

Master in Learning and Developmental Disabilities

Accredited by the Council for the Accreditation of Educator Preparation

This program offers three specialisation tracks. Students complete the study plan of their selected track after admission to the program. This program offers three specialisation tracks. Students complete the study plan of their selected track after admission to the program.

1. Program Tracks Overview

Track	Focus Area	Starting Page
Learning Disabilities	Focuses on assessment, intervention, and educational support for individuals with learning disabilities.	Page 2
Intellectual Disability	Focuses on educational, behavioural, and rehabilitation practices for individuals with intellectual disability.	Page 7
Autism	Focuses on assessment, intervention, inclusion, and support services for individuals with autism spectrum disorder.	Page 12

Master in Learning and Developmental Disabilities

Track 1: Learning Disabilities

Track Credit Hours: 38

1. Program Tracks Overview

The study plan for the master's degree in learning disabilities is divided into at least four semesters, with a required (38) credit hours distributed between courses (30 hours) and a master thesis (8 hours). The following is the distribution of the study plan for the courses:

2. Study Plan

Course Code	Course Title	Credit Hours
First Year - Semester 1		
LRD 522	Introduction to Special Education	2
LRD 525	Applications of Tests and Scales in Learning and Developmental Disabilities	2
LRD LD 531	Developmental Learning Disabilities	3
LRD LD 533	Academic Learning Disabilities	3
GS ES 520	Introduction of Educational Statistics	2
Total Credit Hours		12
First Year - Semester 2		
LRD LD 526	Diagnosis and Assessment of Learning Disabilities	2
LRD LD 534	Remedial Approaches for Learning Disabilities	3
LRD LD 527	Special Teaching Methods for Learning Disabled	2
LRD LD 538	Contemporary Issues in Learning Disabilities	3
LRD LD 521	Practicum	2
GS ES 620	Inferential Statistics and its Applications	2
GS ES 621	Educational Research Methods	2

Course Code	Course Title	Credit Hours
LRD 526	Research Seminar	2
Total Credit Hours		18
Second Year - Semester 3		
LRD 680	Master Thesis	8
Total Credit Hours		8
Total Programme Credit Hours		38

3. Course Descriptions

First Year (First Semester)

LRD 522 — Introduction to Special Education (2 CH)

The objective of the course is to provide students with basic knowledge and information related to concepts in special education with special focus on different approaches in understanding, clarifying human behaviour, identification, content, strategies, and application of special education, in addition to issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on several issues, for example types of disabilities such as intellectual disability, autism and hearing impairment, as well as the causes and prevention. Furthermore, beliefs and attitudes such as the traditional beliefs, advocacy and support services will be explained and discussed. Students will learn how to form their own views and attitudes towards individuals with disabilities.

LRD 525 — Applications of Tests and Scales in Learning and Developmental Disabilities (2 CH)

The objective of the course is to provide students with general knowledge and important skills related to measuring psycho-educational aspects of learning and developmental disabilities. Students will become familiar with test structure and development and their application with intellectually disabled, autistic individuals, and learning disabilities individuals. To also provide students with important skills needed for proper use of educational and psychological tests including introduction to tests, measurement and their types, preparation and design of tests, general principles of measurement, reliability, validity, norms, test application in different aspects, cognitive, performance, as well as social and personality tests. Additionally, addressing issues and problems related to the evaluation process of individuals with intellectual disabilities, autism disorders, and learning disabilities individuals.

LRD LD 531 — Developmental Learning Disabilities (3 CH)

The objective of the course is to provide students with the foundations of the relationship between developmental and academic learning disabilities, and the theoretical underpinnings of developmental cognitive processes disorders for individuals with learning disabilities. Students are introduced to factors and causes of developmental and academic learning disabilities , with a focus on the following topics: the

relationship between developmental and academic learning disabilities, reading disabilities, reading comprehension disabilities, writing disabilities, spelling and written expression disabilities, and mathematics disabilities, cognitive and behavioral disorders of attention, perception disabilities and memory disabilities and how they affect the structure of nerve on cognitive function among individuals with learning disabilities.

