



ATTACHMENT 5.

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

**T6. Course Specifications
(CS)**

Course Title: Academic Learning Disabilities(1)

Course Specifications

Institution: Najran University	Date: 14 Feb 2017
College: Education	Department : Special Education

A. Course Identification and General Information

1. Course title: Academic Learning Disabilities(1)		Course code: SPED366	
2. Credit hours: 2			
3. Program(s) in which the course is offered: Bachelor of Special Education			
4. Name of faculty member responsible for the course: Dr. Suhail Al-Zoub & Dr. Majdoleen Bani Abdel Rahman			
5. Level/year at which this course is offered: 6 th Semester			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any): SPED360			
8. Location if not on main campus: Faculty of Education (Male& Female)			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="30%"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
<p>Comments: The teaching methods used of this course depended on the lecture style as well as the blackboard and Echo systems.</p>			

B Objectives

<p>1. What is the main purpose for this course?</p> <p><i>The course aims to provide students with information about language development , readiness for reading in early childhood, role of family and school for reading development, dyslexia, dysgraphia and handwriting, and teaching methods of reading and writing skills</i></p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p><i>There are many procedures that are taken by the instructor in order to improve and develop the contents of the course which are as follows:</i></p> <ol style="list-style-type: none"> <i>1. Benefit from students' evaluation of the course in each semester.</i> <i>2. Implementation of ICT in the course subjects.</i> <i>3. Continuous updating of references, journals and Websites .</i> <i>4. Implementation of research of faculty members which published in the international journals .</i>

C. Course Description (Note: General description in the form used in Bulletin or handbook)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Language development & preparation stages of reading	1	2
Readiness of reading in early childhood	1	2
Role of family and school in development of reading	1	2
Dyslexia	2	4
Scotopic sensitivity(Irlen Syndrome)	1	2
Teaching methods of reading for children LD	1	2
Dysgraphia	2	4
Teaching methods of writing for children LD	1	2
Spelling difficulties for students with LD	1	2
Teaching methods of handwriting	1	2
Individualized educational plan in reading and writing	2	4
Measurement methods of dyslexia and dysgraphia	2	4

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	32	-----	-----	-----	-----	32
Credit	2	-----	-----	-----	-----	2

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy			
<p>On the table below are the five NQF Learning Domains, numbered in the left column. First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)</p>			
Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	To define concepts of academic learning disabilities.	Lecture, Discussion and dialogue	Achievement tests
1.2	To describe language development and preparation stages of reading.	Lecture, Discussion and dialogue	Achievement tests
1.3	To identify diagnosis stages of dyslexia and dysgraphia.	Lecture, Discussion and dialogue	Achievement tests and assignments
1.4	To explain teaching methods of students with dyslexia and dysgraphia problems.	Lecture, Discussion and dialogue	Achievement tests
2.0	Cognitive Skills		
2.1	To prepare individualized educational plan in dyslexia	Lecture, Discussion and	Achievement tests

		dialogue	
2.2	To prepare individualized educational plan in dysgraphia	Lecture, Discussion and dialogue	Achievement tests
2.3	To apply of dyslexia and dysgraphia tests	Lecture, Discussion and dialogue	Achievement tests

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)								
	1.3	2.2	2.3						
1.1	*								
1.2	*								
1.3	*								
1.4	*								
2.1			*						
2.2			*						
2.3		*							

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	The first exam	6	20%
2	The second exam	11	20%
3	Assignments (translation, presentations	monthly	10%
4	The Final exam	16	50%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Two office hours.
- Two hour in per week for academic advising.

- Contact with students through e-mail, mobile, and blackboard.

E. Learning Resources

1. List Required Textbooks	<ul style="list-style-type: none"> - بطرس ، بطرس. (2016). تدريس الأطفال ذوي صعوبات التعلم، عمان: دار المسيرة. - الوقفي، راضي. (2015). صعوبات التعلم : النظري والتطبيقي، عمان: دار المسيرة.
2. List Essential References Materials (Journals, Reports, etc.)	<p>الوقفي، راضي. (2001). الصعوبات التعلمية في اللغة العربية، كلية الأميرة ثروت، الأردن.</p> <p>جيمس كالفنت وصموئيل كيرك. (2016). صعوبات التعلم الأكاديمية والنمائية، ترجمة زيدان السرطاوي وعبدالعزیز السرطاوي. عمان: دار المسيرة.</p>
3. List Recommended Textbooks and Reference Material (Journals , Reports, etc)	<p><i>Journal of Special Education</i></p> <ul style="list-style-type: none"> - <i>Exceptional Children</i> - <i>Journal of Learning Disabilities</i> - <i>International Journal of Special Education</i> - <i>European Journal of Special Education</i> - <i>British Journal of Special Education</i> - <i>British Journal of Learning Disabilities</i> - <i>Journal of Special Education Technology</i> - <i>Australian Journal of Learning Disabilities</i> - <i>Saudi Journal of Special Education</i> - <i>Knowledge Journal of Learning Disabilities</i>
4. List Electronic Materials, Web Sites , Facebook, Twitter, etc.	<ul style="list-style-type: none"> - http://www.ldresources.org - http://www.ldworldwide.org/default.html - http://www.ncld.org - http://www.nrcl.org - http://schwablearning.org - http://www.teachingld.org - http://www.cldinternational.org - http://www.ldonline.org
5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.	<ul style="list-style-type: none"> - Provide students with e-Books and e-Journals that related to the subjects of course.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) - Classroom accommodate to 30 students.
2. Computing resources (AV, data show, Smart Board, software, etc.) - Classrooms at the Faculty of Education, NU equipped with computing resources.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) - Special Education Laboratory - Library in the faculty

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching - The first and second test. - The final test. - Observation of the performance of students. - Assignments
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department - Course Report . - Annual Improvement Plan of the course. - Evaluation by Department of Special Education Head.
3 Processes for Improvement of Teaching - Annual Review of the Course Description/ Specification. - Using ICT in the education process.
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution) - Check the final grades by another faculty member. - Evaluating student's assignments by another faculty member.
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. - Meetings of course instructors. - Benefit from external reviewer for the course. - Review of the course report. - Review the course improvement.



Name of Instructors: *Suhail Mahmoud Al-Zoubi, PhD & Majdoleen Bani Abdel Rahman, PhD*

Signature: _____ Date Report Completed: **Feb 15, 2017**

Program Coordinator: _____

Signature: _____ Date Received: _____