

Department of Communication Disorders
University of Dhaka
Outcome-Based Education (OBE) Curriculum
Undergraduate Programme 2023-2024

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Part A

- 1. Title of the Academic Program:** Undergraduate Program in Speech and Language Disorders
- 2. Name of the University:** University of Dhaka
- 3. Vision of the University**

The University of Dhaka (DU) strives to achieve excellence in research and educational goals by incorporating innovations into its academic culture and environment. DU will prepare students for rewarding, lifelong careers and instill a continued and enduring dedication to the pursuit of knowledge and truth. It will strive to transform the world through advanced education, impactful research and scholarship, and knowledge translation into solutions. Together, the university and its graduates will create and sustain environments to advance the motto of this academic hub and build and maintain excellence.

4. Mission of the University

Mission	Statements
UM 1	Build strength through creative innovation, entrepreneurship, research, intellectual curiosity, and partnerships in everything we do.
UM 2	Generate new knowledge through a broad array of scholarly, research, and creative endeavors, which provide a foundation for dealing with society's immediate and long-range needs.
UM 3	Empower students to fulfill their academic and professional passions in a university that is diverse, welcoming, and inclusive for all students, faculty, and staff.
UM 4	Serve society through coordinated countrywide outreach programs that meet continuing educational needs by the university's designated status.
UM 5	Foster a diverse community of students, staff, and faculty. It is dedicated to access, affordability, and ensuring that the benefits of its transformative educational opportunities are not limited by financial circumstances or background.

UM 6	Maintain a level of excellence and standards in all programs that will give them countrywide, national, and international significance.
UM 7	Supporting the community of alumni through imaginative programmes that enrich their lifelong relationship with the university and that expand the collective contributions to the world.

5. Name of the Department offering Entity

Department of Communication Disorders (DCD)

6. Vision of Program Offering Entity (DCD)

The Department of Communication Disorders plays a significant role in speech and language pathology in Bangladesh. Regularly, this department has been producing skilled and qualified graduates and trained scholars in communication disorders since 2015. This department focuses on scientific study and research to create, analyze, and interpret knowledge, theories, and methods of various aspects of communication disorders, maintaining a global standard. At the same time, this department is responsible for disseminating existing knowledge of this discipline to stakeholders and producing new knowledge and information about this field in the context of the linguistic culture of Bangladesh.

7. Mission of the Department of Communication Disorders

The Department of Communication Disorders emphasizes maintaining global standards in teaching, learning activities, and research in communication disorders. The programs this department is continuing promote fundamental knowledge, information, theories, and methods of communication disorders with special reference to speech and language pathology. This department aims to produce graduates who acquire theoretical knowledge and practical skills in this discipline to contribute to the Bangladesh and global sectors as well. The specific missions of this department are to:

- Offer high-quality courses/programs in speech and language pathology to disseminate professional knowledge and skills in speech and language pathology to the students to prepare them to contribute successfully;

- Foster and equip our students with in-depth knowledge and skills to combat disorders and impairments of speech and language pathology both nationally and internationally;
- Promote scientific investigation into different aspects of speech and language pathology in the form of scientific presentation and publication;
- Enrich students’ understanding and experiences to cope with situations and contexts that persons with speech and language pathology suffer regularly;
- Expand collaborations and links with regional and international partners in research and practices, particularly in areas of communication disorders, including verbal and nonverbal aspects;
- Engage in knowledge transfer activities to enhance the impact of the scientific study of speech and language pathology and associated fields.

8. Name of the Degree

Undergraduate Program in Speech and Language Pathology

9. Description of the Program

To fulfil the demands of time and society, the University of Dhaka introduced the Department of Communication Disorders in 2015 under the Faculty of Social Sciences. Following American higher education tradition, this department runs various formal programs as well as non-formal training on speech and language therapies not only to produce new graduates who will be involved in generating new knowledge and professionally working as speech and language therapists, but also to train parents/caregivers of people with these disabilities, and personnel working in this field in many clinics and hospitals to combat these disorders.

10. Program Educational Objectives (PEOs)

The program aims to develop the knowledge and skills in speech and language pathology to prepare students and researchers to work and conduct research in communication disorders.

Thus, the Department of Communication Disorders seeks to:

PEOs	Statements
PEO 1	Enable students to enhance their knowledge and competency in the field of communication disorders;

PEO2	Enrich techniques and skills in speech and language pathology, and reach the utmost expertise in screening, diagnosing, and treating persons with speech and language pathology.
PEO 3	Develop critical thinking and analytical skills to describe, interpret, and analyze pathological linguistic data.
PEO 4	Acquire research skills, especially the ability to conduct independent research to collect and analyze data, and present findings through written and oral presentations.
PEO 6	Develop a sense of intellectual curiosity and a lifelong commitment to continue learning and professional development.
PEO 7	Empower students to become globalized speech and language pathologists to work in the global context.

11. Program Learning Outcomes (PLOs)

After completing the Programme, the students will be able to:

PLOs	Statements
PLO 1	Describe fundamental concepts, theories, and methods of communication disorders, along with a comprehensive understanding of the principles and methods of this discipline, both in the core and applied areas.
PLO 2	Articulate various aspects of speech and language pathology and its links with technology, society, and cultural and economic dimensions of society.
PLO 3	Describe, interpret, and analyze pathological linguistic data critically.
PLO 4	Combine knowledge, theories, and skills into a unified and coherent understanding of the discipline to examine real-life data and demonstrate efficiency in summarising, interpreting, and critiquing research and project activities.
PLO 5	Enrich professional skills, ethical guidelines, and treatment techniques and procedures to provide appropriate therapies to persons with speech and language pathology.
PLO 6	Develop a sharp research acumen to perform independent research activities in a specific domain and continue the process of self-learning.