LRD LD 533 — Academic Learning Disabilities (3 CH)

The objective of the course is to focus on academic learning disabilities and their relationship with developmental learning disabilities in general. Specifically, this course focuses on the reasons of academic learning disabilities including all types of reading learning disabilities, writing learning disabilities, and math learning disabilities with reference to the characteristics of the children with a specific disability from these disabilities as well as some applications and practices in the field.

GS ES 520 — Introduction of Educational Statistics (2 CH)

The objective of the course is to introduces students to types of variables that are common in education and psychology such as quantitative, qualitative, continuous, discrete, nominal, ordinal, interval, and ratio. Additionally, the course focuses on methods of describing data using frequency tables, graphs, central tendency, variability, and kurtosis indices.

First Year (Second Semester)

LRD LD 526 — Diagnosis and Assessment of Learning Disabilities (2 CH)

The objective of the course is to provide students with the scientific basics for the diagnosis and evaluation of learning disabilities. The course focuses on the diagnosis and evaluation of difficulties of attention, perception, and memory. The course also addresses procedures for the diagnosis and evaluation of learning disabilities using various diagnostic models: behavioral, and developmental, medical, neurological, and cognitive, both in reading, writing, spelling, written expression, or mathematics.

LRD LD 534 — Remedial Approaches for Learning Disabilities (3 CH)

The objective of the course is to introduce students to various remedial approaches for learning disabilities, self - neurological, cognitive, and medical approaches. Students will be trained on some of the applications of these approaches in practice and in the field.

LRD LD 527 — Special Teaching Methods for Learning Disabled (2 CH)

The objective of the course is to introduce students to different strategies for teaching students with learning disabilities; it will focus on implementing different cognitive strategies related to attention, perception, and memory. The course will provide training to utilize these strategies in the following academic areas: reading, writing, spelling, written expression and mathematics.

LRD LD 538 — Contemporary Issues in Learning Disabilities (3 CH)

The objective of the course is to provide students with the theoretical foundations and to engage contemporary issues in the field of learning disabilities. For example, the course will include issues of identification and diagnosis, test spacing, response to intervention, non-verbal learning disabilities,

assistive technology for students with learning disabilities, and learning disabilities and overlapping disorders.

LRD LD 521— Practicum (2 CH)

The objective of the course is to provide students with opportunities to implement what they have learned in their courses offered during the academic year in the field of learning disabilities. They spend sufficient time schools to get hands on experience with the students struggling with learning disabilities. They are expected to be able to implement what they have learned in different courses such as special teaching methods and diagnosis and assessment, in addition to designing Individualized Educational Plan (IEP). Learners also must produce and implement awareness programs to children, teachers and parents.

GS ES 620 — Inferential Statistics and its Applications (2 CH)

The objective of the course is to provide the students with the basics of statistical estimation, statistical sampling, testing hypotheses, the level of significance, and statistical decision-making including comparisons of the two statistical errors: Type I and Type II errors. In addition, the course covers testing hypotheses of the differences between means, variances, correlations, and proportions for the independent and correlated cases using parametric and nonparametric techniques. SPSS is heavily used in the course.

GS ES 621 — Educational Research Methods (2 CH)

The objective of the course is to familiarize students with scientific thinking and research methods applied in educational and psychological studies. It also equips students with the knowledge and skills needed in conducting research. Students are expected to be able to identify research problem, construct research questions and discuss relevant assumptions, and define and classify research variables. Also, students are expected to design a research study and follow the appropriate procedures for carrying it out. Finally, students are expected to appropriately use and cite references.

