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 برنامج العلوم الإدارية والإنسانية

## Special Education Diploma (Visual Disability)

Course number and Code	Level One	Credit Hours	Course number and Code	Level Two	Credit Hours
١٤٥٠ KAS	An Introduction to Special Education	٣	١٢٢٢ NAFS	Educational Psychology	٢
١٤٥١ KAS	Diagnosis and Evaluation	٣	١٤٨٧ KAS	Behavior Disorders Treatment	٣
١٤٥٢ KAS	Principles of Behavior Adjustment and their Applications	٢	١٤٨٨ KAS	Methods of Teaching Individuals with Behavior Disorders	٣
١١٠٤ NAFS	Child and Adolescent Psychology	٣	١٤٨٩ KAS	Field Training in Behavior Disorders	٦
١٤٨٥ KAS	An Introduction to Behavioral Disorders	٢			
١٤٨٦ KAS	Management of Classroom Behavior	٣			
Total		١٦	Total		١٤

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



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برنامج العلوم الإدارية والإنسانية



**Course Title:** An Introduction to Special Education

**Course Number:** ١٤٥٠

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** One

### **Course Objectives**

The course aims at acquainting the students with the historical progress in the development of special education. Such a progress is crucial to the latter's theoretical and practical frameworks. The course is also geared to teach the students the concepts of "special education" and "exceptional children" and the relationship between them. The course outlines major types of disabilities such as mental retardation, visual, auditory and physical disabilities, emotional and behavioral disorders, learning and speech difficulties with special focus on the potential causes of these disabilities and the various methods of dealing with each one of them. In addition, the course aims at teaching the students recent trends in the education of abnormal children.

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

### Course Content

١. The concepts of “special education” and “exceptional children”
  ٢. The origins and development of special education with emphasis on the pioneering figures and their efforts and achievements in the field
  ٣. Mental retardation: Definitions, causes, types, features of each type, diagnosis and the treatment methods for each respective type
  ٤. Auditory processing disorder: Definitions, causes, types, features of each type, diagnosis and the treatment methods for each respective type
  ٥. Visual processing disorder: Definitions, causes, types, features of each type, diagnosis and the treatment methods for each respective type
- Learning difficulties: Definitions, types, features of each type, methods of identifying and treating them

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

٦. Physical disability: Types, definitions, features of each type, diagnosis and the treatment methods for each respective type
٧. Communication disorders: Definitions, types, features of each type, diagnosis and the treatment methods for each respective type
٨. Autism: Definition, causes, features, diagnosis and treatment methods
٩. Emotional and behavioral disorders: Definitions, types, features of each type, diagnosis and the treatment methods for each respective type
١٠. Multiple disabilities: Definition, causes, types, features of each type, diagnosis and the treatment methods for each respective type

### Main References

١. Al Qaryouti, Youssef, Sartawi Abdelaziz & Jameel Samadi (١٩٩٨). *An Introduction to Special Education*. Dar Al Qalam for Pubdlication. Dubai, UAE.
٢. Al Rousan, Farouq (٢٠٠٥). *The Psychology of Abnormal Children: An Introduction to Special Education*. Cooperative Printing Association. Amman, Jordan.

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Sciences

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٣. Jaber, Jaber Abdelhameed (٢٠٠١). *Features of Special-Need School Children and their Education Strategies* (trans.). Dar Al Fikr Al Arabi, Cairo.

٤. Abderraheem, Fathi Al Sayed (١٩٨٢). *The Psychology of Abnormal Children*. Dar Al Qalam, Kuwait.

٥. Al Qareeti, Abdelmuttaleb (٢٠٠٥). *The Psychology of Special-Need Individuals*.





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Ministry of Higher Education  
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جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Diagnosis and Evaluation

**Course Number:** ١٤٥١

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** One

### **Course Objectives**

١. Teaching the students the basic skills and concepts related to the evaluation process
٢. Acquainting the students with the theoretical framework of the evaluation process
٣. Acquainting the students with the conditions necessary for the application of evaluation methods, the interpretation of their results and their use in making appropriate educational decisions