12. Graduate Attributes

Attributes		
Pedagogical expertise and advanced knowledge of Communication Disorders	<ul style="list-style-type: none"> ▪ Basic knowledge and skills in language and linguistics ▪ Advanced knowledge of communication disorders ▪ Enhancing capacity in interpreting pathological linguistic data ▪ Managing and giving treatment to persons with speech and language pathology ▪ Analysing the capacity of various verbal and nonverbal aspects used in interpersonal communication 	<ol style="list-style-type: none"> 1. In-depth knowledge of the discipline: Graduates will have an in-depth knowledge of communication disorders, their principal domains, and branches. 2. Analytical abilities and problem-solving: Graduates will be able to interpret pathological linguistic data. 3. Ability to use modern technologies: Graduates will use modern tools and technologies effectively in augmentative and alternative communication. 4. Multidisciplinary competence: Graduates will have knowledge and understanding of allied subjects such as linguistics (linguistic models and theories associated with language disorders), computer sciences and AI (development of AAC tools and technology tools used in language treatment), neuroscience (an understanding of the functionalities of the human brain regarding language, e.g., its perception and production), and so on. 5. Communication skills: Graduates will share research findings and new insights with the scientific community through scientific papers. 6. Ethical values and social service: Graduates will have solid academic integrity, ethical values, and a strong sense of responsibility towards society in the context of providing language therapy, treatment, and rehabilitation.
Communication and IT skills	<ul style="list-style-type: none"> ▪ Oral Communication ▪ Written communication ▪ Presentation skills ▪ Digital literacy 	Graduates will communicate fluently and confidently through speaking, writing, and presentation in both their personal and professional endeavors using their digital and IT skills.
Interpersonal skills	<ul style="list-style-type: none"> ▪ Collaborative ability ▪ Empathy ▪ Reliability ▪ Appreciation of ethical values ▪ Adaptability 	Graduates will develop skills and values that nurture empathy, ethics, and dependability—all of which enable them to function as well-rounded individuals.
Professional skills	<ul style="list-style-type: none"> ▪ Time management ▪ Discipline ▪ Sense of responsibility ▪ Professional judgment 	Graduates will have hard and soft skills that will help them in their career development and professional lives, especially in the fields of speech and language therapy and pathology.

	<ul style="list-style-type: none"> ▪ Managerial leadership 	
Critical thinking and creative skills	<ul style="list-style-type: none"> ▪ Creative writing ▪ Problem formulation, solving, and decision-making ▪ Analytical ability ▪ Ability to link theory to practice 	Learners will develop critical and innovative skills.

13. Mapping Mission of the University with PEOs

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong]

PEOs	UM 1	UM 2	UM 3	UM 4	UM5	UM6	UM7
PEO 1	3	1	1	3	3	1	1
PEO 2	3	1	1	1	3	1	1
PEO 3	4	1	1	2	1	3	1
PEO 4	3	4	1	1	1	1	1
PEO 5	1	3	3	1	1	1	1
PEO 6	4	1	1	2	1	4	4
PEO 7	1	1	4	2	2	3	3

14. Mapping PLOs with the PEOs

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong]

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6	PEO 7
PLO 1	3	4	1	1	2	3	3
PLO 2	1	1	3	1	3	1	3
PLO 3	1	3	4	3	1	1	2
PLO 4	1	3	3	4	3	3	3
PLO 5	3	1	1	1	1	3	4
PLO 6	1	1	1	4	3	3	4

15. Mapping courses with the PLOs

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong]

Course Codes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
BSLPC. 1101	2	1	1	2	1	2
BSLPG. 1102	2	1	1	3	2	2
BSLPC. 1103	4	2	3	2	2	3
BSLPC. 1104	4	4	4	3	3	4
BSLPC. 1105	4	3	4	3	3	4
BSLPC. 1206	4	4	3	3	4	4
BSLPC. 1207	4	3	4	4	4	4
BSLPG. 1208	3	3	2	2	3	3
BSLPG. 2301	4	2	2	3	3	4
BSLPC. 2302	4	4	3	3	4	4
BSLPC. 2303	4	4	4	3	4	4
BSLPC. 2304	2	4	4	3	4	3
BSLPG. 2405	3	2	4	3	3	4
BSLPC. 2406	4	4	3	4	3	4

BSLPC. 2407	4	4	4	3	4	4
BSLPC. 2408	4	3	3	4	4	3
BSLPC. 2409	2	4	4	4	4	3
BSLPC. 3501	4	4	4	3	3	4
BSLPC. 3502	3	3	4	3	4	4
BSLPC. 3503	4	4	4	3	3	4
BSLPG. 3504	4	3	3	3	4	4
BSLPC. 3505	2	4	4	3	4	4
BSLPC. 3606	4	3	3	3	4	4
BSLPC. 3607	4	3	4	3	4	4
BSLPC. 3608	4	4	4	3	4	4
BSLPG. 3609	4	2	2	2	2	3
BSLPC. 3610	2	4	4	3	4	3
BSLPC. 4701	3	4	3	3	4	4
BSLPC. 4702	4	3	4	3	4	4
BSLPC. 4703	4	3	4	4	3	4

BSLPG. 4704	4	2	2	3	3	3
BSLPC. 4705	2	3	3	4	4	4
BSLPC. 4806	4	2	2	3	3	4
BSLPC. 4807	4	3	3	3	4	4
BSLPC. 4808	4	4	3	4	3	4
BSLPC. 4809	4	4	3	3	2	4

Part B

16. Structure of the Curriculum

- a. *Duration of the program:* Years: 4 Semesters: 8
- b. *Admission Requirements:* The university determines the admission criteria for the undergraduate program every academic year, and the entity follows those instructions.
- c. *Total minimum credit requirement to complete the program:* 144
- d. *Total class weeks in a semester:* 14 weeks
- e. *Minimum CGPA requirements for graduation:* 2.00
- f. *Maximum academic years of completion:* 6 years
- g. *Category of Courses:*

i) **General Education Courses (GED):** 07 Credit courses (7×4= 28 credits)