LRD 526 — Research Seminar (2 CH)

The objective of the course is to familiarize students with a method of selecting a research topic and the necessary elements and resources of the research plan. In this course students will be trained on the scientific standards of criticizing other research studies and theses related to Learning and Developmental Disabilities. Also, students will be trained on summarizing and presenting Arabic and English research studies and theses. This course highlights some of the research problems that need further research as well as the importance of ethics in research. By the end of this course, students will have a suggested plan proposal for their master thesis.

Second Year (Third Semester)

LRD 680 — Master Thesis (8 CH)

The master's thesis represents the final stage and the research cornerstone of the Learning and Developmental Disabilities programme, marking the student's transition from a recipient of knowledge to a contributor to its production. Under the direct academic supervision of faculty members, the student identifies an original research problem relevant to the field of learning disabilities, intellectual disability,

or autism; builds a rigorous theoretical framework grounded in current literature; selects an appropriate methodology; and collects and analyses data through precise methods, while upholding the ethics of scientific research in working with the target populations and their families. The thesis aims to generate applicable knowledge that advances evidence-based practices in diagnosis and in educational and behavioural intervention, serving the needs of the educational field and of the local and Gulf communities, and concludes with a public defence before a specialised examining committee.

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Master in Learning and Developmental Disabilities

Track 2: Intellectual Disability

Track Credit Hours: 38

1. Programme Overview

The study plan for the master's degree in intellectual disability is divided into at least four semesters, with a required (38) credit hours distributed between courses (30 hours) and a master thesis (8 hours). The following is the distribution of the study plan for the courses:

2. Study Plan

Course Code	Course Title	Credit Hours
First Year - Semester 1		
LRD 522	Introduction to Special Education	2
LRD 525	Applications of Tests and Scales in Learning and Developmental Disabilities	2
LRD ID 533	Fundamentals of Intellectual Disability	3
LRD ID 524	Fundamentals of Early Intervention	2
LRD ID 537	Fundamentals of Autism Disorder	3
GS ES 520	Introduction of Educational Statistics	2
Total Credit Hours		14
First Year - Semester 2		
LRD ID 528	Diagnosis and Assessment of Developmental Disabilities	2
LRD ID 529	Teaching Strategies of Developmental Disabilities	2
LRD ID 626	Family Counselling for Developmental Disabilities	2
LRD ID 621	Behavior Management and Modification	2
LRD ID 521	Practicum	2
GS ES 620	Inferential Statistics and its Applications	2
GS ES 621	Educational Research Methods	2

Course Code	Course Title	Credit Hours
LRD 526	Research Seminar	2
Total Credit Hours		16
Second Year - Semester 3		
LRD 680	Master Thesis	8
Total Credit Hours		8
Total Programme Credit Hours		38

3. Course Descriptions

First Year (First Semester)

LRD 522 — Introduction to Special Education (2 CH)

The objective of the course is to provide students with basic knowledge and information related to concepts in special education with special focus on different approaches in understanding, clarifying human behaviour, identification, content, strategies, and application of special education, in addition to issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on several issues, for example types of disabilities such as intellectual disability, autism and hearing impairment, as well as the causes and prevention. Furthermore, beliefs and attitudes such as the traditional beliefs, advocacy and support services will be explained and discussed. Students will learn how to form their own views and attitudes towards individuals with disabilities.

LRD 525 — Applications of Tests and Scales in Learning and Developmental Disabilities (2 CH)

The objective of the course is to provide students with general knowledge and important skills related to measuring psycho-educational aspects of learning and developmental disabilities. Students will become familiar with test structure and development and their application with intellectually disabled, autistic individuals, and learning disabilities individuals. To also provide students with important skills needed for proper use of educational and psychological tests including introduction to tests, measurement and their types, preparation and design of tests, general principles of measurement, reliability, validity, norms, test application in different aspects, cognitive, performance, as well as social and personality tests. Additionally, addressing issues and problems related to the evaluation process of individuals with intellectual disabilities, autism disorders, and learning disabilities individuals.

