria . ١٢**

.Admission to the college is through conditional central admission for morning studies

% Rate: not less than ٦٣

Age: Not more than ٢٥ years

Number of seats: ١٠٠

.As for evening studies, admission is through direct application

% Rate: not less than ٥٧

Age: Not Specified

## **The most important sources of information about the program. 13**

Sites Universities Electronic Local Andinternational.1

Workshops the job The organization from before ministry education High And standards Quality Private . With it

Curriculum Guide for Basic Education Colleges in Iraq .

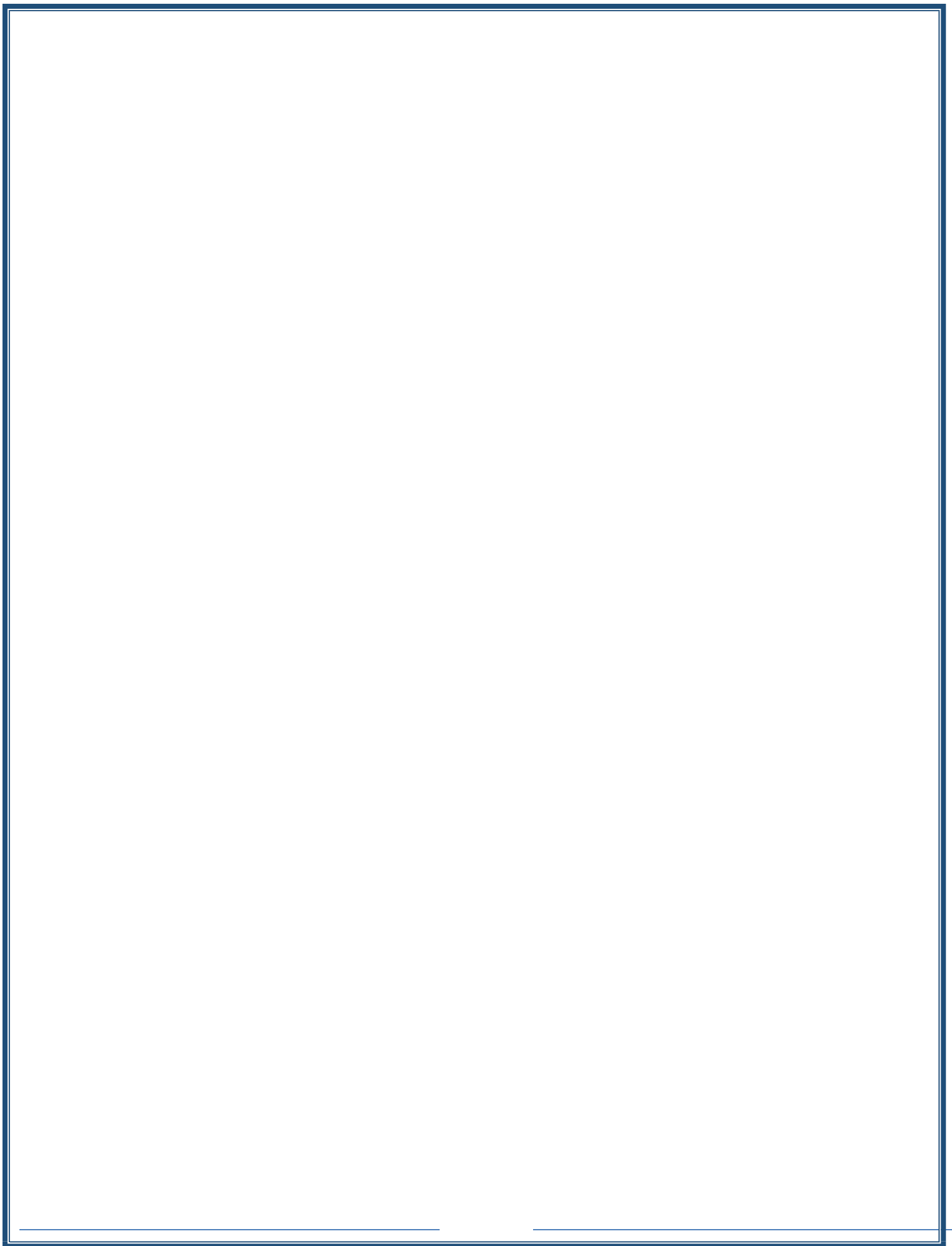
### **Program developmentplan.14**

Continuous development of the department's curricula through the curricula development committees in the deans' committees of the faculties of basic education. 1.

And the programmatic 2. . Seeking institutional accreditation for the program

Entering the world rankings. ٣





Program Skills Chart

Outputs Learning Required from The program

Values				Skills				Knowledge				Essential or optional?	name The decision	code The decision	Year/Level
4 c	3 c	2 c	1 c	4 b	3 b	2 b	1 b	4 A	3 A	2 A	1 A				
*	*	*	*	*	*	*	*	*	*	*	*	essential	General Psychology	Ge Ps100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Basic education	BaTe120	
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of properties	PsEx100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of autism	PsAu100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of the elderly	PsAd100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	developmental psychology	For ps100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Social service	So se100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Teaching thinking	The first 100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of properties	Ps ex100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Principles of education	Or ed100	the first
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of the hearing impaired and deaf	We Si B 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Mental health	Ps He200	
*	*	*	*	*	*	*	*	*	*	*	*	essential	Sign language	If the 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Physiology	Ph 200	Second

*	*	*	*	*	*	*	*	*	*	*	*	essential	behavior modification	Be Im 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Speech difficulties	In 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Hearing impaired aids	Me From You 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Educational statistics	St 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	English texts in education	To you sp ed300	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Educational guidance	Ed Gu 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Environmenta l and health education	To me he ed 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	Disabled sports	Ad Sp 200	Second
*	*	*	*	*	*	*	*	*	*	*	*	essential	disorder declamatory	Ps si 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of the visually impaired	I am 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Research Methods	Ed te 300	
*	*	*	*	*	*	*	*	*	*	*	*	essential	Educational techniques	Ps cr 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Psychology of creativity	We le 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Slow learning	I want you 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Reading teaching methods	Come with me 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Measurement and evaluation	I have 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	General teaching methods	And ed 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Braille method	To you sp ed300	Third



*	*	*	*	*	*	*	*	*	*	*	*	essential	Watch practical ) (education	Cl ps 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Texts in special education in language	Ps me we 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	Clinical Psychology	Of my 300	Third
*	*	*	*	*	*	*	*	*	*	*	*	essential	mental superiority	Te . M.Mp 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Mathematics teaching methods	So.Ps 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Social Psychology	Ed.Te.En 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	English texts in private	Ed.Ad.su 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Educational management and supervision	Bo.sh.cu 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Curriculum and textbooks	Appl 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Application	Re.pr 400	Fourth
*	*	*	*	*	*	*	*	*	*	*	*	essential	Graduation research	RSpr400	Fourth

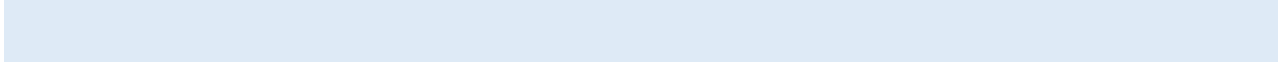
Please situation signal in Squares The interview For outputs Learning Individuality from The program Subject For evaluation



## model a description The decision

name The decision					.١	
code The decision					.٢	
the chapter/Year					.٣	
date numbers this Description					.٤	
.5Shapes the audience Available						
.6 number Watches Academic ( Total/) number Units ( Total)						
.7 name responsible The decision Academic (if more from name It is mentioned)						
Name: Email :						
8. Course Objective						
<input type="checkbox"/>	.....			Course Objective		
<input type="checkbox"/>	.....					
<input type="checkbox"/>	.....					
9. Teaching and Learning Stra						
					Strategy	
10. Course S						
Evaluation	Unit or subject name	Required Learning	Required Learning	Hours	Week	

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## Course Description Form

1. **Course Name:** Communication Difficulties

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: M.M. Maryam Abdul Hussein Jassim
- Email: bcs.maryam.al-akaski.unbabylon.edu.iq

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### Course Objectives

1. Identify the concept of communication difficulties.
2. Distinguish between communication difficulties and learning difficulties.
3. Recognize the importance of treating communication difficulties.
4. Identify the causes of stuttering.

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### Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

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### Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to communication difficulties	Identify the concept of communication difficulties
2	Discussion	Speech and language disorders	Recognize the rates of communication disorders
3	Discussion & Questioning	Voice disorders	Identify the causes of voice disorders
4	Discussion	Organic causes of speech disorder	Learn about treatment of speech and language disorders
5	Active Learning	Measuring psychological factors related to communication disorder	Identify psychological factors associated with communication disorder
6	Discussion	Factors that contributed to the spread of speech disorders	Recognize factors that contributed to the spread of speech disorders
7	Discussion	Measurement and diagnosis of language disorders	Learn about diagnosis and assessment of language disorders
8	Discussion	Treatment of speech disorders	Learn about methods of treating speech disorders
9	Active Learning	Communication treatment problems	Identify problems in communication treatment
10	Questioning	Psychotherapy of communication problems	Recognize psychotherapy approaches to communication problems

Week	Teaching Method	Topic	Learning Outcomes
11	Lecture	Medical treatment of communication problems	Learn about medical treatments for communication problems
12	Lecture	Steps to integrate students with communication difficulties into regular classes	Identify integration steps for students with communication difficulties
13	Discussion	Conditions required for successful integration	Identify essential conditions for successful integration
14	Questioning	Social, psychological, and legal justifications	Recognize social, psychological, and legal justifications for integration

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### Course Evaluation

- Class participation and daily preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.
- Al-Shakhsh, Abdul Aziz (2002). *Speech and Language Disorders*. Golden Pages Company Limited, Riyadh.

**Recommended Supporting References:**

- Al-Nahas, Muhammad Mahmoud (2006). *Communication Psychology for People with Special Needs*. Langlo Egyptian Press.
- Scientific journals, reports, and electronic references (internet sources).

## Course Description Form

1. **Course Name:** Mental Disability

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of mental disability.
2. Identify the causes of mental disability.
3. Recognize methods of diagnosing mental disability.
4. Learn about educational methods for individuals with mental disability.
5. Identify the categories of mental disability.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to the concept of mental disability	Define the concept of mental disability
2	Lecture & Discussion	Causes of mental disability	Identify causes of mental disability
3	Discussion	Prenatal causes	Recognize prenatal causes of mental disability
4	Discussion	Perinatal causes	Recognize perinatal causes of mental disability
5	Discussion	Postnatal causes	Recognize postnatal causes of mental disability
6	Questioning	Classification of mental disability	Learn categories of mental disability
7	Lecture	Diagnosis of mental disability	Learn diagnostic methods
8	Discussion	Characteristics of individuals with mental disability	Identify psychological and behavioral characteristics
9	Lecture	Educational methods for individuals with mental disability	Recognize educational approaches
10	Questioning	Individualized educational programs	Learn about individualized educational programs
11	Discussion	The role of family in supporting children with mental disability	Recognize family's role

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Social rehabilitation of individuals with mental disability	Learn about social rehabilitation
13	Questioning	Integration of individuals with mental disability into society	Learn integration strategies
14	Active Learning	Case studies and applied examples	Apply knowledge through case studies

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.
- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Al-Hayek, Aisha (2001). *Mental Retardation: Diagnosis and Treatment*. Dar Al-Fikr, Amman.
- Al-Sartawi, Abdul Aziz & Al-Rousan, Farouk (2002). *Introduction to Special Education*. Dar Al-Fikr.
- Updated scientific research, journals, and electronic resources.