BSLPG. 1102	Language Skill Development: a. Bangla b. English	CR2
		CR2
BSLPG. 1208	Introduction to Psychology	CR4
BSLPG. 2301	Introduction to Nonverbal Communication	CR4
BSLPG. 2406	Statistics	CR4
BSLPG. 3504	ICT for Communication Disorders	CR4
BSLPG. 3609	Bangladesh Studies	CR4
BSLPG. 4704	Sign Language	CR4

ii) **Core Courses (CC):** 28 courses (23×4 = 92 credits + 2×5 = 10 credits)

BSLPC. 1101	Introduction to Human Development and Communication	CR4
BSLPC. 1103	Language Acquisition and Cognitive Development	CR4

BSLPC. 1104	Linguistics for Clinicians: Phonetics & Phonology	CR4
BSLPC. 1205	Linguistics for Clinicians: Morphology, Syntax, Semantic & Pragmatics	CR4
BSLPC. 1206	Anatomy and Physiology of Speech and Language	CR4
BSLPC. 1207	Audiology 1: Hearing Sciences	CR4
BSLPC. 2302	Neurology of Language and Communication	CR4
BSLPC. 2303	Audiology 2: Hearing Impairment and Audiological Assessment	CR4
BSLPC. 2305	Clinical Practicum 1: Observational Learning	CR2
BSLPC. 2406	Language Disorders in Children	CR4
BSLPC. 2407	Speech Sound Disorders: Assessment and Intervention	CR4
BSLPC. 2408	Augmentative and Alternative Communication	CR4
BSLPC. 2409	Clinical Practicum 2: Child Language, Articulation and	CR2
BSLPC. 3501	Motor Speech Disorders	CR4
BSLPC. 3502	Introduction to Research Methodology	CR4
	Language Disorders in Adults: Diagnosis & Clinical Management	CR4
BSLPC. 3505	Clinical Practicum 3: Adult Speech and Language Disorders	CR2
BSLPC. 3606	Medical Speech and Language Pathology	CR4
BSLPC. 3607	Fluency Disorders: Assessment and Intervention	CR4
BSLPC. 3608	Voice Disorders: Assessment and Intervention	CR4
BSLPC. 3610	Clinical Practice 4: Voice Disorders and Fluency Disorders	CR2
BSLPC. 4701	Audiology 3: Aural Rehabilitation	CR4
BSLPC. 4702	Dysphagia: Assessment and Intervention	CR4
BSLPC. 4703	Craniofacial Anomalies: Assessment and Intervention	CR4
BSLPC. 4705	Clinical Practicum 5: Audiology, Dysphagia and Craniofacial	CR2
BSLPC. 4805	Communication, culture, and disability	CR4
BSLPC. 4807	Professional Development: Therapy, Integrity, and Ethical	CR4
BSLPC. 4808	Learning Disorders and Literacy	CR4
BSLPC. 4809	Comprehensive (Theory + Practical)	CR4

ii) **Elective Courses (EC):** These courses are for specialization within the discipline. The Academic Committee will take the necessary steps to offer an elective course as a substitute for a core course. If both (CC and EC) courses are offered together, in that case the maximum enrolment of each course should not exceed 50% of the total students of that batch.

BSLPE. 0001	Speech Science	CR4
BSLPE. 0002	Clinical Phonetics	CR4
BSLPE. 0003	Psychoacoustics	CR4
BSLPE. 0004	Introduction to Physics	CR4
BSLPE. 0005	Second Language Acquisition	CR4
BSLPE. 0006	A Modern Language	CR4

BSLPE. 0007	Introduction to Ethics	CR4
BSLPE. 0008	Introduction to Clinical Management	CR4
BSLPE. 0009	Project Management	CR4
BSLPE. 0010	Research with Human Subjects	CR4
BSLPE. 0011	Human Resource Development	CR4

iii) **Capstone Courses/Thesis/Project/Comprehensive** (as applicable for the discipline/ academic program)

iv) **Viva Voce:** 2 credits

The marks of viva voce (oral examinations) (having no course code) are distributed over the whole 4 years in the following manner.

- | | | |
|-----|--|------------|
| I. | 1 st , 2 nd , 3 rd , 5 th , 6 th , 7 th Semester (5 X 6) | = 30 marks |
| II. | 4 th Semester and 8 th Semester (10 X 2) | = 20 marks |

= 50 marks

(N.B. Since BSS in speech and language therapy is a very professional and technical degree by nature, after completing every semester, students need to be interviewed to be informed of the nature of their learning and skills. Hence, arranging an oral examination after every semester is a suitable option in this regard.)

h. *Counting credit hours*

In the semester system, credit hours are counted based on lecture class/contact hours. 15 hours of teaching is equivalent to 1 credit hour and will be treated as 1 credit. Hence-

a. A full unit of a course with 4 credits needs 4 classes per week of 60 minutes duration each.

i. *Comprehensive examinations*

The course BSLPC. 4809 consists of a total of 100 marks with 4 credits. There will be no formal classes for this comprehensive examination. Students will appear at the Comprehensive (BSLPC. 4809) examination at the end of the 8th semester. For this comprehensive examination, questions will be set from all the courses taught from the 1st semester to the 8th semester.

j. *Teaching*

- a. For a full unit course: One teacher/Two teachers will be assigned for each course.
- b. For tutorial class (if needed): The students will be distributed in several groups, where each group contains 8 to 10 students. One teacher will meet a group once a week. He/she helps them to prepare viva/oral examination, which will be held by the examination committee at the end of each semester.