LRD ID 533 — Fundamentals of Intellectual Disabilities (3 CH)

The objective of the course is to provide students with basic concepts, causes, classifications, characteristics, incidence, and the application of learning theories and rehabilitation of intellectual disabled individuals. This course focuses on the concept of intellectual disability, incidence, different

definitions, classifications, causes, characteristics application of learning theories in this field, and rehabilitation and community life of individuals with intellectual disability.

LRD ID 524— Fundamentals of Early Intervention (2 CH)

The objective of the course is to shed light on the importance of early intervention with intellectual disabled and/ or autistic young children by emphasizing the importance of the family. In addition, students are introduced to important theories, programs, and strategies of early intervention in order to create an elevated state of mind that understands the concept and is able to deal with both the involved child and their family in a professional manner. To also focus on the theoretical foundations in identifying the concepts of early intervention, the importance and relevance of early intervention, programs of interventional therapy, strategies of early intervention, different manners of services, the importance of family when it comes to early intervention, evaluation of early intervention and training emphasized on real life case studies.

LRD ID 537— Fundamentals of Autism Disorder (3 CH)

The objective of the course is to provide students with the knowledge and basic concepts in autism disorder, both in terms of definition, prevalence, clinical picture, causal factors, different characteristics of individuals with autism, and the methods and tools used in diagnosis and assessment of autism and similar cases. The theoretical approaches covered (Neural, Psychodynamic & Cognitive) explain the various symptoms of autism, as well as provide programs and methods of intervention used for the development of communication skills as well as social and academic skills.

GS ES 520 — Introduction of Educational Statistics (2 CH)

The objective of the course is to introduces students to types of variables that are common in education and psychology such as quantitative, qualitative, continuous, discrete, nominal, ordinal, interval, and ratio. Additionally, the course focuses on methods of describing data using frequency tables, graphs, central tendency, variability, and kurtosis indices.

First Year (Second Semester)

LRD ID 528 — Diagnosis and Assessment of Developmental Disabilities (2 CH)

The objective of the course is to provide students with knowledge and information related to theories and different strategies in diagnosing individuals with intellectual disability. Students also acquire basic skills in diagnosis and are trained to evaluate strengths and weaknesses on all aspects, cognitive, educational, social, and emotional.

LRD ID 529 — Teaching Strategies of Developmental Disabilities (2 CH)

The objective of the course is to provide students with different teaching strategies in the field of intellectual disability, with a focus on the identification of different concepts and terms which are related to teaching strategies in general, and to identify the different teaching in intervention strategies used with intellectually disabled individuals, such as visual, sensory, cognitive and social intervention strategies. Effective programs of teaching and intervention, such as social interaction and life skills are also covered. In addition, the course focuses on identifying the individual educational plan in terms of elements of

behavioral objectives; specifically, identifying the appropriate educational plan for students with intellectual disability, steps to integrate the plan in regular schools, strategies that facilitate successful integration of these students, and identifying problems associated with the integration of students with intellectual disabilities and solving strategies.

LRD ID 626 — Family Counselling for Developmental Disabilities (2 CH)

The objective of the course is to focus on family counselling concepts, different definitions of counsellor skills, special needs of intellectually disabled and autistic individuals, strategies of counselling, challenges faced by parents of disabled children and their needs and how to deal with those challenges. It also focuses on the counsellor parent relationship, and suitable training offered to parents of disabled individuals and how to establish sufficient communication among disabled individuals, their parents, and the professionals.

LRD ID 621 — Behavior Management and Modification (2 CH)

The objective of the course is to provide students with theoretical concepts and its application in student behavior management, different strategies for managing and modifying student behavior, training students on basic skills, and designing a plan to modify the behavior of a child with developmental disabilities. Concepts covered include basic principles of behavior management and modification theoretical approaches, designing a behavior modification plan, and its applications in the field of developmental disabilities.