## Course Description Form

1. **Course Name:** Social Psychology

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept and scope of social psychology.
2. Recognize the relationship between the individual and society.
3. Identify social phenomena and their psychological interpretations.
4. Understand social interaction and group dynamics.
5. Learn about the role of social psychology in solving societal problems.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to social psychology	Define the concept of social psychology
2	Lecture & Discussion	History and development of social psychology	Identify stages in the development of social psychology
3	Discussion	The relationship between individual and society	Recognize the impact of society on the individual
4	Lecture	Social perception and attitudes	Define social perception and attitudes
5	Questioning	Social influence and conformity	Recognize how social influence affects behavior
6	Discussion	Leadership and group dynamics	Learn concepts of leadership and group dynamics
7	Lecture	Communication and social interaction	Identify forms of social communication
8	Discussion	Aggression and violence in society	Recognize causes and effects of aggression
9	Questioning	Prejudice and stereotypes	Identify factors that contribute to prejudice
10	Lecture	Socialization processes	Learn about the stages and agents of socialization
11	Discussion	Social change and modernization	Recognize psychological impacts of social change
12	Lecture	Crowd psychology	Learn about crowd behavior and psychology
13	Questioning	The role of social psychology in	Apply social psychology concepts to real

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	solving problems Case studies and applied research	issues Apply theories to practical examples

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Allport, Gordon (1985). *The Nature of Prejudice*. Addison-Wesley.
  - Baron, Robert & Byrne, Donn (2005). *Social Psychology: Understanding Human Interaction*. Pearson Education.
  - Local and international research papers and electronic resources.
-

## Course Description Form

1. **Course Name:** Social Psychology

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept and scope of social psychology.
2. Recognize the relationship between the individual and society.
3. Identify social phenomena and their psychological interpretations.
4. Understand social interaction and group dynamics.
5. Learn about the role of social psychology in solving societal problems.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to social psychology	Define the concept of social psychology
2	Lecture & Discussion	History and development of social psychology	Identify stages in the development of social psychology
3	Discussion	The relationship between individual and society	Recognize the impact of society on the individual
4	Lecture	Social perception and attitudes	Define social perception and attitudes
5	Questioning	Social influence and conformity	Recognize how social influence affects behavior
6	Discussion	Leadership and group dynamics	Learn concepts of leadership and group dynamics
7	Lecture	Communication and social interaction	Identify forms of social communication
8	Discussion	Aggression and violence in society	Recognize causes and effects of aggression
9	Questioning	Prejudice and stereotypes	Identify factors that contribute to prejudice
10	Lecture	Socialization processes	Learn about the stages and agents of socialization
11	Discussion	Social change and modernization	Recognize psychological impacts of social change
12	Lecture	Crowd psychology	Learn about crowd behavior and psychology
13	Questioning	The role of social psychology in	Apply social psychology concepts to real

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	solving problems Case studies and applied research	issues Apply theories to practical examples

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Allport, Gordon (1985). *The Nature of Prejudice*. Addison-Wesley.
  - Baron, Robert & Byrne, Donn (2005). *Social Psychology: Understanding Human Interaction*. Pearson Education.
  - Local and international research papers and electronic resources.
-

## Course Description Form

1. **Course Name:** Introduction to Special Education
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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### Course Objectives

1. Define the concept and scope of special education.
2. Recognize the importance of special education for individuals with disabilities.
3. Identify categories of special education.
4. Learn about educational methods used in special education.
5. Understand the role of teachers, families, and institutions in special education.

---

### Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

---

### Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to special education	Define special education
2	Lecture & Discussion	Historical development of special education	Recognize stages of development
3	Discussion	The importance of special education	Identify the importance of special education
4	Lecture	Categories of special education	Learn about categories of special education
5	Questioning	Characteristics of individuals with disabilities	Recognize their main characteristics
6	Lecture	Teaching methods in special education	Identify major teaching methods
7	Discussion	Individualized educational programs	Learn about individualized programs
8	Lecture	Integration of students with disabilities	Recognize the importance of integration
9	Discussion	The role of families in special education	Identify the role of the family
10	Lecture	The role of teachers in special education	Recognize the role of teachers
11	Questioning	The role of institutions and organizations	Identify institutional roles
12	Lecture	Modern trends in special education	Learn about modern trends
13	Discussion	Special education in Iraq	Recognize the reality of special education

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	Applied case studies	in Iraq Apply knowledge to practical cases

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Hallahan, Daniel & Kauffman, James (2014). *Exceptional Learners: An Introduction to Special Education*. Pearson Education.
  - Heward, William (2013). *Exceptional Children: An Introduction to Special Education*. Pearson.
  - Research papers, reports, and electronic references.
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## Course Description Form

1. **Course Name:** Learning Difficulties

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of learning difficulties.
2. Identify the causes of learning difficulties.
3. Distinguish between learning difficulties and other disabilities.
4. Learn methods of diagnosing learning difficulties.
5. Recognize strategies for teaching students with learning difficulties.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to learning difficulties	Define learning difficulties
2	Lecture & Discussion	Historical development of the field	Recognize the development of learning difficulties research
3	Discussion	Causes of learning difficulties	Identify biological and environmental causes
4	Lecture	Types of learning difficulties	Distinguish between reading, writing, and math difficulties
5	Questioning	Difference between learning difficulties and mental disability	Clarify the distinction
6	Discussion	Characteristics of students with learning difficulties	Identify academic and behavioral characteristics
7	Lecture	Diagnosis and assessment	Learn diagnostic and assessment methods
8	Discussion	Tools and tests for learning difficulties	Recognize different diagnostic tools
9	Questioning	Teaching strategies	Learn about teaching strategies for students
10	Lecture	Individualized educational programs	Identify the importance of IEPs
11	Discussion	The role of families in supporting students	Recognize family's role in intervention
12	Lecture	Modern approaches in teaching	Learn about modern approaches

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Integration of students with learning difficulties	Recognize integration approaches
14	Active Learning	Case studies and practical applications	Apply theories to real cases

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Mercer, Cecil D. & Pullen, Paige (2009). *Students with Learning Disabilities*. Pearson Education.
- Lerner, Janet (2011). *Learning Disabilities and Related Mild Disabilities*. Cengage Learning.
- Scientific journals, reports, and updated electronic resources.



## Course Description Form

1. **Course Name:** Psychological and Educational Measurement
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of psychological and educational measurement.
2. Recognize the importance of measurement in psychology and education.
3. Identify the characteristics of a good test.
4. Learn the steps of test construction.
5. Understand the basics of validity and reliability.
6. Recognize the applications of measurement in the educational field.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to psychological and educational measurement	Define the concept of measurement
2	Discussion	Importance of measurement in education	Recognize its importance
3	Lecture	Scales of measurement	Identify the types of scales
4	Questioning	Characteristics of a good test	Learn the characteristics
5	Lecture	Validity and reliability	Understand their importance
6	Discussion	Types of validity	Distinguish between validity types
7	Lecture	Types of reliability	Recognize forms of reliability
8	Lecture & Discussion	Steps in constructing a test	Learn about construction steps
9	Questioning	Essay-type tests	Recognize features and limitations
10	Lecture	Objective tests (MCQ, matching, etc.)	Identify features and uses
11	Discussion	Test scoring and interpretation	Learn scoring methods
12	Lecture	Measurement of psychological traits	Recognize how to measure traits
13	Questioning	Measurement of educational achievement	Learn measurement approaches
14	Active Learning	Practical applications in test construction	Apply knowledge to build

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**Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and assignments

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**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Anastasi, Anne (1988). *Psychological Testing*. Macmillan Publishing.
- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Thorndike, Robert & Hagen, Elizabeth (1991). *Measurement and Evaluation in Psychology and Education*. Prentice Hall.
  - Ebel, Robert & Frisbie, David (1991). *Essentials of Educational Measurement*. Prentice Hall.
  - Recent research papers, journals, and electronic references.
-

## Course Description Form

1. **Course Name:** Teaching Methods in Special Education
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define teaching methods in the field of special education.
2. Recognize the importance of teaching strategies for individuals with special needs.
3. Identify modern teaching methods suitable for different disability categories.
4. Learn how to design individualized instructional plans.
5. Apply teaching methods in classroom and practical settings.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Micro-teaching / practical training

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to teaching methods in special education	Define teaching methods
2	Lecture & Discussion	Importance of teaching strategies	Recognize their importance
3	Discussion	Traditional teaching methods	Identify traditional methods
4	Lecture	Modern teaching methods	Learn about modern strategies
5	Questioning	Individualized instruction	Recognize individualized instruction approaches
6	Lecture	Group teaching methods	Learn advantages and challenges
7	Discussion	Behavior modification strategies in teaching	Apply behavior modification
8	Lecture	Teaching aids and educational technology	Identify their role
9	Questioning	Teaching students with mental disabilities	Learn appropriate strategies
10	Lecture	Teaching students with learning difficulties	Recognize effective methods
11	Discussion	Teaching students with communication difficulties	Learn strategies for communication challenges
12	Lecture	The role of play and activities in teaching	Identify importance of play-based learning
13	Questioning	Evaluation of teaching methods	Recognize evaluation techniques

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	Practical applications and micro-teaching	Apply teaching methods in practice

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Practical applications and reports

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Heward, William (2013). *Exceptional Children: An Introduction to Special Education*. Pearson.
  - Friend, Marilyn (2017). *Special Education: Contemporary Perspectives*. Pearson.
  - Scientific journals, reports, and electronic references.
-

## Course Description Form

1. **Course Name:** Behavioral and Emotional Disorders
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of behavioral and emotional disorders.
2. Recognize the causes and risk factors of such disorders.
3. Identify types of behavioral and emotional disorders in children.
4. Learn methods of diagnosing behavioral and emotional disorders.
5. Understand treatment and intervention strategies.
6. Recognize the role of family and school in addressing these disorders.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case study analysis

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to behavioral and emotional disorders	Define the concept
2	Lecture & Discussion	Causes of behavioral and emotional disorders	Recognize main causes
3	Discussion	Genetic and biological factors	Identify genetic/biological influences
4	Lecture	Environmental and psychological factors	Recognize external influences
5	Questioning	Classification of behavioral and emotional disorders	Learn about major categories
6	Lecture	Anxiety disorders	Identify symptoms and causes
7	Discussion	Depression in children	Recognize characteristics of childhood depression
8	Lecture	Aggression and delinquent behavior	Learn about causes and effects
9	Questioning	Attention deficit and hyperactivity	Recognize ADHD characteristics
10	Lecture	Diagnosis and assessment	Learn diagnostic tools and methods
11	Discussion	Treatment and intervention strategies	Identify therapeutic approaches
12	Lecture	The role of the family	Recognize family's role in treatment
13	Questioning	The role of school and teachers	Learn school's role in addressing

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	Case studies and applied examples	disorders Apply intervention strategies

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.
- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Kauffman, James & Landrum, Timothy (2018). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. Pearson.
  - Mash, Eric & Wolfe, David (2016). *Abnormal Child Psychology*. Cengage Learning.
  - Journals, research articles, and electronic references.
-

## Course Description Form

1. **Course Name:** Field Training

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person / Practical field application

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2 (practical)
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Provide students with practical training in the field of special education.
2. Develop professional skills in dealing with individuals with disabilities.
3. Apply theoretical knowledge in real-life settings.
4. Train students in designing individualized educational programs (IEPs).
5. Strengthen collaboration between students, schools, and special education institutions.

---

## Teaching and Learning Strategies

- Practical training in schools and institutions
- Field supervision and guidance
- Reports and reflections
- Observation and participation
- Case study analysis

---

## Weekly Teaching Plan

Week	Teaching Method	Topic / Activity	Learning Outcomes
1	Orientation	Introduction to field training	Recognize objectives and requirements
2	Observation	Visit to special education institutions	Learn observation skills
3	Practical	Participation in classroom activities	Apply learned teaching strategies
4	Practical	Working with students with disabilities	Develop professional interaction skills
5	Report Writing	Preparing observation reports	Document observations
6	Practical	Designing individualized educational programs	Learn IEP preparation
7	Supervision	Follow-up with field supervisor	Improve teaching and intervention
8	Practical	Assisting in group teaching	Apply group teaching methods
9	Case Study	Analyzing cases of special needs students	Recognize case study procedures
10	Practical	Using teaching aids and technology	Apply educational technology
11	Participation	Supporting school activities	Engage in extracurricular support
12	Practical	Evaluating students' progress	Practice assessment techniques
13	Report Writing	Preparing final field training report	Develop professional reporting skills
14	Presentation	Presenting field training experiences	Share outcomes and reflections

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**Course Evaluation**

- Field supervisor's evaluation (practical performance)
- Reports and case studies
- Participation and commitment
- Final presentation of field experience

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**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Heward, William (2013). *Exceptional Children: An Introduction to Special Education*. Pearson.
  - Friend, Marilyn (2017). *Special Education: Contemporary Perspectives*. Pearson.
  - Practical guides, reports, and institutional resources.
-



## Course Description Form

1. **Course Name:** Autism Spectrum Disorders

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of autism spectrum disorders (ASD).
2. Identify the causes and risk factors of autism.
3. Recognize the characteristics of individuals with autism.
4. Learn diagnostic methods and criteria for autism spectrum disorders.
5. Understand intervention and treatment strategies.
6. Recognize the role of family and educational institutions in supporting individuals with ASD.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to autism spectrum disorders	Define the concept of ASD
2	Lecture & Discussion	Historical background and development of autism research	Recognize the development of the concept
3	Discussion	Causes and risk factors of autism	Identify biological and environmental factors
4	Lecture	Characteristics of individuals with autism	Learn behavioral and social characteristics
5	Questioning	Language and communication difficulties	Recognize communication challenges in ASD
6	Lecture	Diagnostic criteria for autism	Learn diagnostic standards (DSM / ICD)
7	Discussion	Tools for diagnosing autism	Recognize diagnostic tools and assessments
8	Lecture	Behavioral interventions	Learn applied behavior analysis (ABA)
9	Questioning	Educational strategies	Recognize teaching methods for students with ASD
10	Lecture	Pharmacological treatments	Learn about medical treatment