17. Semester-wise distribution of Courses

Required Credit Hours: 140

Distribution of Credits

General Education Courses	7×4	28 credits
Core Courses	23×4	102 credits
Elective Courses	2×4	
Capstone Course/ Thesis/Internship/Comprehensive	1×4	4 credits
Partial Core Course and Viva voce	6×2	12 credits
Total		144 credits

Year	1	Semester	1	
Course Code	Course Title			Credits
BSLPC. 1101	Introduction to Human Development and Communication			CR4
BSLPG. 1102	Language Skill Development: a. Bangla b. English			CR4
BSLPC. 1103	Language Acquisition and Cognitive Development			CR4
BSLPC. 1104	Linguistics for Clinicians: Phonetics & Phonology			CR4

Year	1	Semester	2	
Course Code	Course Title			Credits
BSLPC. 1205	Linguistics for Clinicians: Morphology, Syntax, Semantic & Pragmatics			CR4
BSLPC. 1206	Anatomy and Physiology of Speech and Language			CR4
BSLPC. 1207	Audiology 1: Hearing Sciences			CR4
BSLPG. 1208	Introduction to Psychology			CR4

Year	2	Semester	3	
Course Code	Course Title			Credits
BSLPG. 2301	Introduction to Nonverbal Communication			CR4
BSLPC. 2302	Neurology of Language and Communication			CR4
BSLPC. 2303	Audiology 2: Hearing Impairment and Audiological Assessment			CR4
BSLPC. 2304	Clinical Practicum 1: Observational Learning			CR2

Year	2	Semester	4	
Course Code	Course Title			Credits
BSLPG. 2405	Statistics			CR4
BSLPC. 2406	Language Disorders in Children			CR4
BSLPC. 2407	Speech Sound Disorders: Assessment and Intervention			CR4
BSLPC. 2408	Augmentative and Alternative Communication			CR4
BSLPC. 2409	Clinical Practicum 2: Child Language, Articulation and			CR2

Year	3	Semester	5	
Course Code	Course Title			Credits
BSLPC. 3501	Motor Speech Disorders			CR4
BSLPC. 3502	Introduction to Research Methodology			CR4
BSLPC.3503	Language Disorders in Adults: Diagnosis & Clinical Management			CR4
BSLPG. 3504	ICT for Communication Disorders			CR4
BSLPC. 3505	Clinical Practicum 3: Adult Speech and Language Disorders			CR2

Year	3	Semester	6	
Course Code	Course Title			Credits
BSLPC. 3606	Medical Speech and Language Pathology			CR4
BSLPC. 3607	Fluency Disorders: Assessment and Intervention			CR4
BSLPC. 3608	Voice Disorders: Assessment and Intervention			CR4

BSLPG. 3609	Bangladesh Studies	CR4
BSLPC. 3610	Clinical Practicum 4: Voice Disorders and Fluency Disorders	CR2

Year	4	Semester	7	
Course Code	Course Title			Credits
BSLPC. 4701	Audiology 3: Aural Rehabilitation			CR4
BSLPC. 4702	Dysphagia: Assessment and Intervention			CR4
BSLPC. 4703	Craniofacial Anomalies: Assessment and Intervention			CR4
BSLPG. 4704	Sign Language			CR4
BSLPC. 4705	Clinical Practicum 5: Audiology, Dysphagia, and Craniofacial Anomalies			CR2

Year	4	Semester	8	
Course Code	Course Title			Credits
BSLPC. 4806	Communication, culture, and disability			CR4
BSLPC. 4807	Professional Development: Therapy, Integrity, and Ethical			CR4
BSLPC. 4808	Learning Disorders and Literacy			CR4
BSLPC. 4809	Comprehensive (Theory + Practical)			CR4

Part C

18. Description of Courses of the Programs, including required information

18.1 Course Code and Title

BSLPC. 1101 Introduction to Human Development and Communication

(মানব উন্নয়ন ও সংজ্ঞাপনের ভূমিকা)

18.1.1 Course Type: CC

18.1.2 Credit: 4

18.1.3 Rationale of the course

This course provides a brief introduction to the relationship between communication and development. The long-term goal for students is to understand various fundamental aspects of communication sciences, disorders, and development. It is also designed to cover the characteristics, types, and classifications of communication sciences and multiple disorders associated with human communication.

18.1.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of human communication and development;
2. Demonstrate an ability to analyze and discuss the concept of ‘communication’ and its associated terms and features.;
3. Demonstrate an ability to apply the theory of communication sciences and disorders to a real-life situation.

18.1.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the concept of Human Communication and Development;
CLO2	Analyze and articulate types, characteristics, and features of human communication and development;
CLO3	Apply basic roles and skills of these languages in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of communication sciences and disorders.

18.1.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Communication: definition, functions, and concepts	2	CLO1, CLO2
Types of Communication	1	CLO1, CLO2
Models of the Communication Process	1	CLO2
Theory of Communication Sciences	1	CLO1, CLO4
Communication and Development: basic concept and relations	2	CLO2, CLO4
Communication Disorder: definition, goal, scope	1	CLO2, CLO4
Basic concepts: speech, language, and communication	2	CLO1, CLO4
Communication Disorders and Related Terms: Speech and Language Therapy, Speech and Language Pathology, Communication Therapy, Audiology	2	CLO1, CLO4
Types of Communication Disorders: Developmental Language Disorders	2	CLO2
Neurogenic or Acquired Language Disorders	2	CLO3
Organic vs. Functional Disorders Speech vs. Language Disorders Articulation and Phonological Disorders	3	CLO2, CLO3, CLO4

18.1.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	3	1	1	1	1	1
CLO2	3	1	1	3	1	1
CLO3	3	1	1	3	1	1
CLO4	1	1	1	3	1	1

18.1.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.1.9 References

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- আরিফ, হাকিম ও জাহান, তাওহিদা (২০১৪)। যোগাযোগ বিজ্ঞান ও ভাষাগত অসঙ্গতি। ঢাকা: বুকস ফেয়ার

18.2 Course Code and Title

BSLPG 1102 Language Skill Development: Bangla and English
(ভাষা দক্ষতা উন্নয়ন: বাংলা ও ইংরেজি)

18.2.1 Course Type: GED

18.2.2 Credit: 4

18.2.3 Rationale of the course

This course gives a scope to learn two languages, Bengali and English. The long-term goal of this course is for students to become aware of the fundamental rules of these languages. It is designed to acquire four skills of these languages with special emphasis on writing and listening so that they can fruitfully apply their learning outcome to the context of the academic environment and real-life situations.

