



Course Specification

— (Bachelor)

Course Title: Human Growth and Development

Course Code: HCS 203

Program: Bachelor of Science in Audiology and Balance (BSc) &
Bachelor of Science in Speech and Swallowing Pathology (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1 Oct 2023



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A. General information about the course:

1. Course Identification

1. Credit hours: 2 hours (2 Theory, 0 Practical, 0 Clinical)

2. Course type

A. University College Department Track Others
 B. Required Elective

3. Level/year at which this course is offered: (3rd level, 2nd year)

4. Course general Description:

This course studies the concepts of pre- and post-natal growth, maturation and development. In addition, this course covers human growth and development across the life span which includes normal growth and milestones achieved in the physical, social, cognitive, and emotional systems. Different research methods and theories in human growth and development are covered. The environmental influences in human growth and development are addressed.

5. Pre-requirements for this course (if any):

NA

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

What is the main purpose of this course?

Describe pre- and post-natal growth, maturation and development.

Demonstrate an understanding of human growth and development across the life span which includes normal growth and milestones achieved in the physical, social, cognitive, and emotional systems.

Demonstrate an understanding of different research methods and theories in human growth and development.

Differentiate between normal and abnormal patterns of human growth and development.

Global Objectives:





The objective of this course is to provide the student with an understand of the human growth and development across the life span that include pre- and post-natal growth and development; and normal growth and milestones achieved in the physical, social, cognitive, and emotional systems.

2. Briefly describe any plans for developing and improving the courses 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):

Continue to update course content with recent publications that include scientific articles and textbooks.

Increase use of IT or web-based reference material to enhance self-learning.

Continue to expose students to a variety of cases that stimulate new class discussion.

Encourage international collaborations and partnerships to improve the education program.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30





B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program		Teaching Strategies	Assessment Methods
		AUD	SLP		
1.0	Knowledge and understanding				
1.1	Recognize human growth and development across the life span.	K1	K1	Lectures	Written exam
1.2	Recognize different theories in human growth and development	K1	K1	Lectures	Written exam
1.3	Differentiate between normal and abnormal patterns of human growth and development	K1	K1	Lectures	Written exam
2.0	Skills				
2.1	Research relevant literature	S3	S4	Group discussion	Assignments
3.0	Values, autonomy, and responsibility				
	NA				

C. Course Content

No	List of Topics	Contact Hours
1.	Discussion of the course syllabus. Discussion of the syllabus	2
2.	Introduction to human growth and development Theory and research in human development	4
3.	Prenatal growth & development: Embryology and genetics	4
4.	Infancy: physical, social, cognitive, and emotional systems.	4
5.	Childhood growth & development: physical, social, cognitive, and emotional systems.	4
6.	Adolescent growth & development: physical, social, cognitive, and emotional systems.	4
7.	Transition to adulthood	2
8.	Aging: physical and physiological changes due to aging	2





9.	Development of the auditory system	2
10.	Development of the pharynx Laryngeal development	6
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st Midterm Examination	5th-7th week	20%
2.	2nd Midterm Examination	10th-11th week	20%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	20%
4.	Final Written Examination	16th – 18th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	CLEP® Human Growth & Development Book, 2014 by Patricia Heindel PhD (Author), CLEP (Author). Human Growth and Development, 3rd Edition, 2021 by Noel Professor Cameron. Communication and Swallowing Changes in Healthy Aging Adults, Angela N. Burda Jones & Bartlett Publishers, 2010
Supportive References	NA
Electronic Materials	Digital library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with at least 30-40 seats
Technology equipment (projector, smart board, software)	Smart Board Computer Data show projector or E-podium



Items	Resources
Other equipment (depending on the nature of the specialty)	Related to the topics.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee.	Direct /Indirect
Quality of learning resources	Students	Direct
The extent to which CLOs have been achieved	Instructor, program coordinator	Direct /Indirect

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023





Course Specification

— (Bachelor)

Course Title: Introduction to Psychology

Course Code: HCS 202

Program: Bachelor of Science in Audiology and Balance (BSc) &
Bachelor of Science in Speech and Swallowing Pathology (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1 Oct 2023



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A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (3 Theory, 0 Practical, 0 Clinical)

2. Course type

A. University College Department Track Others
 B. Required Elective

3. Level/year at which this course is offered: (3rd level, 2nd year)

4. Course general Description:

The course is aimed to demonstrate knowledge of basic theoretical principles of psychology and the normal language and cognition related to development. Also, it describes the normal biological foundations for motor, speech, and cognition development and application.