Week	Teaching Method	Topic	Learning Outcomes
			approaches
11	Discussion	The role of families	Recognize family involvement in treatment
12	Lecture	The role of teachers and schools	Learn educational institution roles
13	Questioning	Social integration of individuals with autism	Identify integration approaches
14	Active Learning	Case studies and practical applications	Apply knowledge to practical cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case studies

---

### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Volkmar, Fred & Wiesner, Lisa (2019). *A Practical Guide to Autism*. Wiley.
  - Jordan, Rita & Powell, Stuart (2013). *Understanding and Teaching Children with Autism*. Wiley.
  - Current research articles, specialized journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Hearing Disabilities

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of hearing disabilities.
2. Recognize the causes of hearing disabilities.
3. Identify the types and degrees of hearing loss.
4. Learn about diagnostic and assessment methods.
5. Understand educational methods and communication approaches for individuals with hearing disabilities.
6. Recognize the role of assistive technology in education and rehabilitation.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical demonstrations

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to hearing disabilities	Define hearing disabilities
2	Lecture & Discussion	Causes of hearing loss	Identify main causes
3	Discussion	Types of hearing loss	Recognize conductive, sensorineural, and mixed types
4	Lecture	Degrees of hearing loss	Learn about mild, moderate, severe, and profound loss
5	Questioning	Diagnostic methods	Recognize diagnostic tools and procedures
6	Lecture	Audiological assessments	Learn about hearing tests
7	Discussion	Early detection and intervention	Recognize importance of early intervention
8	Lecture	Educational approaches for students with hearing disabilities	Learn teaching strategies
9	Questioning	Communication approaches (sign language, lip-reading)	Identify different communication methods

Week	Teaching Method	Topic	Learning Outcomes
10	Lecture	Assistive technology (hearing aids, cochlear implants)	Learn their role in rehabilitation
11	Discussion	Psychological and social impacts of hearing loss	Recognize impacts on individuals and families
12	Lecture	Role of families in supporting children	Identify family's role
13	Questioning	Integration of individuals with hearing disabilities	Learn about integration approaches
14	Active Learning	Case studies and applied activities	Apply knowledge to real cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Moores, Donald (2010). *Educating the Deaf: Psychology, Principles, and Practices*. Houghton Mifflin.
  - Marschark, Marc & Spencer, Patricia (2016). *The Oxford Handbook of Deaf Studies, Language, and Education*. Oxford University Press.
  - Updated journals, reports, and electronic references.
-

## Course Description Form

1. **Course Name:** Hearing Disabilities

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of hearing disabilities.
2. Recognize the causes of hearing disabilities.
3. Identify the types and degrees of hearing loss.
4. Learn about diagnostic and assessment methods.
5. Understand educational methods and communication approaches for individuals with hearing disabilities.
6. Recognize the role of assistive technology in education and rehabilitation.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical demonstrations

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to hearing disabilities	Define hearing disabilities
2	Lecture & Discussion	Causes of hearing loss	Identify main causes
3	Discussion	Types of hearing loss	Recognize conductive, sensorineural, and mixed types
4	Lecture	Degrees of hearing loss	Learn about mild, moderate, severe, and profound loss
5	Questioning	Diagnostic methods	Recognize diagnostic tools and procedures
6	Lecture	Audiological assessments	Learn about hearing tests
7	Discussion	Early detection and intervention	Recognize importance of early intervention
8	Lecture	Educational approaches for students with hearing disabilities	Learn teaching strategies
9	Questioning	Communication approaches (sign language, lip-reading)	Identify different communication methods

Week	Teaching Method	Topic	Learning Outcomes
10	Lecture	Assistive technology (hearing aids, cochlear implants)	Learn their role in rehabilitation
11	Discussion	Psychological and social impacts of hearing loss	Recognize impacts on individuals and families
12	Lecture	Role of families in supporting children	Identify family's role
13	Questioning	Integration of individuals with hearing disabilities	Learn about integration approaches
14	Active Learning	Case studies and applied activities	Apply knowledge to real cases

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Moores, Donald (2010). *Educating the Deaf: Psychology, Principles, and Practices*. Houghton Mifflin.
  - Marschark, Marc & Spencer, Patricia (2016). *The Oxford Handbook of Deaf Studies, Language, and Education*. Oxford University Press.
  - Updated journals, reports, and electronic references.
-

## Course Description Form

1. **Course Name:** Gifted and Talented

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concepts of giftedness and talent.
2. Recognize the characteristics of gifted and talented individuals.
3. Identify methods of discovering and diagnosing giftedness.
4. Learn about educational programs for gifted and talented students.
5. Understand the role of families and institutions in developing talent and creativity.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies

---

## Weekly Teaching Plan

### Week Teaching Method Topic

1	Lecture	Introduction to giftedness and talent
2	Lecture & Discussion	Historical development of the study of giftedness
3	Discussion	Characteristics of gifted individuals
4	Lecture	Methods of identifying giftedness
5	Questioning	Intelligence and creativity tests
6	Lecture	Educational needs of gifted students
7	Discussion	Enrichment programs
8	Lecture	Acceleration programs
9	Questioning	Special schools and institutions
10	Lecture	Role of families in supporting giftedness
11	Discussion	Role of teachers in developing talent
12	Lecture	Social and psychological challenges of gifted students
13	Questioning	Integration of gifted students in regular schools

### Learning Outcomes

Define concepts of giftedness and talent
Recognize the development of research
Identify cognitive, social, and emotional traits
Learn diagnostic tools and criteria
Recognize the role of tests
Learn their special educational needs
Recognize enrichment approaches
Learn about acceleration methods
Identify their role
Recognize family contributions
Identify teachers' responsibilities
Learn about their challenges
Recognize integration approaches

**Week Teaching Method Topic**

14 Active Learning Case studies and applied projects

**Learning Outcomes**

Apply knowledge to practical cases

---

**Course Evaluation**

- Daily participation and preparation
  - Quizzes and short tests
  - Oral exams
  - Written exams
  - Reports and applied projects
- 

**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Renzulli, Joseph (2012). *Reexamining the Role of Gifted Education and Talent Development*. SAGE Publications.
  - Sternberg, Robert (2017). *Educating the Gifted: Theories and Practices*. Cambridge University Press.
  - Specialized journals, reports, and electronic resources.
-



## Course Description Form

1. **Course Name:** Gifted and Talented

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concepts of giftedness and talent.
2. Recognize the characteristics of gifted and talented individuals.
3. Identify methods of discovering and diagnosing giftedness.
4. Learn about educational programs for gifted and talented students.
5. Understand the role of families and institutions in developing talent and creativity.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies

---

## Weekly Teaching Plan

### Week Teaching Method Topic

1	Lecture	Introduction to giftedness and talent
2	Lecture & Discussion	Historical development of the study of giftedness
3	Discussion	Characteristics of gifted individuals
4	Lecture	Methods of identifying giftedness
5	Questioning	Intelligence and creativity tests
6	Lecture	Educational needs of gifted students
7	Discussion	Enrichment programs
8	Lecture	Acceleration programs
9	Questioning	Special schools and institutions
10	Lecture	Role of families in supporting giftedness
11	Discussion	Role of teachers in developing talent
12	Lecture	Social and psychological challenges of gifted students
13	Questioning	Integration of gifted students in regular schools

### Learning Outcomes

Define concepts of giftedness and talent
Recognize the development of research
Identify cognitive, social, and emotional traits
Learn diagnostic tools and criteria
Recognize the role of tests
Learn their special educational needs
Recognize enrichment approaches
Learn about acceleration methods
Identify their role
Recognize family contributions
Identify teachers' responsibilities
Learn about their challenges
Recognize integration approaches

**Week Teaching Method Topic**

14 Active Learning Case studies and applied projects

**Learning Outcomes**

Apply knowledge to practical cases

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**Course Evaluation**

- Daily participation and preparation
  - Quizzes and short tests
  - Oral exams
  - Written exams
  - Reports and applied projects
- 

**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Renzulli, Joseph (2012). *Reexamining the Role of Gifted Education and Talent Development*. SAGE Publications.
  - Sternberg, Robert (2017). *Educating the Gifted: Theories and Practices*. Cambridge University Press.
  - Specialized journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Speech and Language Disorders

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of speech and language disorders.
2. Recognize the causes of speech and language disorders.
3. Identify types of speech and language disorders.
4. Learn diagnostic and assessment methods.
5. Understand therapeutic and educational strategies.
6. Recognize the role of families and specialists in treatment and rehabilitation.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical applications

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to speech and language disorders	Define concept of speech and language disorders
2	Lecture & Discussion	Causes of speech and language disorders	Identify main causes
3	Discussion	Types of speech disorders	Recognize stuttering, articulation, and voice disorders
4	Lecture	Types of language disorders	Learn receptive and expressive language difficulties
5	Questioning	Diagnostic and assessment methods	Recognize diagnostic tools
6	Lecture	Characteristics of children with speech disorders	Learn linguistic and behavioral traits
7	Discussion	Characteristics of children with language disorders	Recognize main characteristics
8	Lecture	Therapeutic approaches to speech disorders	Learn therapeutic interventions
9	Questioning	Therapeutic approaches to language disorders	Recognize methods of treatment
10	Lecture	Educational strategies for students with speech and language disorders	Learn teaching methods

Week	Teaching Method	Topic	Learning Outcomes
11	Discussion	Role of families in treatment	Recognize family's supportive role
12	Lecture	Role of specialists (speech therapists, psychologists)	Learn about specialists' contributions
13	Questioning	Integration into schools and society	Recognize integration approaches
14	Active Learning	Case studies and practical activities	Apply knowledge to real-life cases

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Shipley, Kenneth & McAfee, Julie (2019). *Assessment in Speech-Language Pathology*. Cengage Learning.
  - Owens, Robert (2016). *Language Disorders: A Functional Approach to Assessment and Intervention*. Pearson.
  - Journals, specialized reports, and electronic references.
-

## Course Description Form

1. **Course Name:** Psychological Counseling
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of psychological counseling.
2. Recognize the importance and goals of counseling.
3. Identify the principles and foundations of psychological counseling.
4. Learn about different counseling theories and approaches.
5. Acquire practical skills in counseling sessions.
6. Recognize the role of counseling in supporting individuals with psychological and educational problems.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Role-playing and case studies

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to psychological counseling	Define counseling
2	Lecture & Discussion	Importance and goals of counseling	Recognize goals and benefits
3	Discussion	Principles of counseling	Identify key principles
4	Lecture	Stages of the counseling process	Learn about counseling stages
5	Questioning	Counseling theories (psychoanalytic, behavioral, humanistic)	Recognize major theories
6	Lecture	Cognitive-behavioral counseling	Learn about CBT approach
7	Discussion	Techniques of counseling (listening, empathy, questioning)	Apply counseling skills
8	Lecture	Ethical standards in counseling	Recognize ethical considerations
9	Questioning	Individual counseling	Learn principles and applications
10	Lecture	Group counseling	Recognize importance and techniques
11	Discussion	Counseling for students with special needs	Learn appropriate strategies

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	The role of the family in counseling	Recognize family's role
13	Questioning	Evaluation of counseling effectiveness	Identify evaluation methods
14	Active Learning	Case studies and role-playing	Apply theories to practice

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports, role-play, and case study analyses

#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
- Gladding, Samuel (2018). *Counseling: A Comprehensive Profession*. Pearson.
- Journals, research articles, and electronic references.