18.2.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core grammatical aspects of the Bengali and English languages;
2. Demonstrate an ability to analyze and discuss the roles and skills of these languages;
3. Demonstrate an ability to apply four linguistic skills in different communicative contexts.

18.2.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the concept of language skill development of Bangla and English;
CLO2	Analyze and articulate types, characteristics, and features of Bangla and English language learning skills;
CLO3	Apply basic roles and skills of these languages in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of these language skills to articulate and write theories and concepts of communication sciences and disorders.

18.2.6 Course Content

a. Bangla

Topic	Required session(s)	CLOs
ভাষা: সংজ্ঞা, বৈশিষ্ট্য ও রূপ বাংলাভাষা ও সাহিত্যের উদ্ভব ও বিকাশ	1	CLO1
বাংলা যুক্তব্যঞ্জন ও উচ্চারণসূত্র	2	CLO2, CLO3
বাংলাসাপ্ত ও চলিতরূপ	1	CLO2, CLO3, CLO\$
বাংলা বানান	3	CLO2, CLO3, CLO4

বাংলাশব্দ ও বাক্য ও পদক্রম	1	CLO2, CLO3, CLO4
বাংলা বিরামচিহ্ন	1	CLO2, CLO3, CLO4
লিখনদক্ষতা: বাক্য লিখন, অনুচ্ছেদ, প্রবন্ধ ও প্রতিবেদন	2	CLO2, CLO3, CLO4
বাংলা প্রুফ সংশোধন	2	CLO1, CLO3, CLO4
বাংলা রেফারেন্স পদ্ধতি	1	CLO1, CLO3, CLO4

b. English

Topic	Required session(s)	CLOs
English grammar: revisit	2	CLO1, CLO2
Developing writing skills: paragraph, essay, report	1	CLO1, CLO3, CLO4
Curriculum Vitae (CV) writing	1	CLO, CLO2
English writing style: assignment writing in communication disorders	1	CLO2, CLO3, CLO4
English Punctuation marks	1	CLO1, CLO3
Varieties of English: British and American English	1	CLO1, CLO2, CLO3
Developing reading skills: strategies for reading	2	CLO2, CLO3, CLO4
Listening and note-taking	2	CLO2, CLO3, CLO4
Developing speaking skills	2	CLO2, CLO3
Common Errors of English	2	CLO1, CLO2, CLO3

18.2.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	1	4	3	1	1
CLO2	1	1	4	3	1	1
CLO3	1	1	4	3	1	1
CLO4	1	1	4	3	1	1

18.3.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

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- শহীদুল্লাহ, মহম্মদ (১৯৯৮)। *বাঙ্গালা ভাষারইতিবৃত্ত*। ঢাকা: মাওলাব্রাদার্স
- (১৯৯৫)। *বাংলাব্যাকরণ, রচনাবলী ২য় খণ্ড*। ঢাকা: বাংলাএকাডেমী
- বিশ্বাস, নরেন (১৯৯০)। *বাংলাউচ্চারণঅভিধান*। ঢাকা: বাংলাএকাডেমী
- সেন, সুকুমার (১৯৯৮)। *ভাষারইতিবৃত্ত*। কলিকাতা: আনন্দ পাবলিশার্স লিমিটেড
- চট্টোপাধ্যায়, সুনীতিকুমার (১৯৯৮)। *ভাষাপ্রকাশ বাংলা ব্যাকরণ*। কলিকাতা: রূপাঅ্যান্ড কোম্পানী
- সিকদার, সৌরভ (১৯৯৯)। *বানান অভিধান ও বাংলা বানানের নিয়ম*। ঢাকা: অনন্যা

18.3 Course Code and Title

BSLP. 1103 Language Acquisition and Cognitive Development
(ভাষা অর্জন ও বোধগত বিকাশ)

18.3.1 Course Type: CC

18.3.2 Credit: 4

18.3.3 Rationale of the course

This course allows students to understand the relationship between language and cognitive development. The long-term goal is for students to understand the basics of language acquisition and cognitive development. This course is designed to uncover the techniques of how children effectively acquire their mother tongue, along with their innate cognitive mechanisms.

18.3.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core concepts of children's language acquisition and learning process;
2. Demonstrate an ability to analyze and discuss theories and methods of language cognitive development;

3. Demonstrate an ability to apply these theories and methods to explain the steps of the children's language development process.

18.3.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the concept of language and cognitive development;
CLO2	Analyze and articulate types, characteristics, and features of human communication, especially language and cognitive development;
CLO3	Apply fundamental concepts of language associated with human cognition in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of language and cognitive development.

18.3.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Language acquisition: definitions, goal, scope	1	CLO1, CLO2
Essentials of communication development Preverbal skills, early interaction and non-verbal communication, and other aspects	1	CLO1, CLO3, CLO4
Development of receptive language Vocabulary development	1	CLO, CLO2
Development of expressive language and speech Phoneme, word, sentence, meaning, language usage	1	CLO2, CLO3, CLO4
Development of reading, writing and pragmatic communication Developing symbol and cultural artifacts	2	CLO1, CLO3
Child's language development milestone	2	CLO1, CLO2, CLO3
Cognition: definition, concept, scope Cognition: A process of mental state	1	CLO2, CLO3, CLO4
Neural basis of Cognition	1	
Theories of cognition	2	CLO2, CLO3, CLO4
Piaget's theory, Vygotsky's theory and others	2	CLO2, CLO3
Attention	1	
Perception and recognition Object recognition	1	CLO1, CLO2, CLO3
Thinking and reasoning	1	CLO1, CLO2
Theory of Mind	1	CLO1, CLO2
Cognition as a social process	1	CLO2, CLO3

Social Brain		
Cognition and language development	1	CLO1, CLO2, CLO3

18.3.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	3	1	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.3.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

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: একটি প্রস্তাবনা। ঢাকা বিশ্ববিদ্যালয়: যোগাযোগ বৈকল্য বিভাগ

18.4 Course Code and Title

BSLP. 1104 Linguistics for Clinicians: Phonetics and Phonology
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: ধ্বনিবিজ্ঞান ও ধ্বনিতত্ত্ব)

18.4.1 Course Type: CC

18.4.2 Credit: 4

18.4.3 Rationale of the course

This course provides both a theoretical and practical study of phonetics and phonology. The long-term goal of the course is for students to understand the basics and the latest developments in phonetics and phonology. This course covers core concepts of human sound systems, like theories, methods, and sound production techniques, and their relevant explanation, phonological changes, and patterns of specific languages, especially Bengali and English.