LRD ID 521— Practicum (2 CH)

The objective of the course is to provide students with opportunities to implement what they have learned in their courses offered during the academic year in the field of intellectual disability. They spend sufficient time in specialized centers and schools to get hands on experience with the students struggling with intellectual disability. They are expected to be able to implement what they have learned in courses such as teaching strategies, family counselling and behavior management, in addition to designing Individualized Educational Plan (IEP) and use teaching methods which best fit the students. In addition, learners must produce and implement awareness programs to children, teachers, and parents.

GS ES 620 — Inferential Statistics and its Applications (2 CH)

The objective of the course is to provide the students with the basics of statistical estimation, statistical sampling, testing hypotheses, the level of significance, and statistical decision-making including comparisons of the two statistical errors: Type I and Type II errors. In addition, the course covers testing hypotheses of the differences between means, variances, correlations, and proportions for the independent and correlated cases using parametric and nonparametric techniques. SPSS is heavily used in the course.

GS ES 621 — Educational Research Methods (2 CH)

The objective of the course is to familiarize students with scientific thinking and research methods applied in educational and psychological studies. It also equips students with the knowledge and skills needed in conducting research. Students are expected to be able to identify research problem, construct research questions and discuss relevant assumptions, and define and classify research variables. Also, students are expected to design a research study and follow the appropriate procedures for carrying it out. Finally, students are expected to appropriately use and cite references.

LRD 526 — Research Seminar (2 CH)

The objective of the course is to familiarize students with a method of selecting a research topic and the necessary elements and resources of the research plan. In this course students will be trained on the scientific standards of criticizing other research studies and theses related to Learning and Developmental Disabilities. Also, students will be trained on summarizing and presenting Arabic and English research studies and theses. This course highlights some of the research problems that need further research as well as the importance of ethics in research. By the end of this course, students will have a suggested plan proposal for their master thesis.

Second Year (Third Semester)**LRD 680 — Master Thesis (8 CH)**

The master's thesis represents the final stage and the research cornerstone of the Learning and Developmental Disabilities programme, marking the student's transition from a recipient of knowledge to a contributor to its production. Under the direct academic supervision of faculty members, the student identifies an original research problem relevant to the field of learning disabilities, intellectual disability, or autism; builds a rigorous theoretical framework grounded in current literature; selects an appropriate methodology; and collects and analyses data through precise methods, while upholding the ethics of scientific research in working with the target populations and their families. The thesis aims to generate applicable knowledge that advances evidence-based practices in diagnosis and in educational and behavioural intervention, serving the needs of the educational field and of the local and Gulf communities, and concludes with a public defence before a specialised examining committee.

Master in Learning and Developmental Disabilities

Track 3: Autism

Total Credit Hours: 38

1. Programme Overview

The study plan for the master's degree in autism is divided into at least four semesters, with a required (38) credit hours distributed between courses (30 hours) and a master thesis (8 hours). The following is the distribution of the study plan for the courses:

2. Study Plan

Course Code	Course Title	Credit Hours
First Year - Semester 1		
LRD 522	Introduction to Special Education	2
LRD 525	Applications of Tests and Scales in Learning and Developmental Disabilities	2
LRD ID 533	Fundamentals of Intellectual Disability	3
LRD ID 524	Fundamentals of Early Intervention	2
LRD ID 537	Fundamentals of Autism Disorder	3
GS ES 520	Introduction of Educational Statistics	2
Total Credit Hours for 1st Semester		14
First Year - Semester 2		
LRD ID 528	Diagnosis and Assessment of Developmental Disabilities	2
LRD ID 529	Teaching Strategies of Developmental Disabilities	2
LRD ID 626	Family Counselling for Developmental Disabilities	2
LRD ID 621	Behavior Management and Modification	2
LRD ID 521	Practicum	2
GS ES 620	Inferential Statistics and its Applications	2
GS ES 621	Educational Research Methods	2
LRD 526	Research Seminar	2

Course Code	Course Title	Credit Hours
Total Credit Hours		18
Second Year - Semester 3		
LRD 680	Master Thesis	8
Total Credit Hours		8
Total Programme Credit Hours		38