5. Pre-requirements for this course (if any):

NA

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

What is the main purpose of this course?

1. Demonstrate knowledge of basic theoretical principal of psychology
2. Apply the behavioral theories of psychology.
3. Demonstrate knowledge of the normal language and cognition related to development
4. Describe the normal biological foundation for motor speech and cognition development and application.

Global Objectives:

To enhance the ability of Audiologist in identifying role of clinical psychology in speech and hearing disorders, types of psychological assessment with considerations for speech and hearing disorders



2. Briefly describe any plans for developing and improving the courses that are being implemented. (e.g., increased use of IT or web-based reference material, changes in content because of new research in the field):

The course is being offered for the first time; thus, it will maximize use of IT and web-based reference material. The course is evidence based so it will be updated each time it is taught based on new evidence.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45





B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program		Teaching Strategies	Assessment Methods
		AUD	SLP		
1.0	Knowledge and understanding				
1.1	Describe the basic theories of psychology and its application.	K1	K1	Lectures to cover the main principles and subject areas using research evidence and case studies.	Written exam, and discussions
1.2	Understand cognitive, motor and emotional development in special populations.	K1	K1	Lectures and mentored discussion.	Written exam, and discussions
1.3	Recognize the relationship between psychotherapeutic techniques and communication difficulties.	K2	K2	Lectures to cover the main principles and subject areas using research evidence and case studies.	Written exam, and discussions
2.0	Skills				
2.1	Explain how cognitive assessment applied to individuals with communication difficulties.	S2	S3	Lectures, mentored discussion, case studies	Assignments and presentations
2.2	Evaluate children's and adolescents' psychological abilities in terms of the cognitive model.	S2	S1	Lectures, mentored discussion, case studies	Assignments and presentations
2.3	Illustrate the use of reinforcement techniques and shaping with children who have communication difficulties.	S2	S2	Lectures, mentored discussion, case studies	Assignments and presentations
3.0	Values, autonomy, and responsibility				
	NA				





C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the course syllabus. Definition and history of clinical psychology. Historical and current development in the field of clinical psychology. Scope of psychology in health sciences.	6
2.	Role of clinical psychology in speech and hearing disorders.	3
3.	Criteria of normality and abnormality. Theoretical perspectives of mental disorders, biological, Behavioral, psychological, and social theories.	6
4.	Research Methods in the field of clinical psychology.	6
5.	Classification System of Mental Disorders (DSM, ICD).	3
6.	Psycho-motor developmental stage in childhood and Adolescence.	3
7.	Cognitive developmental stages childhood to adolescence.	3
8.	Emotional and social development in childhood to adolescence. Intelligence and personality Tests: Administration and interpretation.	6
9.	Psychological Assessment with Autism and ADHD children. Hearing impaired: nonverbal IQ tests.	3
10.	Learning: Theories of conditioning. Psychology of learning in communication disorders. Therapeutic Techniques: shaping, chaining prompting and reinforcement.	6
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st Midterm Examination	5th-7th week	20%
2.	2nd Midterm Examination	10th-11th week	20%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	20%
4.	Final Written Examination	16th – 18th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources





Essential References	Introduction to psychology, 2021, James.W. Kalat, 12th edition, Cengage learning. Journal of Consulting and Clinical Psychology Professional Psychology: Research and Practice.
Supportive References	NA
Electronic Materials	NA
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with at least 30-40 seats
Technology equipment (Projector, smart board, software)	Smart Board Computer Data show projector or E-podium
Other equipment (Depending on the nature of the specialty)	Related to the topics.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / peer review.	Direct: Self-administered questionnaires Indirect: University conducted official questionnaires
Effectiveness of Students' assessment	Program leader	Direct
Quality of learning resources	Students	Direct /Indirect
The extent to which CLOs have been achieved	Instructor, program coordinator	Direct
Other (Periodically reviewing course effectiveness and planning for improvement)	Program leader	Direct