18.4.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to articulatory and acoustics phonetics;
2. demonstrate an ability to analyze and discuss theories and methods of these two branches of phonetics;
3. demonstrate an ability to apply phonological theories and methods to explain sound systems of children with the Bengali language and others.

18.3.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of phonetics and phonology;
CLO2	Analyze and articulate types, characteristics, and features of phonetics and phonology of human languages with special emphasis on Bengali and English;
CLO3	Apply fundamental concepts of phonetics and phonology in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of phonetics and phonology in an ideal clinical setup.

18.4.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Speech: definition, characteristics, and features Speech organs	1	CLO1, CLO2

Speech production: place of articulation, manner of articulation, and the position of the soft palate	2	CLO1, CLO3, CLO4
Transcriptions of speech sounds	1	CLO, CLO2
Classifications of speech sounds: vowel, consonant, semi-vowel, segmental, and supra-segmental sounds	1	CLO2, CLO3, CLO4
Acoustics phonetics: definition, goal, scope	1	CLO1, CLO3
Basic concepts: sound wave, wavelength, frequency, amplitude, period, formant, resonance, Fourier analysis, spectrum, spectrogram	2	CLO1, CLO2, CLO3
Source and Filter Theory Spectrographic analysis	1	CLO2, CLO3, CLO4
Phoneme: concept, definition, features, and forms	1	CLO2, CLO3, CLO4
Allophone: definitions and features Segment and supra-segment: features and types	2	CLO2, CLO3
Syllable and syllabification: structure and forms	1	CLO1, CLO2, CLO3
Prosody	1	CLO1, CLO3
Practicing Bengali phonological rules	1	CLO1, CLO2
Phonological changes and speech disorders	1	CLO2, CLO3

18.4.8 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	3	3				
CLO2	3	3		3		
CLO3	3	3	3	3		
CLO4	3	3	3	3		

18.4.9 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

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- হাই, মুহাম্মদ আবদুল (১৯৬৪)। *ধ্বনিবিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব*। ঢাকা: বাংলা একাডেমী

18.5 Course Code and Title

BSLP. 1205 Linguistics for Clinicians: Morphology, Syntax, Semantics and Pragmatics
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: রূপতত্ত্ব, বাক্যতত্ত্ব, বাগর্থবিজ্ঞান ও প্রয়োগার্থবিজ্ঞান)

18.5.1 Course Type: CC

18.5.2 Credit: 4

18.5.3 Rationale of the course

This course is intended to familiarize students with the form of basic word and sentence structure and meaning. The long-term goal of the course is for students to understand the basic theories and methods of word and sentence structure and their meaning aspects. This course is designed to cover different concepts of morpho-syntactic systems and relevant meanings within a language and, to a small degree, across language typologies.

18.5.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core issues and queries related to morphology, syntax, semantics, and pragmatics;

2. Demonstrate an ability to analyze and discuss theories and methods of these four branches of linguistics;
3. Demonstrate an ability to apply theories and techniques to explain the structures of words, sentences, and their meanings.

18.5.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of morphology, syntax, semantics, and pragmatics;
CLO2	Analyze and articulate types, characteristics, and features of morphology, syntax, semantics, and pragmatics of human languages with special emphasis on Bengali and English;
CLO3	Apply fundamental concepts of morphology, syntax, semantics, and pragmatics in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of morphology, syntax, semantics, and pragmatics in an ideal clinical setup.

18.5.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Key concepts of morphology: morph, allomorph, root, stem, affix, lexeme Scopes of Morphology	2	CLO1, CLO2
Classifications of words Classifications of morphemes	1	CLO1, CLO3, CLO4
Inflectional morphology Derivational Morphology	1	CLO, CLO2
Interface of phonology and morphology Morphophonemics and morphosyntax	1	CLO2, CLO3, CLO4
Interface of phonology and morphology Morphophonemics and morphosyntax	1	CLO1, CLO3
Practicing Bengali grammatical categories: case, gender, number, tense	1	CLO1, CLO2, CLO3
Syntax: definition, goal, and scope Traditional Grammar syntax: Limitations, advantages, and drawbacks	1	CLO2, CLO3, CLO4
Structuralism and syntax	1	CLO2, CLO3, CLO4
Syntax in Transformational Generative Grammar	2	CLO2, CLO3
Analyzing Bengali Subject-Verb-Agreement, Word order, Noun Phrase, Verb Phrase, Prepositional Phrase	1	CLO1, CLO2, CLO3
Syntactic Disorders	1	CLO1, CLO3

Semantics: definition, goal, and scope Basic concepts of meaning	1	CLO1, CLO2
Semantic relationships: Word and sentence level Meaning and logical analysis	1	CLO2, CLO3
Analyzing semantics of Bengali sentences Semantic acquisition and speech-language disorders	1	
Pragmatics: definition, goal, and scope Interface of semantics and pragmatics	1	
Performatives and Speech acts: concepts, history, and forms	2	
Implicature: Gricean maximums and other perspectives Presuppositions: concept, types, and scope	1	
Metaphor	1	
The scope of pragmatic disability Clinical pragmatics and assessment of adult language disorders	1	

18.5.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	3	3	1	1	1	1
CLO2	3	3	1	3	1	1
CLO3	3	3	3	3	1	1
CLO4	3	3	3	3	1	1

18.5.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.5.9 References

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 আরিফ, হাকিম (২০২৪)। *সমকালীন ভাষাবিজ্ঞান*। ঢাকা: আন্তর্জাতিক মাতৃভাষা ইনস্টিটিউট

18.6 Course Code and Title

BSLP. 1206 Anatomy and Physiology of Speech and Language

(বাচন ও ভাষারশারীরবৃত্ত ও অঙ্গ-ব্যবচ্ছেদবিদ্যা)

18.6.1 Course Type: CC

18.6.2 Credit: 4

18.6.3 Rationale of the course

This course provides theoretical and practical aspects of physiology and speech and language. The long-term goal of the course is for students to understand the basics of structure and functions of human physiology with a special emphasis on speech and language. This course is designed to cover the discussion of body parts involved in speech and language activities.