3. Course Descriptions

First Year (First Semester)

LRD 522 — Introduction to Special Education (2 CH)

The objective of the course is to provide students with basic knowledge and information related to concepts in special education with special focus on different approaches in understanding, clarifying human behaviour, identification, content, strategies, and application of special education, in addition to issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on several issues, for example types of disabilities such as intellectual disability, autism and hearing impairment, as well as the causes and prevention. Furthermore, beliefs and attitudes such as the traditional beliefs, advocacy and support services will be explained and discussed. Students will learn how to form their own views and attitudes towards individuals with disabilities.

LRD 525 — Applications of Tests and Scales in Learning and Developmental Disabilities (2 CH)

The objective of the course is to provide students with general knowledge and important skills related to measuring psycho-educational aspects of learning and developmental disabilities. Students will become familiar with test structure and development and their application with intellectually disabled, autistic individuals, and learning disabilities individuals. To also provide students with important skills needed for proper use of educational and psychological tests including introduction to tests, measurement and their types, preparation and design of tests, general principles of measurement, reliability, validity, norms, test application in different aspects, cognitive, performance, as well as social and personality tests. Additionally, addressing issues and problems related to the evaluation process of individuals with intellectual disabilities, autism disorders, and learning disabilities individuals.

LRD ID 533 — Fundamentals of Intellectual Disabilities (3 CH)

The objective of the course is to provide students with basic concepts, causes, classifications, characteristics, incidence, and the application of learning theories and rehabilitation of intellectual disabled individuals. This course focuses on the concept of intellectual disability, incidence, different definitions, classifications, causes, characteristics application of learning theories in this field, and rehabilitation and community life of individuals with intellectual disability.

LRD ID 524— Fundamentals of Early Intervention (2 CH)

The objective of the course is to shed light on the importance of early intervention with intellectual disabled and/ or autistic young children by emphasizing the importance of the family. In addition, students are introduced to important theories, programs, and strategies of early intervention in order to create an elevated state of mind that understands the concept and is able to deal with both the involved child and their family in a professional manner. To also focus on the theoretical foundations in identifying the concepts of early intervention, the importance and relevance of early intervention, programs of interventional therapy, strategies of early intervention, different manners of services, the importance of family when it comes to early intervention, evaluation of early intervention and training emphasized on real life case studies.

LRD ID 537— Fundamentals of Autism Disorder (3 CH)

The objective of the course is to provide students with the knowledge and basic concepts in autism disorder, both in terms of definition, prevalence, clinical picture, causal factors, different characteristics of individuals with autism, and the methods and tools used in diagnosis and assessment of autism and similar cases. The theoretical approaches covered (Neural, Psychodynamic & Cognitive) explain the various symptoms of autism, as well as provide programs and methods of intervention used for the development of communication skills as well as social and academic skills.

GS ES 520 — Introduction of Educational Statistics (2 CH)

The objective of the course is to introduces students to types of variables that are common in education and psychology such as quantitative, qualitative, continuous, discrete, nominal, ordinal, interval, and ratio. Additionally, the course focuses on methods of describing data using frequency tables, graphs, central tendency, variability, and kurtosis indices.

First Year (Second Semester)

LRD ID 528 — Diagnosis and Assessment of Developmental Disabilities (2 CH)

The objective of the course is to provide students with knowledge and information related to theories and different strategies in diagnosing individuals with intellectual disability. Students also acquire basic skills in diagnosis and are trained to evaluate strengths and weaknesses on all aspects, cognitive, educational, social, and emotional.