## Course Description Form

1. **Course Name:** Psychological Counseling
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of psychological counseling.
2. Recognize the importance and goals of counseling.
3. Identify the principles and foundations of psychological counseling.
4. Learn about different counseling theories and approaches.
5. Acquire practical skills in counseling sessions.
6. Recognize the role of counseling in supporting individuals with psychological and educational problems.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Role-playing and case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to psychological counseling	Define counseling
2	Lecture & Discussion	Importance and goals of counseling	Recognize goals and benefits
3	Discussion	Principles of counseling	Identify key principles
4	Lecture	Stages of the counseling process	Learn about counseling stages
5	Questioning	Counseling theories (psychoanalytic, behavioral, humanistic)	Recognize major theories
6	Lecture	Cognitive-behavioral counseling	Learn about CBT approach
7	Discussion	Techniques of counseling (listening, empathy, questioning)	Apply counseling skills
8	Lecture	Ethical standards in counseling	Recognize ethical considerations
9	Questioning	Individual counseling	Learn principles and applications
10	Lecture	Group counseling	Recognize importance and techniques
11	Discussion	Counseling for students with special needs	Learn appropriate strategies

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	The role of the family in counseling	Recognize family's role
13	Questioning	Evaluation of counseling effectiveness	Identify evaluation methods
14	Active Learning	Case studies and role-playing	Apply theories to practice

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports, role-play, and case study analyses

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
  - Gladding, Samuel (2018). *Counseling: A Comprehensive Profession*. Pearson.
  - Journals, research articles, and electronic references.
-



## Course Description Form

1. **Course Name:** Research Methods in Special Education
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of scientific research in special education.
2. Recognize the importance of research for developing educational practices.
3. Identify types of research methods used in special education.
4. Learn steps of conducting research systematically.
5. Acquire skills in designing research proposals.
6. Understand ethical considerations in research.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to research in special education	Define scientific research
2	Lecture & Discussion	Importance of research	Recognize importance in education
3	Discussion	Types of research (descriptive, experimental, historical)	Distinguish between types
4	Lecture	Quantitative vs. qualitative research	Identify differences
5	Questioning	Research problem and hypothesis	Learn how to formulate them
6	Lecture	Research design	Recognize types of designs
7	Discussion	Population and sample selection	Learn sampling methods
8	Lecture	Tools of data collection (tests, questionnaires, interviews, observation)	Identify tools
9	Questioning	Reliability and validity of tools	Learn criteria
10	Lecture	Statistical methods in research	Recognize basic statistical techniques
11	Discussion	Steps in writing a research report	Learn report structure
12	Lecture	Ethical considerations in research	Recognize research ethics

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Evaluation of research studies	Apply critical analysis
14	Active Learning	Practical applications and mini-projects	Apply knowledge to research proposals

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Research proposals and reports

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Creswell, John (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
  - McMillan, James & Schumacher, Sally (2014). *Research in Education: Evidence-Based Inquiry*. Pearson.
  - Scientific journals, research articles, and electronic references.
-

## Course Description Form

1. **Course Name:** Educational Psychology
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of educational psychology and its scope.
2. Recognize the importance of educational psychology for teachers.
3. Learn about theories of learning and their applications in education.
4. Understand the role of motivation in the learning process.
5. Identify individual differences among learners.
6. Apply psychological principles to improve teaching and learning.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to educational psychology	Define concept and scope
2	Lecture & Discussion	Importance of educational psychology	Recognize its importance for teachers
3	Discussion	Stages of human development	Identify stages and characteristics
4	Lecture	Learning theories: Behaviorism	Learn principles and applications
5	Questioning	Learning theories: Cognitive approach	Recognize cognitive principles
6	Lecture	Learning theories: Constructivism	Understand constructivist learning
7	Discussion	Motivation in learning	Identify types and role of motivation
8	Lecture	Attention and perception in the classroom	Recognize their importance
9	Questioning	Memory and forgetting	Learn psychological principles
10	Lecture	Individual differences among learners	Recognize implications for teaching
11	Discussion	Classroom management	Learn strategies for effective management
12	Lecture	Measurement of achievement and intelligence	Recognize tools and methods
13	Questioning	Application of psychology in teaching methods	Apply principles in practice

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	Case studies and applied projects	Practice educational psychology applications

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Woolfolk, Anita (2016). *Educational Psychology*. Pearson.
  - Slavin, Robert (2018). *Educational Psychology: Theory and Practice*. Pearson.
  - Scientific journals, research articles, and electronic references.
-

## Course Description Form

1. **Course Name:** Mental Health

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of mental health and its importance.
2. Recognize the characteristics of mentally healthy individuals.
3. Identify factors that affect mental health positively and negatively.
4. Learn about common mental health problems.
5. Understand preventive strategies for promoting mental health.
6. Recognize the role of family, school, and society in maintaining mental health.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to mental health	Define concept and importance
2	Lecture & Discussion	Characteristics of mentally healthy individuals	Recognize positive traits
3	Discussion	Biological and psychological factors	Identify factors influencing mental health
4	Lecture	Social and environmental factors	Recognize external influences
5	Questioning	Stress and coping mechanisms	Learn stress management
6	Lecture	Anxiety and its impact on mental health	Identify symptoms and causes
7	Discussion	Depression and mental health	Recognize effects of depression
8	Lecture	Personality disorders and their impact	Learn about personality disturbances
9	Questioning	Preventive strategies in mental health	Recognize prevention methods
10	Lecture	Role of school in mental health	Identify school's contribution
11	Discussion	Role of family in mental health	Recognize family's role
12	Lecture	Role of society and institutions	Learn about community involvement
13	Questioning	Counseling and guidance for mental health	Recognize supportive strategies
14	Active Learning	Case studies and applied projects	Apply mental health promotion strategies

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**Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Jahoda, Marie (1958). *Current Concepts of Positive Mental Health*. Basic Books.
  - Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
  - Scientific journals, reports, and electronic resources.
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## Course Description Form

1. **Course Name:** Child Psychology

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of child psychology and its scope.
2. Recognize stages of child development.
3. Identify biological, psychological, and social factors affecting development.
4. Learn major theories of child psychology.
5. Understand behavioral, emotional, and cognitive characteristics of children.
6. Apply principles of child psychology in educational and family settings.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to child psychology	Define concept and scope
2	Lecture & Discussion	Importance of studying child psychology	Recognize importance
3	Discussion	Stages of child development (infancy, childhood)	Identify developmental stages
4	Lecture	Biological factors in child development	Learn about biological influences
5	Questioning	Psychological factors in child development	Recognize psychological influences
6	Lecture	Social and environmental factors	Identify role of environment
7	Discussion	Cognitive development theories (Piaget, Vygotsky)	Learn major theories
8	Lecture	Emotional development in children	Recognize emotional characteristics
9	Questioning	Language development	Learn stages of language growth
10	Lecture	Personality development	Identify personality traits in children
11	Discussion	Behavioral problems in children	Recognize causes and features

<b>Week</b>	<b>Teaching Method</b>	<b>Topic</b>	<b>Learning Outcomes</b>
12	Lecture	Role of family in child development	Learn family's role
13	Questioning	Role of school and peers	Recognize peer and school influences
14	Active Learning	Case studies and applied projects	Apply theories to practical cases

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#### **Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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#### **Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Berk, Laura (2017). *Child Development*. Pearson.
  - Siegler, Robert; Eisenberg, Nancy; DeLoache, Judy; & Saffran, Jenny (2014). *How Children Develop*. Worth Publishers.
  - Scientific journals, reports, and electronic resources.
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## Course Description Form

1. **Course Name:** Practicum in Special Education
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person / Practical application
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2 (practical)
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Apply theoretical knowledge gained in previous courses to real-life situations.
2. Develop professional skills in dealing with students with special needs.
3. Train students in designing and implementing individualized educational programs (IEPs).
4. Strengthen skills in using teaching aids and assistive technology.
5. Enhance collaboration with families and educational institutions.
6. Provide students with supervised field-based teaching experience.

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## Teaching and Learning Strategies

- Practical field training in schools and institutions
- Supervised classroom teaching
- Observation and participation
- Reports and reflective journals
- Case studies and micro-teaching

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## Weekly Teaching Plan

Week	Teaching Method	Topic / Activity	Learning Outcomes
1	Orientation	Introduction to practicum and requirements	Recognize objectives and expectations
2	Observation	Classroom visits	Learn observation and note-taking
3	Practical	Assisting teachers in classroom activities	Develop teaching support skills
4	Practical	Individual sessions with students	Apply individualized teaching
5	Report Writing	Preparing observation reports	Document observations professionally
6	Practical	Designing IEPs	Learn to design educational plans
7	Supervision	Feedback from field supervisor	Improve teaching performance
8	Practical	Implementing small group activities	Apply group teaching methods
9	Case Study	Analyzing cases of students with disabilities	Apply diagnostic and support strategies
10	Practical	Using teaching aids and assistive technology	Enhance classroom practices
11	Participation	Supporting extracurricular activities	Engage in broader school activities
12	Practical	Evaluating student progress	Practice assessment skills
13	Report Writing	Preparing final practicum report	Develop professional reporting skills
14	Presentation	Presenting practicum experiences	Share outcomes and reflections

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**Course Evaluation**

- Field supervisor's evaluation (practical performance)
- Observation and participation reports
- Daily commitment and professionalism
- Final practicum report
- Presentation of practicum experience

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**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Heward, William (2013). *Exceptional Children: An Introduction to Special Education*. Pearson.
  - Friend, Marilyn (2017). *Special Education: Contemporary Perspectives*. Pearson.
  - Field training manuals, reports, and institutional resources.
-

## Course Description Form

1. **Course Name:** Introduction to Psychology
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define psychology, its goals, and scope.
2. Recognize the historical development of psychology.
3. Identify major schools of psychology.
4. Learn about research methods used in psychology.
5. Understand basic psychological processes such as sensation, perception, learning, memory, and motivation.
6. Apply psychological principles to educational and social contexts.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to psychology	Define psychology and its goals
2	Lecture & Discussion	Historical development of psychology	Recognize key milestones
3	Discussion	Major schools of psychology (structuralism, functionalism, behaviorism, psychoanalysis)	Identify schools and contributions
4	Lecture	Research methods in psychology	Learn about experimental and descriptive methods
5	Questioning	Biological bases of behavior	Recognize role of nervous system
6	Lecture	Sensation and perception	Identify sensory processes
7	Discussion	Learning theories	Learn about classical and operant conditioning
8	Lecture	Memory processes	Recognize encoding, storage, retrieval
9	Questioning	Forgetting and memory improvement	Learn causes and strategies
10	Lecture	Thinking and problem solving	Identify cognitive processes
11	Discussion	Emotion and motivation	Recognize main theories

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Personality theories	Learn major approaches (trait, psychoanalytic, humanistic)
13	Questioning	Application of psychology in education	Apply principles to teaching and learning
14	Active Learning	Case studies and applied projects	Apply theories to real-life cases

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Feldman, Robert (2017). *Understanding Psychology*. McGraw-Hill.
  - Myers, David (2014). *Psychology*. Worth Publishers.
  - Journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Educational Statistics

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of educational statistics and its importance.
2. Recognize types of data and methods of collecting them.
3. Learn descriptive statistical methods (mean, median, mode, standard deviation).
4. Understand correlation and regression in educational research.
5. Learn basics of inferential statistics (t-test, chi-square, ANOVA).
6. Apply statistical methods in analyzing educational data.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications using examples and exercises

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to educational statistics	Define concept and importance
2	Lecture & Discussion	Types of data (qualitative, quantitative)	Recognize data types
3	Discussion	Methods of data collection	Learn observation, tests, questionnaires
4	Lecture	Frequency distributions and tables	Organize and classify data
5	Questioning	Measures of central tendency (mean, median, mode)	Learn their applications
6	Lecture	Measures of dispersion (range, variance, standard deviation)	Recognize variability measures
7	Discussion	Graphical representation of data (histograms, bar charts)	Learn visual representation
8	Lecture	Correlation (Pearson, Spearman)	Recognize relationships between variables
9	Questioning	Regression analysis	Learn prediction methods
10	Lecture	t-test and its applications	Learn statistical comparisons
11	Discussion	Chi-square test	Recognize categorical data analysis

<b>Week</b>	<b>Teaching Method</b>	<b>Topic</b>	<b>Learning Outcomes</b>
12	Lecture	Analysis of variance (ANOVA)	Learn variance analysis
13	Questioning	Applications of statistics in educational research	Apply statistical tools
14	Active Learning	Practical exercises and projects	Apply statistics to real data

---

#### **Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Practical applications and reports

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#### **Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Gravetter, Frederick & Wallnau, Larry (2016). *Statistics for the Behavioral Sciences*. Cengage Learning.
  - Hinkle, Dennis; Wiersma, William; & Jurs, Stephen (2003). *Applied Statistics for the Behavioral Sciences*. Houghton Mifflin.
  - Updated educational research papers and electronic resources.
-

## Course Description Form

1. **Course Name:** Computer Applications in Special Education
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person / Practical applications
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2 (theoretical + practical)
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the role of computers in education and special education.
2. Recognize educational software and applications designed for students with disabilities.
3. Learn how to use computers in teaching and training students with special needs.
4. Develop skills in designing simple computer-based educational activities.
5. Understand the role of assistive technology in supporting students with disabilities.