### **Course Content**

١. The basic concepts related  
process



to the evaluation

٢. The various evaluation  
features and uses

methods: Their

Kingdom of Saudi Arabia

Ministry of Higher Education

King Saud University

College of Applied Studies and Community

Service

Program of Administration & Human

Sciences

المملكة العربية السعودية

وزارة التعليم العالي

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كلية الدراسات التطبيقية وخدمة المجتمع

برنامج العلوم الإدارية والإنسانية

٣. The ability to apply formal and non-formal evaluation methods

٤. Using basic statistical concepts in the evaluation process

٥. Interpreting evaluation methods results

٦. The proper use of evaluation methods results in the making of educational  
decisions

٧. Special considerations in the evaluation of the various disability cases

### Main References

١. Al Sartawi, Abdelaziz & Zaidan (١٩٨٨). *Evaluation in Special Education* (trans.).

The Golden Pages Bookstore, Riyadh.

٢. Al Rousan, Farouq (١٩٩٦). *Measurement and Diagnosis Methods in Special*

*Education*. Dar Al Fikr for Printing and Publication. Amman, Jordan.



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Sciences



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جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Principles of Behavior Adjustment and their Applications

**Course Number:** ١٤٥٢

**Course Code:** KAS

**Credit Hours:** ٢ (theoretical)

**Level:** One

### **Course Objectives**

The course aims at acquainting the students with the concept of “behavior adjustment”, its historical and theoretical backgrounds, with special focus on the use of the various behavior adjustment methods regarding normal as well as exceptional individuals in order to obtain, enhance or adjust the desired/undesirable behavior, to utilize technology in the designing, implementation and evaluation of behavior adjustment and formation programs (for instance computer programs, etc.)

### **Course Content**

١. The concept of “behavior adjustment”: Its origins and development
٢. The basic principles of behavior adjustment (a glance at the history)

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences

المملكة العربية السعودية  
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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

٣. The basic steps of the behavior adjustment process
٤. Definition and identification of target behavior
٥. Behavior measurement
٦. Ways of maximizing desired behavior
٧. Teaching new patterns of behavior
٨. minimizing undesirable behavior
٩. Behavioral contracting and code of ethics enhancement programs
١٠. The use and importance of graphs
١١. The use of computer in behavior adjustment programs
١٢. The Ethics of behavior adjustment

#### **Main References**

١. Al Khateeb, Jamal Mohamad (١٩٩٣). *Behavior Adjustment of Disabled Children: A Parents' and Teachers' Guide*. Dar Ishraq for Publication. Amman, Jordan.

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Program of Administration & Human  
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وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية



٢. Al Khateeb, Jamal Mohamad (١٩٩٠). *Behavior Adjustment: Laws and Regulations*. The Golden Pages Bookstore, Riyadh.
٣. Al Dakheel, Abu Homeidan (١٩٩٣). *A Practical Guide to Solve Pre-school Behavior Problems*. The G.C.C. Arab Education Bureau. Riyadh.
٤. Al Rousan, Farouq (٢٠٠٠). *Adjusting and Forming Human Behavior*. Dar Al Fikr for Printing and Publication. Amman, Jordan.
٥. Wolery, M., Balley, & Sugai, G.M. (١٩٨٨). *Effective Teaching Principles and Procedures of Applied Behavior Analysis with Exceptional Students*. Boston: Allyn & Bacon Inc.

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Ministry of Higher Education  
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Service  
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Sciences



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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Child and Adolescent Psychology

**Course Number:** ١١٠٤

**Course Code:** NAFS

**Credit Hours:** ٣ (theoretical)

**Level:** One

### **Course Objectives**

The course aims at acquainting the student with the features of the child development stages from pregnancy up until the end of adolescence with special focus on the different growth aspects which include physical, mental, emotional and social developments.