LRD ID 529 — Teaching Strategies of Developmental Disabilities (2 CH)

The objective of the course is to provide students with different teaching strategies in the field of intellectual disability, with a focus on the identification of different concepts and terms which are related to teaching strategies in general, and to identify the different teaching in intervention strategies used with intellectually disabled individuals, such as visual, sensory, cognitive and social intervention strategies. Effective programs of teaching and intervention, such as social interaction and life skills are also covered. In addition, the course focuses on identifying the individual educational plan in terms of elements of behavior al objectives; specifically, identifying the appropriate educational plan for students with intellectual disability, steps to integrate the plan in regular schools, strategies that facilitate successful

integration of these students, and identifying problems associated with the integration of students with intellectual disabilities and solving strategies.

LRD ID 626 — Family Counselling for Developmental Disabilities (2 CH)

The objective of the course is to focus on family counselling concepts, different definitions of counsellor skills, special needs of intellectually disabled and autistic individuals, strategies of counselling, challenges faced by parents of disabled children and their needs and how to deal with those challenges. It also focuses on the counsellor parent relationship, and suitable training offered to parents of disabled individuals and how to establish sufficient communication among disabled individuals, their parents, and the professionals.

LRD ID 621 — Behavior Management and Modification (2 CH)

The objective of the course is to provide students with theoretical concepts and its application in student behavior management, different strategies for managing and modifying student behavior, training students on basic skills, and designing a plan to modify the behavior of a child with developmental disabilities. Concepts covered include basic principles of behavior management and modification theoretical approaches, designing a behavior modification plan, and its applications in the field of developmental disabilities.

LRD ID 521— Practicum (2 CH)

The objective of the course is to provide students with opportunities to implement what they have learned in their courses offered during the academic year in the field of intellectual disability. They spend sufficient time in specialized centers and schools to get hands on experience with the students struggling with intellectual disability. They are expected to be able to implement what they have learned in courses such as teaching strategies, family counselling and behavior management, in addition to designing Individualized Educational Plan (IEP) and use teaching methods which best fit the students. In addition, learners must produce and implement awareness programs to children, teachers, and parents.

GS ES 620 — Inferential Statistics and its Applications (2 CH)

The objective of the course is to provide the students with the basics of statistical estimation, statistical sampling, testing hypotheses, the level of significance, and statistical decision-making including comparisons of the two statistical errors: Type I and Type II errors. In addition, the course covers testing hypotheses of the differences between means, variances, correlations, and proportions for the independent and correlated cases using parametric and nonparametric techniques. SPSS is heavily used in the course.

GS ES 621 — Educational Research Methods (2 CH)

The objective of the course is to familiarize students with scientific thinking and research methods applied in educational and psychological studies. It also equips students with the knowledge and skills needed in conducting research. Students are expected to be able to identify research problem, construct research questions and discuss relevant assumptions, and define and classify research variables. Also, students are expected to design a research study and follow the appropriate procedures for carrying it out. Finally, students are expected to appropriately use and cite references.

LRD 526 — Research Seminar (2 CH)

The objective of the course is to familiarize students with a method of selecting a research topic and the necessary elements and resources of the research plan. In this course students will be trained on the scientific standards of criticizing other research studies and theses related to Learning and Developmental Disabilities. Also, students will be trained on summarizing and presenting Arabic and English research studies and theses. This course highlights some of the research problems that need further research as well as the importance of ethics in research. By the end of this course, students will have a suggested plan proposal for their master thesis.

Second Year (Third Semester)**LRD 680 — Master Thesis (8 CH)**

The master's thesis represents the final stage and the research cornerstone of the Learning and Developmental Disabilities programme, marking the student's transition from a recipient of knowledge to a contributor to its production. Under the direct academic supervision of faculty members, the student identifies an original research problem relevant to the field of learning disabilities, intellectual disability, or autism; builds a rigorous theoretical framework grounded in current literature; selects an appropriate methodology; and collects and analyses data through precise methods, while upholding the ethics of scientific research in working with the target populations and their families. The thesis aims to generate applicable knowledge that advances evidence-based practices in diagnosis and in educational and behavioural intervention, serving the needs of the educational field and of the local and Gulf communities, and concludes with a public defence before a specialised examining committee.