---

## Teaching and Learning Strategies

- Lectures
- Practical demonstrations in the computer lab
- Discussion and questioning
- Active learning
- Project-based applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to computers in education	Define role of computers
2	Lecture & Discussion	Importance of computers in special education	Recognize benefits
3	Practical	Types of educational software	Learn software applications
4	Lecture	Assistive technology for students with disabilities	Identify tools
5	Questioning	Computer applications for visual disabilities	Learn specialized programs
6	Practical	Computer applications for hearing disabilities	Recognize supportive software
7	Discussion	Computer applications for learning difficulties	Apply relevant programs
8	Lecture	Designing computer-based educational activities	Learn design principles
9	Practical	Applying multimedia in special education	Recognize multimedia role
10	Lecture	Internet resources for students with special needs	Identify useful online tools
11	Discussion	Challenges of using technology in special education	Recognize limitations
12	Lecture	Teacher's role in applying computer technology	Learn responsibilities
13	Practical	Designing a simple educational software	Develop practical skills

Week	Teaching Method	Topic	Learning Outcomes
		project	
14	Active Learning	Presentation of student projects	Apply knowledge and share outcomes

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Practical projects and reports

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Roblyer, M. D. (2016). *Integrating Educational Technology into Teaching*. Pearson.
  - Edyburn, Dave (2013). *Assistive Technology and Special Education*. SAGE Publications.
  - Updated research articles, journals, and electronic resources.
-



## Course Description Form

1. **Course Name:** Classroom Management
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of classroom management and its importance.
2. Recognize the characteristics of an effective classroom.
3. Identify strategies for managing student behavior.
4. Learn techniques for organizing classroom activities.
5. Understand the teacher's role in establishing discipline and motivation.
6. Apply classroom management strategies in real educational settings.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Role-playing and case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to classroom management	Define concept and importance
2	Lecture & Discussion	Goals of classroom management	Recognize main goals
3	Discussion	Characteristics of an effective classroom	Identify essential features
4	Lecture	Teacher's role in classroom management	Learn teacher responsibilities
5	Questioning	Organizing physical classroom environment	Recognize importance of layout
6	Lecture	Establishing classroom rules and procedures	Learn rule-setting techniques
7	Discussion	Motivation and reinforcement strategies	Apply motivational methods
8	Lecture	Managing student behavior	Recognize behavior management techniques
9	Questioning	Handling disruptive behavior	Learn intervention strategies
10	Lecture	Group dynamics in the classroom	Understand group interactions
11	Discussion	Communication skills in classroom management	Apply effective communication
12	Lecture	Classroom management in special	Learn adapted strategies

Week	Teaching Method	Topic	Learning Outcomes
		education	
13	Questioning	Teacher-student relationships	Recognize importance of positive relationships
14	Active Learning	Case studies and role-playing	Apply classroom management strategies

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Emmer, Edmund & Evertson, Carolyn (2016). *Classroom Management for Middle and High School Teachers*. Pearson.
  - Marzano, Robert (2003). *Classroom Management That Works*. ASCD.
  - Recent research papers, journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Teaching Skills

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person / Practical

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2 (theoretical + practical)
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of teaching skills and their importance for teachers.
2. Recognize basic teaching skills required in the classroom.
3. Learn techniques for lesson planning and delivery.
4. Develop questioning, explaining, and reinforcement skills.
5. Understand the use of teaching aids and technology in education.
6. Apply teaching skills through micro-teaching and practice.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Micro-teaching and practical training

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to teaching skills	Define concept and importance
2	Lecture & Discussion	Characteristics of effective teaching	Recognize qualities of good teachers
3	Discussion	Lesson planning and preparation	Learn lesson planning steps
4	Lecture	Explaining and presentation skills	Apply clear and effective explanations
5	Questioning	Questioning skills	Learn types of questions
6	Lecture	Reinforcement and feedback skills	Recognize their role in teaching
7	Discussion	Classroom interaction skills	Learn strategies for interaction
8	Lecture	Using teaching aids and technology	Apply instructional technology
9	Practical	Micro-teaching (individual practice)	Practice selected teaching skills
10	Lecture	Classroom management as a teaching skill	Recognize management techniques
11	Discussion	Evaluation and assessment skills	Learn effective assessment
12	Lecture	Communication skills for teachers	Apply communication principles
13	Practical	Micro-teaching (group practice)	Apply combined teaching skills
14	Active Learning	Final micro-teaching presentations	Demonstrate mastery of teaching skills

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**Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Micro-teaching performance and reports

---

**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Cooper, James (2013). *Classroom Teaching Skills*. Cengage Learning.
  - Kyriacou, Chris (2011). *Essential Teaching Skills*. Oxford University Press.
  - Updated journals, teaching guides, and electronic resources.
-

## Course Description Form

1. **Course Name:** Educational Philosophy
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of philosophy and its relationship to education.
2. Recognize the main philosophical schools of thought and their influence on education.
3. Identify philosophical foundations of the curriculum and teaching methods.
4. Understand the role of philosophy in shaping educational goals and values.
5. Develop critical thinking about contemporary educational issues from a philosophical perspective.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Critical analysis of educational issues

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to educational philosophy	Define concept and scope
2	Lecture & Discussion	Relationship between philosophy and education	Recognize their interconnection
3	Discussion	Idealism and education	Learn main principles and applications
4	Lecture	Realism and education	Recognize educational implications
5	Questioning	Pragmatism and education	Learn applications in curriculum
6	Lecture	Existentialism and education	Identify focus on individuality
7	Discussion	Islamic philosophy of education	Learn principles and contributions
8	Lecture	Modern philosophical trends in education	Recognize contemporary perspectives
9	Questioning	Philosophy and curriculum development	Learn philosophical foundations
10	Lecture	Philosophy and teaching methods	Identify influence on strategies
11	Discussion	Philosophy and educational goals	Recognize role in goal setting
12	Lecture	Philosophy and values education	Learn relationship with moral development
13	Questioning	Critical analysis of contemporary educational issues	Apply philosophical perspectives

Week	Teaching Method	Topic	Learning Outcomes
14	Active Learning	Applied discussions and student presentations	Demonstrate philosophical reasoning

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and critical essays

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Ozmon, Howard & Craver, Samuel (2012). *Philosophical Foundations of Education*. Pearson.
  - Noddings, Nel (2018). *Philosophy of Education*. Routledge.
  - Updated journals, reports, and electronic resources.
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## Course Description Form

1. **Course Name:** Teaching Design

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of teaching design and its importance.
2. Recognize the elements and steps of designing a lesson.
3. Learn models of instructional design and their applications.
4. Develop skills in designing teaching plans and strategies.
5. Apply instructional design principles in classroom settings.
6. Evaluate teaching plans and improve them based on feedback.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and micro-teaching

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to teaching design	Define concept and importance
2	Lecture & Discussion	Elements of teaching design	Recognize main elements
3	Discussion	Steps of instructional design	Learn sequence of steps
4	Lecture	Models of instructional design (Gagné, Dick & Carey, ADDIE)	Identify major models
5	Questioning	Teaching objectives	Learn how to write measurable objectives
6	Lecture	Content selection and organization	Recognize methods of structuring content
7	Discussion	Teaching strategies in instructional design	Apply strategies to plans
8	Lecture	Teaching aids and technology in design	Learn their role
9	Questioning	Assessment in instructional design	Recognize assessment methods
10	Lecture	Preparing daily lesson plans	Learn practical applications
11	Discussion	Unit planning	Apply design to longer-term plans
12	Lecture	Evaluation of teaching design	Learn evaluation tools
13	Questioning	Improving teaching plans	Recognize improvement strategies

**Week Teaching Method Topic****Learning Outcomes**

14 Active Learning Micro-teaching and student presentations

Apply and demonstrate instructional design

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**Course Evaluation**

- Daily participation and preparation
  - Quizzes and short tests
  - Oral exams
  - Written exams
  - Lesson plan designs and micro-teaching performance
- 

**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Dick, Walter; Carey, Lou; & Carey, James (2014). *The Systematic Design of Instruction*. Pearson.
  - Reigeluth, Charles (2013). *Instructional-Design Theories and Models*. Routledge.
  - Journals, reports, and electronic resources on instructional design.
-



## Course Description Form

1. **Course Name:** Measurement and Evaluation
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concepts of measurement and evaluation in education.
2. Recognize the importance of evaluation in the teaching and learning process.
3. Learn types of educational evaluation (diagnostic, formative, summative).
4. Understand characteristics of good measurement tools (validity, reliability, objectivity).
5. Acquire skills in constructing achievement tests.
6. Apply methods of interpreting test results and making educational decisions.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to measurement and evaluation	Define concepts
2	Lecture & Discussion	Importance of educational evaluation	Recognize roles and benefits
3	Discussion	Types of evaluation (diagnostic, formative, summative)	Learn their uses
4	Lecture	Characteristics of good evaluation tools	Recognize validity, reliability
5	Questioning	Educational measurement scales	Identify nominal, ordinal, interval, ratio
6	Lecture	Achievement tests	Learn principles of test construction
7	Discussion	Objective and subjective test items	Distinguish between types
8	Lecture	Essay questions and multiple-choice items	Learn strengths and weaknesses
9	Questioning	Reliability and validity of tests	Recognize methods of checking
10	Lecture	Analyzing test results	Learn interpretation methods
11	Discussion	Grading and reporting results	Recognize different grading systems
12	Lecture	Evaluation of teaching and curriculum	Apply evaluation principles

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Modern trends in measurement and evaluation	Recognize current practices
14	Active Learning	Practical applications and projects	Apply test design and analysis

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Practical projects and reports

#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Linn, Robert & Miller, Marc (2005). *Measurement and Assessment in Teaching*. Pearson.
- Kubiszyn, Tom & Borich, Gary (2016). *Educational Testing and Measurement*. Wiley.
- Updated research papers, journals, and electronic resources.

## Course Description Form

1. **Course Name:** Teaching Methods

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of teaching methods and their importance.
2. Recognize different teaching approaches and strategies.
3. Learn modern methods of teaching in special and general education.
4. Acquire skills in selecting appropriate teaching methods based on learners' needs.
5. Understand the role of the teacher in applying teaching methods effectively.
6. Apply teaching methods in classroom practice.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Micro-teaching and case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to teaching methods	Define concept and importance
2	Lecture & Discussion	Traditional teaching methods (lecture, recitation)	Recognize characteristics
3	Discussion	Modern teaching methods (discussion, problem-solving)	Learn new strategies
4	Lecture	Cooperative learning	Recognize benefits and applications
5	Questioning	Project-based learning	Learn implementation steps
6	Lecture	Discovery and inquiry methods	Apply inquiry-based learning
7	Discussion	Programmed instruction and computer-based learning	Recognize technology's role
8	Lecture	Teaching methods in special education	Learn adapted strategies
9	Questioning	Differentiated instruction	Apply to diverse learners
10	Lecture	Teacher-centered vs. learner-centered methods	Distinguish between approaches
11	Discussion	Evaluation of teaching methods	Recognize strengths and weaknesses
12	Lecture	Criteria for selecting teaching methods	Learn selection principles

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Application of teaching methods in micro-teaching	Practice selected strategies
14	Active Learning	Student presentations and applications	Demonstrate mastery of methods

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Micro-teaching performance and reports

#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Joyce, Bruce; Weil, Marsha; & Calhoun, Emily (2015). *Models of Teaching*. Pearson.
- Eggen, Paul & Kauchak, Don (2016). *Educational Psychology: Windows on Classrooms*. Pearson.
- Updated journals, research papers, and electronic resources.