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)





G. Specification Approval

COUNCIL /COMMITTEE	Department Council
REFERENCE NO.	7
DATE	04/10/2023





Course Specification

— (Bachelor)

Course Title: Introduction to Hearing and Speech Sciences

Course Code: HCS 201

Program: Bachelor of Science in Audiology and Balance (BSc) &
Bachelor of Science in Speech and Swallowing Pathology (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

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A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 Theory, 1 Practical, 0 Clinical)

2. Course type

A. University College Department Track Others
 B. Required Elective

3. Level/year at which this course is offered: (3rd level, 2nd year)

4. Course general Description:

Exposed to fundamentals of the theory and practice of hearing and speech sciences. Demonstrate understanding of the way in which speech sounds are produced in the vocal tract; the effect of the position of the articulators (tongue, lips, velum, etc.) on speech sounds and the acoustic principles of the auditory discrimination. In addition, demonstrate understanding of Basic concepts in hearing mechanism and assessment.

5. Pre-requirements for this course (if any):

NA

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

Through intensive lectures, tutorials, and independent studies, by the end of this course and by using class presentations and material form textbooks and references the student will be able to:

1. Understand mechanism of speech sounds production.
2. Analyze how different anatomical structure work to produce sounds.
3. Understand basic principles and mechanisms involved in hearing function.
4. Be familiar with different equipment used in hearing assessment as well as speech sounds analysis.

Global Objectives:



Students will be able to understand how speech articulators and resonators work to produce speech sounds. Students will be also introduced to the basic principles of hearing function and assessment. In addition, students will be familiarized with basic equipment used in hearing assessment and speech sounds analysis.

Briefly describe any plans for developing and improving the courses 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):

The course is evidence based so it will be updated each time it is taught based on new evidence.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	50%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		60



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program		Teaching Strategies	Assessment Methods
		AUD	SLP		
1.0	Knowledge and understanding				
1.1	Describe basic concepts in hearing mechanism and assessment.	K2	K2	Lectures and practical sessions	Written exam, Practical exams
1.2	Describe basic concepts in hearing mechanism and assessment.	K2	K2	Lectures and practical sessions	Written exam, Practical exams
2.0	Skills				
2.1	Perform basic audiological tests.	S1	S1	Lectures and practical sessions	Written exam, Practical exams
2.2	Analyze speech sounds.	S2	S2	Group discussion	Assignment
3.0	Values, autonomy, and responsibility				
	NA				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the course syllabus. Introduction to the fields of Audiology and Speech Pathology. Introduction to the anatomy of the auditory system.	6
2.	Basic Anatomy of the auditory system.	4
3.	Introduction to hearing mechanism.	2
4.	Introduction to hearing assessment.	18
5.	Introduction to auditory pathologies.	4
6.	Introduction to management of hearing pathologies.	4
7.	Introduction to language and language development.	10
8.	Introduction to speech mechanism.	6
9.	Introduction to stuttering.	2
10.	Introduction to voice.	2
11.	Introduction to swallowing.	2
Total		60





D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	1st Midterm Examination	5th-7th week	20%
2.	2nd Midterm Examination	10th-11th week	20%
3.	Professional writing assignment, group activities and discussion (oral presentation), and/or quizzes	Throughout semester	10%
4.	Final Practical Examination	15th week	10%
5.	Final Written Examination	16th – 18th week	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Handbook of Clinical Audiology. Jack Katz, Larry Medwetsky, Robert Burkard and Linda Hood. Williams & Wilkins, 7th edition, 2014 Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (2023) (7th Edition) (Pearson Communication) by Robert E. Owens Jr. and Kimberly A. Farinella
Supportive References	NA
Electronic Materials	Saudi Digital Library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with at least 30-40 seats
Technology equipment (Projector, smart board, software)	Smart Board Computer Data show projector or E-podium
Other equipment (Depending on the nature of the specialty)	Related to the topics.



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students / program coordinator.	Direct /Indirect
Effectiveness of Students' assessment	Students / exam and assessment committee	Direct /Indirect
Quality of learning resources	Students	Direct /Indirect
The extent to which CLOs have been achieved	Instructor, program coordinator	Direct

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Department Council
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