### **Course Content**

- An introduction on Developmental Psychology and its importance
- Scientific methods for the study of child development
- Factors affecting child development
- Child development stages (pre-natal, nursing, early childhood, mid childhood, late childhood and adolescence)

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

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Al Mufadda, Omar Abderrahman (١٤٢٣). *Life Stages Psychology*. Dar  
Tayba Publishing House, Riyadh.

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
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Program of Administration & Human  
Sciences



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جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** An Introduction to Visual Disability

**Course Number:** ١٤٥٤

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** One

### **Course Objectives**

The course aims at equipping the students with an adequate theoretical background on visual disability and its impact on the individual's personality and at highlighting their role in society in order to prepare them to study the various educational and habilitation programs needed by the visually disabled. More precisely, the program is geared to achieve the following:

١. Providing the students with background information on eyesight; its functioning and importance in human life
٢. Defining and classifying visual disability as well as determining its major causes and its different prevention and treatment methods



٣. Helping the students to better understand visual disability by teaching them its various features (physical, mental, emotional and social) throughout the different life stages
٤. Highlighting the needs of the visually disabled throughout their life stages and the different ways of dealing with them at home, at school and in the community)

#### Course Content

١. Studying eye anatomy and how it functions
٢. Defining and classifying visual disability as well as identifying its causes
٣. Characteristics of the visually disabled
٤. Needs of the visually disabled
٥. The effect of visual disability on the individual's personality
٦. Habilitation of the visually disabled

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
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جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية



**Course Title:** The Braille System

**Course Number:** ١٤٥٥

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** One

### Course Objectives

This course is designed to help the students

١. Master the Braille System for reading and writing Arabic.
٢. Master the reading and writing of raised letters and symbols utilizing simple and complex abbreviations.
٣. Understand elementary-level mathematical symbols used at the Nur Schools in accordance with the British system.
٤. Know modern methods utilized for the mastering of the Braille System.
٥. Familiarize themselves with the difficulties envisaged in teaching reading and writing for the visually disabled and find solutions for such difficulties.



Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

### Course Content

١. Preparing units to be written on special cards using the Braille System. The cards are to be distributed among the students at the beginning of every class.
٢. Braille System reading and writing skills
٣. The Braille System writing tools
٤. The history of the Braille System
٥. The teaching difficulties posed by the Braille System
٦. Knowledge development of the visually disabled

### References

١. Braille, Louis. The Exemplary Center for the Blind. Suez Bridge Street, Cairo.
٢. Braille-System Testing. The Talking Bookstore. Riyadh.
٣. Sisalem, Kamel Salem (١٩٩٧). *The Visually Disabled: Their Characteristics and Procedures*. Egyptian-Lebanese Publishing House. Cairo.
٤. Abeed, Magda Al Sayed (٢٠٠٠). *Ears that Can See*. Dar Al Safa. Amman, Jordan.



Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences

المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Educational Psychology

**Course Number:** ١٢٢٢

**Course Code:** NAFS

**Credit Hours:** ٢ (theoretical)

**Level:** Two

### **Course Objectives**

This course aims at equipping the students with the psychological knowledge required by the educational process in all its aspects. It is also geared to familiarize them with the psychological principles of the teaching / learning processes

### **Course Content**

١. Definition of educational psychology: Its position among the various branches of psychology as well as among the other educational sciences
٢. Educational goals: Their classification and identification as well as their rapport with each of the following:
  - Evaluation

- Individual among students



- Processes of

differences

learning and

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 Service  
 Program of Administration & Human  
 Sciences

المملكة العربية السعودية  
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 جامعة الملك سعود  
 كلية الدراسات التطبيقية وخدمة المجتمع  
 برنامج العلوم الإدارية والإنسانية

٢. Development: the principles of the development process; the various stages of development

٤. Behavior: causes; emotional reactions; orientations

٥. The psychological principles of the learning process: Principles of good learning; memorizing and forgetting; remembering and learning; the principles of teaching and their applications inside the classroom

٦. Individual differences: Definition; the definition of “personality”; types of personality changes; educational goals and the development of the various personality aspects; intelligence and its measurement