## Course Description Form

1. **Course Name:** Behavior Modification

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of behavior modification and its foundations.
2. Recognize principles of learning theory related to behavior modification.
3. Identify techniques used to increase or decrease specific behaviors.
4. Learn how to design behavior modification programs for individuals with special needs.
5. Apply ethical considerations in using behavior modification.
6. Acquire practical skills in applying reinforcement, punishment, and other strategies.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and case studies

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to behavior modification	Define concept and importance
2	Lecture & Discussion	Theoretical foundations (classical & operant conditioning)	Recognize principles
3	Discussion	Positive and negative reinforcement	Learn applications
4	Lecture	Punishment and extinction	Recognize limitations and risks
5	Questioning	Shaping and chaining	Learn skill development methods
6	Lecture	Modeling and imitation	Recognize social learning role
7	Discussion	Token economy systems	Learn structured reinforcement
8	Lecture	Self-control and self-monitoring	Apply individual strategies
9	Questioning	Reducing undesirable behaviors	Recognize intervention methods
10	Lecture	Increasing desirable behaviors	Learn techniques and strategies
11	Discussion	Designing behavior modification programs	Apply program planning

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Ethical issues in behavior modification	Learn professional guidelines
13	Questioning	Behavior modification in schools	Apply strategies in education
14	Active Learning	Case studies and practical applications	Implement real-life examples

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Practical projects and behavior modification plans

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Miltenberger, Raymond (2015). *Behavior Modification: Principles and Procedures*. Cengage Learning.
  - Martin, Garry & Pear, Joseph (2019). *Behavior Modification: What It Is and How to Do It*. Routledge.
  - Updated research articles, journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Teaching Children with Learning Disabilities
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of learning disabilities.
2. Recognize types and characteristics of children with learning disabilities.
3. Learn diagnostic and assessment methods.
4. Identify teaching strategies suitable for children with learning disabilities.
5. Develop skills in designing and applying individualized educational programs (IEPs).
6. Understand the role of teachers and families in supporting children with learning difficulties.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical activities

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to learning disabilities	Define concept
2	Lecture & Discussion	Types of learning disabilities	Recognize dyslexia, dysgraphia, dyscalculia
3	Discussion	Characteristics of children with learning disabilities	Learn cognitive and behavioral traits
4	Lecture	Causes of learning disabilities	Identify biological and environmental factors
5	Questioning	Diagnostic and assessment tools	Recognize standardized and informal tools
6	Lecture	Designing individualized educational programs (IEPs)	Learn design principles
7	Discussion	Teaching strategies for reading difficulties	Apply specialized strategies
8	Lecture	Teaching strategies for writing difficulties	Recognize intervention methods
9	Questioning	Teaching strategies for mathematics difficulties	Learn instructional adaptations
10	Lecture	Use of technology in teaching children with learning disabilities	Recognize role of assistive technology
11	Discussion	Classroom management strategies	Learn ways to support integration

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of families in supporting children	Identify family's role
13	Questioning	Evaluation of students with learning disabilities	Learn methods of evaluation
14	Active Learning	Case studies and practical applications	Apply knowledge to real-life situations

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Lerner, Janet & Johns, Beverly (2014). *Learning Disabilities and Related Disabilities: Strategies for Success*. Cengage Learning.
  - Vaughn, Sharon & Bos, Candace (2015). *Strategies for Teaching Students with Learning and Behavior Problems*. Pearson.
  - Updated journals, case studies, and electronic resources.
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## Course Description Form

1. **Course Name:** Autism Spectrum Disorders

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of autism spectrum disorders (ASD).
2. Recognize the causes and risk factors associated with ASD.
3. Identify the main characteristics of individuals with autism.
4. Learn methods of diagnosis and assessment.
5. Understand educational and behavioral intervention strategies.
6. Recognize the role of families and institutions in supporting individuals with autism.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical demonstrations

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to autism spectrum disorders	Define concept and scope
2	Lecture & Discussion	Causes and theories of autism	Recognize biological, genetic, and environmental factors
3	Discussion	Characteristics of individuals with autism	Learn behavioral, social, and communication traits
4	Lecture	Diagnostic and assessment methods	Recognize diagnostic tools and criteria
5	Questioning	Early signs and detection	Identify early indicators of autism
6	Lecture	Educational needs of students with autism	Learn individualized approaches
7	Discussion	Behavioral intervention strategies (ABA, TEACCH)	Recognize intervention methods
8	Lecture	Communication and language interventions	Learn supportive strategies
9	Questioning	Social skills training	Apply strategies for social development
10	Lecture	Role of assistive technology in autism education	Recognize technological supports

Week	Teaching Method	Topic	Learning Outcomes
11	Discussion	Psychological and social challenges	Identify difficulties faced by individuals and families
12	Lecture	Role of families in intervention programs	Learn family contributions
13	Questioning	Integration of students with autism in schools	Recognize inclusion strategies
14	Active Learning	Case studies and applied projects	Apply intervention strategies to real cases

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#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Volkmar, Fred; Paul, Robert; Klin, Ami; & Cohen, Donald (2014). *Handbook of Autism and Pervasive Developmental Disorders*. Wiley.
  - Hall, Laura (2017). *Autism Spectrum Disorders: From Theory to Practice*. Pearson.
  - Recent journals, research papers, and electronic resources.
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## Course Description Form

1. **Course Name:** Emotional and Behavioral Disorders
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of emotional and behavioral disorders (EBD).
2. Recognize the causes and risk factors of emotional and behavioral disorders.
3. Identify the main characteristics of children with EBD.
4. Learn diagnostic and assessment methods.
5. Understand therapeutic and educational intervention strategies.
6. Recognize the role of families and institutions in supporting children with EBD.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical activities

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to emotional and behavioral disorders	Define concept and scope
2	Lecture & Discussion	Causes of emotional and behavioral disorders	Recognize biological, psychological, and social factors
3	Discussion	Characteristics of children with EBD	Learn emotional, social, and academic traits
4	Lecture	Diagnostic and assessment methods	Identify diagnostic tools and procedures
5	Questioning	Anxiety and related disorders	Recognize symptoms and effects
6	Lecture	Depression and mood disorders	Learn features and causes
7	Discussion	Aggression and conduct disorders	Identify behavioral challenges
8	Lecture	Attention Deficit Hyperactivity Disorder (ADHD)	Learn characteristics and interventions
9	Questioning	Educational strategies for students with EBD	Apply suitable teaching methods
10	Lecture	Behavioral and cognitive-behavioral interventions	Learn intervention techniques
11	Discussion	Role of counseling and psychotherapy	Recognize therapeutic approaches

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of the family in supporting children with EBD	Learn family contributions
13	Questioning	Integration of students with EBD in schools	Recognize inclusion strategies
14	Active Learning	Case studies and applied projects	Apply intervention strategies to real cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Kauffman, James & Landrum, Timothy (2018). *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. Pearson.
  - Cullinan, Douglas (2006). *Students with Emotional and Behavioral Disorders: An Introduction for Teachers and Other Helping Professionals*. Pearson.
  - Updated journals, research articles, and electronic resources.
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## Course Description Form

1. **Course Name:** Hearing Disabilities

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of hearing disabilities and their classifications.
2. Recognize causes and degrees of hearing loss.
3. Identify characteristics of individuals with hearing disabilities.
4. Learn methods of diagnosis and assessment.
5. Understand communication methods (sign language, lip-reading, auditory training).
6. Learn educational strategies for teaching students with hearing impairments.
7. Recognize the role of families and institutions in supporting individuals with hearing disabilities.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and case studies

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## Weekly Teaching Plan

### Week Teaching Method Topic

			Learning Outcomes
1	Lecture	Introduction to hearing disabilities	Define concept and scope
2	Lecture & Discussion	Causes of hearing loss	Recognize biological and environmental causes
3	Discussion	Degrees of hearing loss	Identify mild, moderate, severe, profound
4	Lecture	Characteristics of individuals with hearing disabilities	Learn social, emotional, and cognitive traits
5	Questioning	Diagnosis and assessment methods	Recognize tools and procedures
6	Lecture	Hearing aids and cochlear implants	Learn assistive devices
7	Discussion	Communication methods: sign language	Learn basics of sign communication
8	Lecture	Communication methods: lip-reading and auditory training	Recognize supportive strategies
9	Questioning	Educational needs of students with hearing disabilities	Identify learning requirements
10	Lecture	Teaching strategies in hearing disability classrooms	Learn adapted instructional strategies

Week	Teaching Method	Topic	Learning Outcomes
11	Discussion	Role of speech therapy	Recognize importance in rehabilitation
12	Lecture	Integration of students with hearing disabilities in schools	Learn inclusion methods
13	Questioning	Role of families in supporting children	Recognize family involvement
14	Active Learning	Case studies and applied projects	Apply educational strategies to real cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Marschark, Marc & Hauser, Peter (2012). *How Deaf Children Learn: What Parents and Teachers Need to Know*. Oxford University Press.
  - Moores, Donald (2010). *Educating the Deaf: Psychology, Principles, and Practices*. Houghton Mifflin.
  - Updated journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Visual Disabilities

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of visual disabilities and their classifications.
2. Recognize causes and degrees of visual impairment.
3. Identify characteristics of individuals with visual disabilities.
4. Learn methods of diagnosis and assessment.
5. Understand educational strategies for students with visual impairments.
6. Recognize the role of assistive technology in supporting individuals with visual disabilities.
7. Learn the role of families and institutions in rehabilitation and education.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and case studies

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## Weekly Teaching Plan

### Week Teaching Method Topic

1	Lecture	Introduction to visual disabilities	Define concept and scope
2	Lecture & Discussion	Causes of visual impairment	Recognize biological and environmental causes
3	Discussion	Degrees of visual impairment	Identify partial sight and blindness
4	Lecture	Characteristics of individuals with visual disabilities	Learn cognitive, emotional, and social traits
5	Questioning	Diagnosis and assessment methods	Recognize tools and procedures
6	Lecture	Orientation and mobility skills	Learn navigation strategies
7	Discussion	Braille reading and writing	Recognize importance and applications
8	Lecture	Assistive technology for individuals with visual disabilities	Learn supportive devices
9	Questioning	Educational needs of students with visual disabilities	Identify learning requirements
10	Lecture	Teaching strategies in visual impairment classrooms	Learn adapted instructional methods

Week	Teaching Method	Topic	Learning Outcomes
11	Discussion	Role of resource rooms and specialized programs	Recognize educational supports
12	Lecture	Integration and inclusion of students with visual disabilities	Learn inclusion strategies
13	Questioning	Role of families in supporting children	Recognize family involvement
14	Active Learning	Case studies and applied projects	Apply educational strategies to real cases

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Holbrook, M. Cay & Koenig, Alan (2000). *Foundations of Education: Instructional Strategies for Teaching Children and Youths with Visual Impairments*. AFB Press.
- Corn, Anne & Koenig, Alan (2002). *Foundations of Low Vision: Clinical and Functional Perspectives*. AFB Press.
- Updated journals, reports, and electronic resources.



## Course Description Form

1. **Course Name:** Gifted and Talented Education

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of giftedness and talent.
2. Recognize characteristics of gifted and talented students.
3. Learn methods of identifying and assessing giftedness.
4. Understand educational needs of gifted and talented learners.
5. Learn strategies for teaching and nurturing giftedness.
6. Recognize the role of enrichment programs and acceleration.
7. Identify the role of families and institutions in supporting gifted and talented students.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and project-based learning

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## Weekly Teaching Plan

### Week Teaching Method Topic

### Learning Outcomes

1	Lecture	Introduction to giftedness and talent	Define concept and scope
2	Lecture & Discussion	Characteristics of gifted and talented students	Recognize cognitive, emotional, and social traits
3	Discussion	Theories of giftedness (Renzulli, Gardner, Sternberg)	Learn theoretical perspectives
4	Lecture	Identification and assessment methods	Recognize tools and procedures
5	Questioning	Psychological and educational needs of gifted students	Identify special requirements
6	Lecture	Enrichment programs	Learn enrichment strategies
7	Discussion	Acceleration programs	Recognize acceleration practices
8	Lecture	Differentiated instruction for gifted learners	Apply adapted strategies
9	Questioning	Creative thinking and problem-solving skills	Learn development methods
10	Lecture	Counseling gifted and talented students	Recognize guidance needs
11	Discussion	Challenges faced by gifted students	Identify academic and social challenges

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of families in supporting gifted children	Learn family's role
13	Questioning	Role of institutions and specialized programs	Recognize institutional contributions
14	Active Learning	Case studies and student projects	Apply knowledge to practical cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Projects and reports

---

### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Davis, Gary; Rimm, Sylvia; & Siegle, Del (2014). *Education of the Gifted and Talented*. Pearson.
  - Sternberg, Robert & Davidson, Janet (2005). *Conceptions of Giftedness*. Cambridge University Press.
  - Updated research articles, journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Gifted and Talented Education

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of giftedness and talent.
2. Recognize characteristics of gifted and talented students.
3. Learn methods of identifying and assessing giftedness.
4. Understand educational needs of gifted and talented learners.
5. Learn strategies for teaching and nurturing giftedness.
6. Recognize the role of enrichment programs and acceleration.
7. Identify the role of families and institutions in supporting gifted and talented students.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and project-based learning

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## Weekly Teaching Plan

### Week Teaching Method Topic

	Week	Teaching Method	Topic	Learning Outcomes
1	Lecture		Introduction to giftedness and talent	Define concept and scope
2	Lecture & Discussion		Characteristics of gifted and talented students	Recognize cognitive, emotional, and social traits
3	Discussion		Theories of giftedness (Renzulli, Gardner, Sternberg)	Learn theoretical perspectives
4	Lecture		Identification and assessment methods	Recognize tools and procedures
5	Questioning		Psychological and educational needs of gifted students	Identify special requirements
6	Lecture		Enrichment programs	Learn enrichment strategies
7	Discussion		Acceleration programs	Recognize acceleration practices
8	Lecture		Differentiated instruction for gifted learners	Apply adapted strategies
9	Questioning		Creative thinking and problem-solving skills	Learn development methods
10	Lecture		Counseling gifted and talented students	Recognize guidance needs
11	Discussion		Challenges faced by gifted students	Identify academic and social challenges