18.6.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to speech and language physiology;
2. demonstrate an ability to analyze and discuss core aspects of the structure and functions of human physiology involved in speech and language production;
3. demonstrate an ability to apply knowledge and theories of human speech physiology in the context of speech and language production.

18.6.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of anatomical and physiological aspects of speech and language;
CLO2	Analyze and articulate types, characteristics, and features of anatomical and physiological aspects of speech and language with special emphasis on Bengali and English;
CLO3	Apply basic concepts of anatomical and physiological aspects of speech and language in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of anatomical and physiological aspects of speech and language in an ideal clinical setup.

18.6.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Anatomy and physiology of the human body: An introduction Human Body and the relation between speech and language	1	CLO1, CLO2
Basic embryology	2	CLO1, CLO3, CLO4
Respiration and pulmonary initiation	1	CLO, CLO2
Phonation and the larynx	1	CLO2, CLO3, CLO4
Articulation: Pharynx and mouth	1	CLO1, CLO3
Articulation: The labio-mandibular system	2	CLO1, CLO2, CLO3
Elements of Articulatory Typology	1	CLO2, CLO3, CLO4
The articulatory description of vowels and consonants	1	CLO2, CLO3, CLO4
Co-articulation and co-production	2	CLO2, CLO3
Anatomy of hearing	1	CLO1, CLO2, CLO3
Prosody	1	CLO1, CLO3
The physiological function of the organs involved - lungs, larynx, nasopharynx, sinuses, palate, tongue, lips, ear	2	CLO1, CLO2

18.6.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	3	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	1	3	1	1
CLO4	4	1	1	3	1	1

18.6.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam

CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.6.9 References

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- Divenyi, P. et al. (2006). *Dynamics of Speech Production and Perception*. Amsterdam: IOS Press
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- Lenneberg, E.H. (1967). *Biological Foundations of Language*. New York: Wiley
- Lieverman, P. & Blumstein, S.E. (1988). *Speech Physiology, Speech Perception, and Acoustics Phonetics*. Cambridge University Press
- Marchal, A. (2009). *From Speech Physiology to Linguistic Phonetics*. Hoboken, NJ: Wiley
- Seikel, A., King, D. & Drumright, D.G. (2009). *Anatomy and Physiology for Speech, Language, and Hearing*. Clifton Park: Delmar Cengage Learning.

18.7 Course Code and Title

BSLP. 1207: Audiology 1: Hearing Science
(শ্রুতিতত্ত্ব ১: শ্রুতিবিজ্ঞান)

18.7.1 Course Type: CC

18.7.2 Credit: 4

18.7.3 Rationale of the course

This course affords a theoretical study of hearing science. The long-term goal of the course is for students to understand the basic aspects of this branch of communication disorders. This course is designed to cover core concepts, theories, and methods of hearing sciences.

18.7.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of basic issues and queries related to hearing science;
2. Demonstrate an ability to analyze and discuss topics, theories, and methods of this branch of human science;
3. Demonstrate an ability to apply theories and methods of these two branches in communication disorders.

18.7.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of hearing sciences;
CLO2	Analyze and articulate types, characteristics, and features of hearing sciences of speech and language with special emphasis on Bengali and English;

CLO3	Apply fundamental concepts of hearing sciences of speech and language in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of hearing sciences in an ideal clinical setup.

18.7.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Hearing Science and Auditory Phonetics: Definition, relation, goal, and scope	1	CLO1, CLO2
Fundamentals of Sound: auditory and acoustics perspective	1	CLO1, CLO3, CLO4
Anatomy and physiology of the auditory system	1	CLO, CLO2
The outer ear	2	CLO2, CLO3, CLO4
The middle ear	2	CLO1, CLO3
The inner ear	2	CLO1, CLO2, CLO3
Measurement principles and the nature of hearing	1	CLO2, CLO3, CLO4

18.7.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	3	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	1	3	1	1
CLO4	4	1	1	3	1	4

18.7.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.7.9 References

- Ando, Y. & Cariani, P. (eds.). (2009). *Auditory and Visual Sensation*. New York: Springer
- Flemming, E.S. (2002). *Auditory Representations in Phonology*. New York & London: Routledge
- Gelfand, S.A. (2004). *Hearing: An introduction to psychological and physiological acoustics*. New York: Marcel Dekker
- Gelfand, S. A. (2009). *Essentials of Audiology*. New York: Thieme Medical Publishers
- Greenberg, S., Ainsworth, W.A., Popper, A.N. & Fay, R.R. (2004). *Speech Processing in the Auditory System*. New York: Springer
- Howard, D.M.& Angus, J. (2006). *Acoustic and Psychoacoustics*. London: Elsevier
- Martin, E.N. & Clark, J.G.(2009). *Introduction to Audiology*. Boston: Allyn & Bacon
- Martin, M. (ed.).(1987). *Speech Audiometry*. London: Taylor & Francis
- Sahley, T. L., & Musiek, F. E. (2014). *Basic Fundamentals in Hearing Science*. USA: Plural Pub Incorporated
- Schnupp, J., Nelken, I. & King, A. (2011). *Auditory Neuroscience*. Cambridge, MA: The MIT Press
- Yost, W.A. (2007). *Fundamentals of Hearing: An Introduction*. San Diego: Academic Press
- Zimlin, W.R. (1997). *Speech and hearing science: Anatomy and physiology*. Boston: Allyn & Bacon
- Zwicker, H.F.E. (2007). *Psychoacoustics Facts and Models*. Berlin: Springer
- Warren, R.M. (2008). *Auditory Perception Analysis and Synthesis*. Cambridge University Press

18.8 Course Code and Title

BSLP. 1208 Introduction to Psychology
(মনোবিজ্ঞানের ভূমিকা)

18.8.1 Course Type: GED

18.8.2 Credit: 4

18.8.3 Rationale of the course

The objective of this course is to introduce students to the foundational principles and theories of psychology. It aims to develop an understanding of psychological concepts, research methods, human behaviour, mental processes, learning and memory, intelligence, motivation, emotion, personality, and psychological disorders. The course will equip students with analytical and critical thinking skills to understand and apply psychological knowledge in academic, personal, and professional contexts.