٧. Evaluating educational outcomes: The evaluation process; evaluation and the educational goals; evaluation and the learning and development processes; evaluating students’ acquisition with emphasis on the definition of educational goals and their identification as well as setting the standards for the elaboration of the tests made by the teacher in class; presenting all types

of achievement tests and highlighting their advantages, disadvantages and the methods for their preparation

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

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١. Adas, Abderrahman (١٩٩٩). *Educational Psychology: A Contemporary Glanc.* Dar Al Fikr for Printing and Publication. Amman, Jordan.
٢. Abu Hattab, Fouad and Amel Sadiq (١٩٨٥). *Educational Psychology.* Anglo-Egyptian Library. Cairo.
٣. Mohamad Khairi, Al sayed et al. (no date). *Educational Psychology: Principles and Applications.* Riyadh University.

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Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Techniques of Orientation and Movement

**Course Number:** ١٤٥٦

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** Two

### **Course Objectives**

This course is generally geared to teach the students the principles of orientation and movement development skills. It also focuses attention on everyday-life skills and their requirements regarding the visually disabled.

### **Course Content**

١. Factors affecting orientation and movement skills and their means
٢. The difficulty or loss of movement and everyday-life skills and its impact on the visually disabled
٣. Tools and systems utilized in the practical training of the visually disabled to learn some of such skills
٤. The importance of sporting activities for the visually disabled
٥. The rules for practicing sports regarding the visually disabled

Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
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برنامج العلوم الإدارية والإنسانية

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١. Carlos, Thomas. *Caring for the Visually Disabled at the Psychological and the Vocational Levels* (trans.) by Salah Mkheemar. Aalam Al Kutub. Cairo.
٢. Al Damati, Abdelghaffar Abdelhakeem (١٩٩٠). *Conceptual Development among the Visually Disabled: A Guide for Education Workers and Specialists* (trans.). Deanship of Library Affairs, King Saud University. Riyadh.
٣. Al Hudaidi, Mona (١٩٩٨). *An Introduction to Visual Impairment*. Dar Al Fikr. Amman.
٤. Al Matar, Abdelhakeem Jawad: *Competitive Sporting Activities among the Visually Disabled*. King Saud University Library. Riyadh.
٥. Al Matar, Abdelhakeem Jawad: *The Saudi Union for Special and Physical Education*. General Presidency of Youth Welfare. Riyadh.

Kingdom of Saudi Arabia  
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Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الملك سعود  
كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Teaching Methods for the Visually Disabled

**Course Number:** ١٤٥٧

**Course Code:** KAS

**Credit Hours:** ٣ (theoretical)

**Level:** Two

### Course Objectives

This course is designed to achieve the following:

١. Familiarizing the students with the various methods, programs, strategies and educational theories and their relevance and effectiveness in teaching different subjects
٢. Training the students to utilize common modern technological tools and systems in the field of visual disability
٣. Familiarizing the students with the problems and difficulties envisaged by teachers of the visually disabled
٤. Helping the students acquire the basic skills that would enable them not only to engage in comparison and selection processes but also to carry out creative and innovative activities in order to devise methods, programs and means as well as come up with suggestions and solutions for the visually disabled children.



Kingdom of Saudi Arabia  
Ministry of Higher Education  
King Saud University  
College of Applied Studies and Community  
Service  
Program of Administration & Human  
Sciences



المملكة العربية السعودية  
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كلية الدراسات التطبيقية وخدمة المجتمع  
برنامج العلوم الإدارية والإنسانية

**Course Title:** Field Training in Visual Disability

**Course Number:** ١٤٥٨

**Course Code:** KAS

**Credit Hours:** ٦ (theoretical)

**Level:** Two

### **Course Objectives**

This course aims at training the students to apply a number of educational principles, strategies and theories - that would maximize the effectiveness of the learning process regarding visually disabled children – utilizing a variety of methods, programs and means and presenting suggestions and options to serve these children such as individual educational plans within the academic fields as well as the behavioral disorder adjustment programs.