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of families in supporting gifted children	Learn family's role
13	Questioning	Role of institutions and specialized programs	Recognize institutional contributions
14	Active Learning	Case studies and student projects	Apply knowledge to practical cases

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Projects and reports

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Davis, Gary; Rimm, Sylvia; & Siegle, Del (2014). *Education of the Gifted and Talented*. Pearson.
  - Sternberg, Robert & Davidson, Janet (2005). *Conceptions of Giftedness*. Cambridge University Press.
  - Updated research articles, journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Gifted and Talented Education

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of giftedness and talent.
2. Recognize characteristics of gifted and talented students.
3. Learn methods of identifying and assessing giftedness.
4. Understand educational needs of gifted and talented learners.
5. Learn strategies for teaching and nurturing giftedness.
6. Recognize the role of enrichment programs and acceleration.
7. Identify the role of families and institutions in supporting gifted and talented students.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and project-based learning

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## Weekly Teaching Plan

### Week Teaching Method Topic

### Learning Outcomes

1	Lecture	Introduction to giftedness and talent	Define concept and scope
2	Lecture & Discussion	Characteristics of gifted and talented students	Recognize cognitive, emotional, and social traits
3	Discussion	Theories of giftedness (Renzulli, Gardner, Sternberg)	Learn theoretical perspectives
4	Lecture	Identification and assessment methods	Recognize tools and procedures
5	Questioning	Psychological and educational needs of gifted students	Identify special requirements
6	Lecture	Enrichment programs	Learn enrichment strategies
7	Discussion	Acceleration programs	Recognize acceleration practices
8	Lecture	Differentiated instruction for gifted learners	Apply adapted strategies
9	Questioning	Creative thinking and problem-solving skills	Learn development methods
10	Lecture	Counseling gifted and talented students	Recognize guidance needs
11	Discussion	Challenges faced by gifted students	Identify academic and social challenges

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of families in supporting gifted children	Learn family's role
13	Questioning	Role of institutions and specialized programs	Recognize institutional contributions
14	Active Learning	Case studies and student projects	Apply knowledge to practical cases

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Projects and reports

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Davis, Gary; Rimm, Sylvia; & Siegle, Del (2014). *Education of the Gifted and Talented*. Pearson.
  - Sternberg, Robert & Davidson, Janet (2005). *Conceptions of Giftedness*. Cambridge University Press.
  - Updated research articles, journals, and electronic resources.
-

## Course Description Form

1. **Course Name:** Academic Skills for Students with Disabilities
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of academic skills and their importance for students with disabilities.
2. Recognize reading, writing, and mathematics difficulties among students with special needs.
3. Learn strategies to teach reading, writing, and mathematics to students with disabilities.
4. Develop skills in designing and applying individualized educational programs (IEPs).
5. Understand the role of assistive technology in enhancing academic skills.
6. Apply practical strategies to improve academic performance of students with disabilities.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical activities

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to academic skills	Define concept and importance
2	Lecture & Discussion	Reading difficulties in students with disabilities	Recognize main challenges
3	Discussion	Strategies for teaching reading	Learn intervention methods
4	Lecture	Writing difficulties	Identify features and causes
5	Questioning	Strategies for teaching writing	Learn adapted teaching techniques
6	Lecture	Mathematics difficulties	Recognize main problems
7	Discussion	Strategies for teaching mathematics	Apply specialized methods
8	Lecture	Designing individualized educational programs (IEPs)	Learn planning principles
9	Questioning	Teaching academic skills through games and activities	Apply interactive strategies
10	Lecture	Use of assistive technology in academic skills	Recognize supportive tools
11	Discussion	Classroom management for teaching academic skills	Learn supportive strategies
12	Lecture	Role of families in developing academic skills	Recognize family contributions

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Evaluation of students' academic skills	Apply assessment tools
14	Active Learning	Case studies and applied projects	Apply strategies to real-life situations

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Mercer, Cecil; Mercer, Ann; & Pullen, Paige (2011). *Teaching Students with Learning Problems*. Pearson.
- Lerner, Janet & Johns, Beverly (2014). *Learning Disabilities and Related Disabilities: Strategies for Success*. Cengage Learning.
- Updated journals, case studies, and electronic resources.



## Course Description Form

1. **Course Name:** Physical and Health Disabilities

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of physical and health disabilities and their classifications.
2. Recognize causes and risk factors of physical and health impairments.
3. Identify characteristics of individuals with physical and health disabilities.
4. Learn methods of diagnosis and assessment.
5. Understand educational and rehabilitation strategies for students with physical and health disabilities.
6. Recognize the role of assistive technology and medical interventions.
7. Learn the role of families and institutions in supporting students with physical and health impairments.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical applications

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to physical and health disabilities	Define concept and classifications
2	Lecture & Discussion	Causes of physical and health disabilities	Recognize medical and environmental causes
3	Discussion	Characteristics of individuals with physical and health disabilities	Learn social, psychological, and educational traits
4	Lecture	Diagnostic and assessment methods	Recognize tools and procedures
5	Questioning	Cerebral palsy	Learn causes, features, and interventions
6	Lecture	Musculoskeletal disorders	Recognize types and effects
7	Discussion	Chronic health conditions (diabetes, epilepsy, asthma)	Learn impact on education
8	Lecture	Communication and mobility aids	Identify supportive devices
9	Questioning	Role of medical and therapeutic interventions	Learn collaborative approaches
10	Lecture	Educational strategies for students with physical and health disabilities	Apply adapted instructional methods

Week	Teaching Method	Topic	Learning Outcomes
11	Discussion	Inclusion and integration programs	Recognize importance of educational integration
12	Lecture	Psychological support for students with physical and health disabilities	Learn counseling methods
13	Questioning	Family role in supporting children with disabilities	Recognize family's contributions
14	Active Learning	Case studies and applied projects	Apply strategies to real cases

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case study analyses

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Batshaw, Mark; Pellegrino, Louis; & Roizen, Nancy (2013). *Children with Disabilities*. Paul H. Brookes Publishing.
  - Turnbull, Ann; Turnbull, Rud; Wehmeyer, Michael; & Shogren, Karrie (2015). *Exceptional Lives: Special Education in Today's Schools*. Pearson.
  - Updated journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Language Development
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of language development and its stages.
2. Recognize theories of language acquisition and development.
3. Identify factors influencing language development.
4. Learn characteristics of normal and delayed language development.
5. Understand the relationship between language, cognition, and communication.
6. Apply strategies to support language development in children, including those with disabilities.

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## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical demonstrations

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to language development	Define concept and importance
2	Lecture & Discussion	Theories of language acquisition (behaviorist, nativist, interactionist)	Recognize main theories
3	Discussion	Stages of language development	Identify pre-linguistic and linguistic stages
4	Lecture	Biological and neurological bases of language	Learn brain and physiological roles
5	Questioning	Cognitive and social factors in language development	Recognize contributing influences
6	Lecture	Vocabulary development	Learn growth patterns
7	Discussion	Grammar and syntax development	Recognize structural growth
8	Lecture	Pragmatic aspects of language	Learn social use of language
9	Questioning	Bilingualism and its effect on language development	Recognize challenges and benefits
10	Lecture	Language delays and disorders	Identify types and causes
11	Discussion	Assessment of language development	Learn diagnostic methods

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Intervention strategies for children with language delays	Apply supportive strategies
13	Questioning	Role of families and teachers in language development	Recognize supportive roles
14	Active Learning	Case studies and applied projects	Apply intervention methods

---

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Owens, Robert (2016). *Language Development: An Introduction*. Pearson.
  - Hoff, Erika (2013). *Language Development*. Cengage Learning.
  - Recent journals, case studies, and electronic resources.
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## Course Description Form

1. **Course Name:** Developmental Psychology

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of developmental psychology and its importance.
2. Recognize stages of human development from infancy to adulthood.
3. Understand physical, cognitive, emotional, and social aspects of development.
4. Learn theories of development (Piaget, Erikson, Freud, Vygotsky).
5. Identify factors influencing human growth and development.
6. Apply developmental psychology principles to education and child-rearing.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical applications

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to developmental psychology	Define concept and importance
2	Lecture & Discussion	Methods of studying human development	Recognize longitudinal and cross-sectional methods
3	Discussion	Prenatal development	Learn stages and risk factors
4	Lecture	Infancy and early childhood development	Identify physical and cognitive growth
5	Questioning	Middle childhood development	Recognize social and emotional development
6	Lecture	Adolescence: physical and psychological changes	Learn characteristics of adolescence
7	Discussion	Adulthood stages (early, middle, late)	Recognize developmental tasks
8	Lecture	Cognitive development theories (Piaget, Vygotsky)	Learn stages and applications
9	Questioning	Psychosocial development (Erikson's stages)	Apply psychosocial theory
10	Lecture	Emotional development	Recognize patterns and factors
11	Discussion	Moral development (Kohlberg)	Learn stages and examples

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Factors influencing development (heredity, environment)	Recognize biological and social influences
13	Questioning	Developmental problems and delays	Identify causes and interventions
14	Active Learning	Case studies and applied projects	Apply theories to real cases

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### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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### Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Berk, Laura (2017). *Development Through the Lifespan*. Pearson.
  - Papalia, Diane; Olds, Sally; & Feldman, Ruth (2012). *Human Development*. McGraw-Hill.
  - Recent journals, case studies, and electronic resources.
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## Course Description Form

1. **Course Name:** Research Methods in Education

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of scientific research and its importance in education.
2. Recognize different types of educational research.
3. Learn steps of conducting research (problem identification, hypothesis, methodology, data collection, analysis, interpretation).
4. Acquire skills in using research tools (questionnaires, interviews, observation).
5. Understand ethical considerations in educational research.
6. Develop the ability to prepare research reports and projects.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and mini research projects

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to educational research	Define concept and importance
2	Lecture & Discussion	Characteristics of scientific research	Recognize main features
3	Discussion	Types of educational research (descriptive, experimental, historical, qualitative)	Learn distinctions
4	Lecture	Research problem and hypotheses	Identify and formulate research problems
5	Questioning	Research variables	Recognize independent, dependent, and control variables
6	Lecture	Population and sample	Learn sampling methods
7	Discussion	Data collection tools: questionnaires	Apply questionnaire design
8	Lecture	Data collection tools: observation	Recognize observation techniques
9	Questioning	Data collection tools: interviews	Apply interview procedures
10	Lecture	Quantitative and qualitative data analysis	Learn analysis methods
11	Discussion	Statistical tools in research	Recognize role of descriptive and inferential statistics

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Ethics in educational research	Learn professional standards
13	Questioning	Writing research reports	Apply structure and style
14	Active Learning	Mini-research projects and presentations	Apply full research process

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Research projects and reports

### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Creswell, John (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Cohen, Louis; Manion, Lawrence; & Morrison, Keith (2017). *Research Methods in Education*. Routledge.
- Updated journals, research papers, and electronic resources.



## Course Description Form

1. **Course Name:** Research Methods in Education

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of scientific research and its importance in education.
2. Recognize different types of educational research.
3. Learn steps of conducting research (problem identification, hypothesis, methodology, data collection, analysis, interpretation).
4. Acquire skills in using research tools (questionnaires, interviews, observation).
5. Understand ethical considerations in educational research.
6. Develop the ability to prepare research reports and projects.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Practical applications and mini research projects

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to educational research	Define concept and importance
2	Lecture & Discussion	Characteristics of scientific research	Recognize main features
3	Discussion	Types of educational research (descriptive, experimental, historical, qualitative)	Learn distinctions
4	Lecture	Research problem and hypotheses	Identify and formulate research problems
5	Questioning	Research variables	Recognize independent, dependent, and control variables
6	Lecture	Population and sample	Learn sampling methods
7	Discussion	Data collection tools: questionnaires	Apply questionnaire design
8	Lecture	Data collection tools: observation	Recognize observation techniques
9	Questioning	Data collection tools: interviews	Apply interview procedures
10	Lecture	Quantitative and qualitative data analysis	Learn analysis methods
11	Discussion	Statistical tools in research	Recognize role of descriptive and inferential statistics

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Ethics in educational research	Learn professional standards
13	Questioning	Writing research reports	Apply structure and style
14	Active Learning	Mini-research projects and presentations	Apply full research process

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Research projects and reports

### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Creswell, John (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Cohen, Louis; Manion, Lawrence; & Morrison, Keith (2017). *Research Methods in Education*. Routledge.
- Updated journals, research papers, and electronic resources.

