

学位論文の要旨 (論文の内容の要旨)
Summary of the Dissertation (Summary of Dissertation Contents)

論文題目,
Dissertation title

A Proposed Framework for a Post-secondary Education Program for Students with Intellectual Disability at a University in Saudi Arabia: Program Components, Organization, and Evaluation

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This study is a multiple case study that proposes a framework for a post-secondary education (PSE) program for students with intellectual disability (ID) in Saudi Arabia. The proposed framework draws on the experiences of program directors, faculty, and staff in transitional and PSE programs for students with ID in the United States. It then explores the applicability of the proposed framework of the PSE program and the challenges to its implementation at a university in Saudi Arabia by exploring the views of administrators and faculty members there, as well as those of the Saudi students with ID and their parents. Purposeful sampling was used to choose the American and Saudi participants in this study. The case studies were conducted at three cases in the United States and two cases in Saudi Arabia. Interviews, observations, and document reviews were used to collect data from each United States program. The data from the United States were analyzed individually, then reanalyzed using a cross-case method based on Stake's (2006) worksheets, while other interviews and surveys were conducted in the Saudi cases. Multiple statistical tests and thematic analyses were used to analyze the interviews and surveys.

The proposed framework of PSE programs for these students highlights the program's mission, vision, objectives, philosophy, academic, professional, and residential components. Internal and external evaluations were used to predict students' expected outcomes in the areas of personal, academic, and career development and gainful employment. The proposed program's applicability was verified through the university's administrative procedures, program values, available resources and support, partnerships, and other program options. The challenges facing the program's implementation were the lack of qualified staff to teach students with ID, the university's adaptations, the negative perception held regarding students with ID, and the students' need for rehabilitation to improve their learning skills at the university.

In Saudi Arabi, the is insufficiency of PSE outcomes for people with ID due to the limitation of Saudi literature regarding inclusive higher education for people with ID than other studies on the same topic for other types of disabilities. Therefore, there is an urgent need to conduct studies on evidence-based higher education practices to develop appropriate PSE programs for persons with ID in Saudi Arabia, because of university education's significance in creating access to jobs for these students with ID, PSE institutions have made major efforts to guarantee that students who enroll in PSE programs are ready for further study and careers.

Moreover, the importance of PSE for students with ID to improve their diverse abilities and skills has been discussed. In turn, research in Saudi Arabia related to the PSE for these students remains to be conducted. According to the current situation mentioned above regarding the lack of studies on the PSE for these students in Saudi Arabia, there is also a need to design a proposed framework of the PSE program for them by exploring its nature offered to students with ID in the United States.

The current study's theoretical implications, Saudi and Arab literature in the PSE for people with ID remains limited. This study can enrich the body of Saudi and Arab research in the field and be used to help students with ID recognize their abilities and talents and ultimately access to higher education, shift the focus to educating students with ID in inclusive university settings by creating and developing educational programs for them, and provide a first attempt at creating a framework for a PSE program to integrate adults with ID into higher education in an Arab country. It fills an important gap by supporting the creation and advancement of a successful inclusive environment for students with ID in PSE.

In addition, the study practical importance lies in implementing the proposed framework for a PSE program for students with ID at a Saudi university or college, especially in a subject that has garnered international interest. It may also open new research areas that enable researchers to investigate the short comings of the educational process for students with ID, particularly in PSE, that could lead to a radical solution in this area. It may also help students with ID in Saudi Arabia enroll in PSE institutions, fulfill their education needs, and enhance the university's reputation locally and internationally. Moreover, it may also enable other Arab universities to draw on a Saudi university or college experience and, in turn, invest this experience to the benefit of students with ID at other universities. This study can also help those interested in the educational process in special education better use scientific methods to support students with ID and maintain research in this field to collect more information about students with ID and their educational experiences.

The exploration of the design of the PSE programs for other types of disabilities is still as limited as PSE programs for students with ID. There is a great need to explore the design, nature, and operation of these programs from other researchers interested in the field of PSE programs.

Hence, this dissertation might add value in the field of PSE for students with ID and might help other universities inside and outside Saudi Arabia to learn from the framework from different programs and in a different culture (the U.S. and Saudi Arabia) and to try to find appropriate PSE program that is a good fit with the others education system and culture.

However, during this period, Saudi Arabia is witnessing a unique renaissance represented by Vision 2030, which calls for the investment of students with disabilities and providing them with all support and services at all educational levels. Therefore, currently, financially funded initiatives by the Ministry of Education or by KSU are available to provide studies or practices that can help develop education in Saudi Arabia. Therefore, fulfilling this dissertation currently is an opportunity to invest it in the Saudi context.

Concerning KSU, the university finances many research studies annually, and they are presented in the scientific conferences, and external agreements are signed to develop university education for students with and without disabilities. All these opportunities that have been mentioned demonstrate that this dissertation is unique in Saudi history.

Therefore, the current study has implications for all stakeholders as it aims to help students with ID in Saudi Arabia access colleges and universities. Firstly, this study provides students with ID an opportunity to access higher-education institutions by raising community members' awareness concerning these students' abilities to learn in college and university and their right to obtain paid jobs later. By understanding the abilities and needs of students with ID, the appropriate PSE programs for these students can be easily identified as those where the gap among these students, university members, and other community stakeholders decreases. In turn, these students' skills, whether personal, professional, self-determination, self-esteem, or independent living, will improve, as was found in the three selected PSE programs in this study.

Secondly, parents of students with ID have the same hopes and worries as parents of students without disabilities. They worry about their children's future after high school, which gives rise to conflicting feelings. The unknown future of their children becomes a cause of anxiety. Therefore, they are in a complex situation since there are limited PSE programs for their children in Saudi Arabia. This study provides these parents hope for their

children's future through their ability to access college and decrease their children's anxiety levels. Since Saudi laws and regulations support education for all educational stages, there are no concerns about excluding them from studying in higher education institutions. Moreover, the PSE program proposed in the current study provides the possibility for their children to access college in Saudi Arabia in the coming years due to the interest of administrators, faculty, and university staff in supporting the implementation of such a program for students with ID.

Lastly, the current study focuses on administrators, faculty, and university staff's views about PSE programs for students with ID in the U.S. and Saudi Arabia. Thus, the main implications of the study concern them. The current study guides the university stakeholders with a roadmap to designing, developing, and implementing PSE programs for students with ID with the resources and support available at their university and updating, developing, and evaluating them periodically and systematically.

This study also has implications for faculty regarding the importance of universal design when teaching all university students either with or without disabilities, including ID, in which the use of various teaching methods suitable for different groups of students helps meet individual learners' needs.

Increasing stakeholders' understanding of the abilities and needs of students with ID, the critical need to build a program team, increasing awareness at the university level toward students with ID, and building partnerships both on and off-campus will help make the program successful and effective for these students. PSE programs for students with ID need strong support and motivation from the university administration for all university members to commit to working within the programs officially and cooperatively.

備考 論文の要旨はA 4判用紙を使用し、4,000字以内とする。ただし、英文の場合は1,500語以内とする。

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