## Course Description Form

1. **Course Name:** Learning Difficulties
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept of learning difficulties and their classifications.
2. Recognize causes and risk factors of learning difficulties.
3. Identify characteristics of students with learning difficulties.
4. Learn diagnostic and assessment tools.
5. Understand teaching strategies and interventions for students with learning difficulties.
6. Apply individualized educational programs (IEPs) for students with specific learning needs.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical activities

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to learning difficulties	Define concept and scope
2	Lecture & Discussion	Classifications of learning difficulties	Recognize general and specific types
3	Discussion	Causes of learning difficulties	Learn biological, cognitive, and environmental factors
4	Lecture	Characteristics of students with learning difficulties	Identify academic and behavioral traits
5	Questioning	Diagnostic and assessment tools	Recognize formal and informal tools
6	Lecture	Reading difficulties (dyslexia)	Learn characteristics and interventions
7	Discussion	Writing difficulties (dysgraphia)	Identify teaching methods
8	Lecture	Mathematics difficulties (dyscalculia)	Recognize strategies
9	Questioning	Memory and attention difficulties	Learn intervention approaches
10	Lecture	Teaching strategies for students with learning difficulties	Apply adapted methods
11	Discussion	Designing individualized educational programs (IEPs)	Develop educational plans

Week	Teaching Method	Topic	Learning Outcomes
12	Lecture	Role of technology in teaching students with learning difficulties	Recognize supportive tools
13	Questioning	Family and teacher roles in supporting students	Identify responsibilities
14	Active Learning	Case studies and applied projects	Apply interventions to real cases

### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and case studies

### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Lerner, Janet & Johns, Beverly (2014). *Learning Disabilities and Related Disabilities: Strategies for Success*. Cengage Learning.
- Vaughn, Sharon & Bos, Candace (2015). *Strategies for Teaching Students with Learning and Behavior Problems*. Pearson.
- Updated journals, case studies, and electronic resources.

## Course Description Form

1. **Course Name:** Mental Health

2. **Course Code:** (Not specified)

3. **Semester / Year:** Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person

6. **Number of Units / Study Hours:**

- Units: 2
- Study hours per week: 2
- Total study hours: 30

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept of mental health and its importance for individuals and society.
2. Recognize characteristics of mentally healthy individuals.
3. Identify factors influencing mental health (biological, psychological, and social).
4. Understand common mental health problems and disorders.
5. Learn strategies for promoting mental health and preventing mental illness.
6. Recognize the role of schools, families, and institutions in supporting mental health.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and practical activities

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## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to mental health	Define concept and importance
2	Lecture & Discussion	Characteristics of mentally healthy individuals	Recognize indicators of good mental health
3	Discussion	Factors influencing mental health	Identify biological, psychological, and social factors
4	Lecture	Stress and coping strategies	Learn methods of dealing with stress
5	Questioning	Anxiety disorders	Recognize symptoms and effects
6	Lecture	Depression and mood disorders	Learn causes and treatment approaches
7	Discussion	Personality disorders	Identify types and features
8	Lecture	Psychosomatic disorders	Recognize their relationship to stress
9	Questioning	Substance abuse and mental health	Learn risks and interventions
10	Lecture	Promoting mental health in schools	Apply supportive strategies
11	Discussion	Counseling and psychotherapy	Recognize therapeutic approaches
12	Lecture	Preventive mental health programs	Learn planning principles
13	Questioning	Family's role in supporting mental health	Identify contributions and challenges
14	Active Learning	Case studies and applied projects	Apply knowledge to real cases

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**Course Evaluation**

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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**Learning Resources**

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
  - Kaplan, Harold & Sadock, Benjamin (2015). *Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry*. Wolters Kluwer.
  - Updated journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Psychological and Educational Counseling
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

---

## Course Objectives

1. Define the concept and importance of psychological and educational counseling.
2. Recognize the principles and ethics of counseling.
3. Identify types and methods of counseling (individual, group, educational, vocational).
4. Learn steps of the counseling process.
5. Understand the role of the counselor in educational and social contexts.
6. Apply counseling techniques to support students with psychological and academic problems.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and role-playing

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to counseling	Define concept and importance
2	Lecture & Discussion	Principles and ethics of counseling	Recognize ethical standards
3	Discussion	Types of counseling (psychological, educational, vocational)	Learn classifications
4	Lecture	Individual counseling	Recognize procedures and applications
5	Questioning	Group counseling	Identify goals and methods
6	Lecture	Counseling process (stages and techniques)	Learn steps and skills
7	Discussion	Counselor's role in schools	Recognize educational responsibilities
8	Lecture	Techniques of psychological counseling	Apply counseling methods
9	Questioning	Counseling students with academic difficulties	Learn intervention strategies
10	Lecture	Counseling students with behavioral problems	Recognize applied methods
11	Discussion	Family counseling and its importance	Learn supportive approaches
12	Lecture	Modern trends in psychological and educational counseling	Recognize current practices

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Challenges facing counselors	Identify professional issues
14	Active Learning	Case studies and role-play applications	Apply counseling skills

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
  - Gibson, Robert & Mitchell, Marianne (2016). *Introduction to Counseling and Guidance*. Pearson.
  - Recent journals, reports, and electronic resources.
-



## Course Description Form

1. **Course Name:** Psychological and Educational Counseling
2. **Course Code:** (Not specified)
3. **Semester / Year:** Second semester of the academic year 2024–2025
4. **Date of Preparing this Description:** 25 / 2 / 2025
5. **Available Attendance Forms:** In-person
6. **Number of Units / Study Hours:**
  - Units: 2
  - Study hours per week: 2
  - Total study hours: 30
7. **Name of Course Instructor:**
  - Name: Dr. Akeel Alwan Hassan
  - Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Define the concept and importance of psychological and educational counseling.
2. Recognize the principles and ethics of counseling.
3. Identify types and methods of counseling (individual, group, educational, vocational).
4. Learn steps of the counseling process.
5. Understand the role of the counselor in educational and social contexts.
6. Apply counseling techniques to support students with psychological and academic problems.

---

## Teaching and Learning Strategies

- Lectures
- Discussion
- Questioning
- Active learning
- Case studies and role-playing

---

## Weekly Teaching Plan

Week	Teaching Method	Topic	Learning Outcomes
1	Lecture	Introduction to counseling	Define concept and importance
2	Lecture & Discussion	Principles and ethics of counseling	Recognize ethical standards
3	Discussion	Types of counseling (psychological, educational, vocational)	Learn classifications
4	Lecture	Individual counseling	Recognize procedures and applications
5	Questioning	Group counseling	Identify goals and methods
6	Lecture	Counseling process (stages and techniques)	Learn steps and skills
7	Discussion	Counselor's role in schools	Recognize educational responsibilities
8	Lecture	Techniques of psychological counseling	Apply counseling methods
9	Questioning	Counseling students with academic difficulties	Learn intervention strategies
10	Lecture	Counseling students with behavioral problems	Recognize applied methods
11	Discussion	Family counseling and its importance	Learn supportive approaches
12	Lecture	Modern trends in psychological and educational counseling	Recognize current practices

Week	Teaching Method	Topic	Learning Outcomes
13	Questioning	Challenges facing counselors	Identify professional issues
14	Active Learning	Case studies and role-play applications	Apply counseling skills

---

#### Course Evaluation

- Daily participation and preparation
- Quizzes and short tests
- Oral exams
- Written exams
- Reports and applied projects

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#### Learning Resources

**Required Textbooks:** (If any – none specified)

#### Main References:

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

#### Recommended Supporting References:

- Corey, Gerald (2017). *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning.
  - Gibson, Robert & Mitchell, Marianne (2016). *Introduction to Counseling and Guidance*. Pearson.
  - Recent journals, reports, and electronic resources.
-

## Course Description Form

1. **Course Name:** Graduation Research Project

2. **Course Code:** (Not specified)

3. **Semester / Year:** Final year – Second semester of the academic year 2024–2025

4. **Date of Preparing this Description:** 25 / 2 / 2025

5. **Available Attendance Forms:** In-person / Supervised research

6. **Number of Units / Study Hours:**

- Units: 4
- Study hours per week: 4 (independent and supervised research)
- Total study hours: 60

7. **Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Train students to conduct scientific research in the field of special education.
2. Enable students to apply research methodologies studied in earlier courses.
3. Develop skills in collecting, analyzing, and interpreting data.
4. Encourage critical thinking and problem-solving in educational research.
5. Strengthen students' academic writing and reporting skills.
6. Prepare students to present and defend their research findings.

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## Teaching and Learning Strategies

- Individual supervision
- Guidance sessions
- Practical application of research steps
- Workshops on writing and data analysis
- Research presentations and peer feedback

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## Weekly Teaching Plan

Week	Teaching Method	Topic / Activity	Learning Outcomes
1	Orientation	Introduction to graduation project requirements	Recognize objectives and guidelines
2	Supervision	Selection of research topics	Choose suitable research problems
3	Guidance	Writing the research proposal	Formulate problem, questions, and hypotheses
4	Workshop	Review of literature	Collect and organize references
5	Supervision	Research methodology	Design appropriate research methods
6	Practical	Data collection process	Apply research tools
7	Supervision	Data analysis guidance	Learn statistical and qualitative analysis
8	Workshop	Writing introduction and literature review	Develop academic writing skills
9	Guidance	Writing methodology and results	Apply structured writing
10	Supervision	Writing discussion and recommendations	Interpret findings
11	Peer Review	Draft submission and feedback	Revise based on comments
12	Guidance	Finalizing the research report	Apply formatting and structure
13	Presentation	Student research presentations	Share and discuss findings
14	Defense	Final defense and evaluation	Demonstrate mastery of research skills

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## Course Evaluation

- Commitment to supervision and deadlines
- Quality of research proposal
- Data collection and analysis accuracy
- Final research report (organization, clarity, scientific accuracy)
- Oral presentation and defense

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## Learning Resources

**Required Textbooks:** (If any – none specified)

**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Creswell, John (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Cohen, Louis; Manion, Lawrence; & Morrison, Keith (2017). *Research Methods in Education*. Routledge.
- Academic journals, databases, and electronic resources.

## Course Description Form

**1. Course Name:** Field Training II

**2. Course Code:** (Not specified)

**3. Semester / Year:** Final year – Second semester of the academic year 2024–2025

**4. Date of Preparing this Description:** 25 / 2 / 2025

**5. Available Attendance Forms:** In-person / Practical

**6. Number of Units / Study Hours:**

- Units: 4
- Study hours per week: 4 (practical)
- Total study hours: 60

**7. Name of Course Instructor:**

- Name: Dr. Akeel Alwan Hassan
- Email: [akeel.alwan@uobabylon.edu.iq](mailto:akeel.alwan@uobabylon.edu.iq)

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## Course Objectives

1. Provide advanced training in applying teaching and counseling strategies for students with special needs.
2. Strengthen students' professional competencies in classroom and institutional settings.
3. Enable students to design, implement, and evaluate individualized educational programs (IEPs).
4. Develop leadership, collaboration, and problem-solving skills in real-world contexts.
5. Train students in using assistive technology and specialized educational resources.
6. Prepare students for professional practice in special education after graduation.

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## Teaching and Learning Strategies

- Field training in schools and rehabilitation centers
- Direct teaching and classroom management
- Individual and group work with students with disabilities
- Case studies and project-based learning

- Reflective journals and supervision sessions

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### Weekly Teaching Plan

Week	Teaching Method	Topic / Activity	Learning Outcomes
1	Orientation	Introduction to training goals and expectations	Recognize requirements
2	Observation	Classroom visits and student case analysis	Develop observational skills
3	Practical	Assisting in instructional activities	Apply learned strategies
4	Practical	Individualized instruction	Implement IEP goals
5	Report Writing	Preparing observation and participation reports	Develop documentation skills
6	Practical	Group teaching and activity planning	Apply cooperative learning
7	Supervision	Feedback from supervisors	Improve performance
8	Practical	Using teaching aids and assistive technology	Apply supportive tools
9	Case Study	Analysis of student cases	Apply assessment and intervention
10	Practical	Managing classroom behavior	Apply management strategies
11	Participation	Supporting extracurricular and rehabilitation activities	Engage in holistic support
12	Practical	Evaluation of students' progress	Apply assessment methods
13	Report Writing	Preparing final training report	Demonstrate reflective practice
14	Presentation	Presentation of field training experiences	Share and evaluate outcomes

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### Course Evaluation

- Supervisor's evaluation of performance
  - Daily participation and commitment
  - Observation and case reports
  - Final field training report
  - Presentation and discussion of field experience
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**Main References:**

- Al-Khatib, Jamal (2003). *Introduction to Special Education*. Dar Al-Fikr for Printing and Publishing.
- Al-Rousan, Farouk (2001). *The Psychology of Extraordinary Children*. Dar Al-Fikr for Printing and Publishing.

**Recommended Supporting References:**

- Heward, William (2013). *Exceptional Children: An Introduction to Special Education*. Pearson.
- Friend, Marilyn (2017). *Special Education: Contemporary Perspectives for School Professionals*. Pearson.
- Manuals, institutional field guidelines, and electronic resources.