18.8.4 Course Objectives

This course aims to:

1. Develop students' understanding of an introduction to psychology.
2. Enhance the ability to explain human beings' basic cognitive and psychological behavior.
3. Identify and explain major psychological disorders, their symptoms, causes, and treatment perspectives.

18.8.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Students will be able to define and explain foundational ideas in psychology and recognize the contributions of various theoretical perspectives.
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CLO2	Students will use psychological frameworks to analyze how individuals learn, remember, think, feel, and behave in different contexts.
CLO3	Students will demonstrate the ability to understand research designs, interpret data, and consider ethical implications in psychological inquiry.
CLO4	Students will be able to describe how biological, psychological, and social factors influence personality, intelligence, motivation, and mental health.

18.8.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Introduction to Psychology What is psychology? goals of psychology, subfields of psychology, today's perspectives	2	CLO1
Psychological Research Scientific Method, Hypothesis and Operational Definition, Psychological Research, Archival Research, Naturalistic Observation, Survey Research, Case Study, Correlational Research, Experiment, Ethics of Research	2	CLO-1,3
Learning Conditioning, the basics of classical and operant conditioning, reinforcement and reinforcers, types of reinforcers, schedules of reinforcement, punishment and punishers, cognitive approaches to learning, cognitive learning, latent learning, insight learning, observational learning, modeling and imitation	2	CLO 1, 2
Memory and Forgetting What is memory? A three-stage model of memory, sensory memory, short-term memory, working memory, and long-term memory, forgetting, causes of forgetting, ways to improve memory, SQ3R Method	2	CLO 1, 2, 3
Intelligence What is intelligence? emotional intelligence, intelligence tests, Stanford-Binet Intelligence Scale, Wechsler Adult Intelligence Scale, variations in intellectual ability, mental retardation, roots of mental retardation, educating the mentally retarded, gifted children, determinants of intelligence	2	CLO 1, 2, 3
Motivation and Emotion What is motivation and motive? theories of motivation, motives, types of motives, needs, different types of needs, Abraham Maslow's hierarchy of needs, what is emotion? theories of emotions	2	CLO 1, 2
Personality	2	CLO 1, 3, 4

What is personality? perspectives on personality, psychoanalytic theory of personality, the five-factor theory of personality, assessing personality, personality tests		
Psychological Disorders What is abnormal behavior? Perspectives on abnormal behavior, the major psychological disorders, anxiety disorders, phobias, obsessive-compulsive disorders, causes of anxiety disorders, Mood disorders, symptoms, and causes of mood disorders, schizophrenia, symptoms,	2	CLO 1, 3, 4

18.8.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	1	1	3	4	2
CLO2	1	1	4	4	4	3
CLO3	1	1	4	3	4	4
CLO4	1	2	4	4	3	4

18.8.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.8.9 References

- Coon, D. & Mitterer, J.O. (2012). *Introduction to Psychology: Gateways to Mind and Behavior* (13th Ed.). Cengage Learning.
- Feldman, R.S. (2016). *Understanding Psychology* (13th Ed.). McGraw-Hill.
- Kalat, J.W. (2013). *Introduction to Psychology* (10th Ed.). Cengage Learning.

18.9 Course Code and Title

BSLP. 2301: Introduction to Nonverbal Communication
(অবাক্ষরিক সংজ্ঞাপনের ভূমিকা)

18.9.1 Course Type: GED

18.9.2 Credit: 4

18.9.3 Rationale of the course

This course is introduced to provide students with basic characteristics, theories, and methods of nonverbal communication. The long-term goal of the course is for students to understand the

topics, theories, and methods of nonverbal communication. This course is designed to cover core concepts of nonverbal communication from the perspective of communication disorders.

18.9.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the topics of nonverbal communication;
2. demonstrate an ability to analyze and discuss theories, methods, and the importance of studying this discipline;
3. demonstrate an ability to apply its theories and methods in the context of communication disorders.

18.9.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of nonverbal communication;
CLO2	Analyze and articulate types, characteristics, and features of nonverbal communication with special emphasis on communication disorders;
CLO3	Apply fundamental concepts of nonverbal communication in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of nonverbal communication in an ideal clinical setup.

18.9.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Nonverbal communication: definition, goal, characteristics, scope	1	CLO1, CLO2
Verbal and nonverbal communication	2	CLO1, CLO3, CLO4
History of nonverbal communication	2	CLO, CLO2
Types of nonverbal communication	1	CLO2, CLO3, CLO4
Gesture	1	CLO1, CLO3
Posture	2	CLO1, CLO2, CLO3
Gaze and eye contact	1	CLO2, CLO3, CLO4
Proxemics	1	CLO2, CLO3, CLO4
Kinesics and chronemics	1	CLO2, CLO3
Visual perception	1	CLO1, CLO2, CLO3

Semiotics and nonverbal communication	1	CLO1, CLO3
Sociolinguistics of nonverbal communication	1	CLO1, CLO2
Nonverbal communication and communication disorders: health care and clinical perspectives	2	CLO1, CLO3

18.9.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	3	1	1	1	1
CLO2	4	3	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.9.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.9.9 References

- Anderson, P. (2007). *Nonverbal Communication: Forms and Functions*. Waveland Press
- Argyle, M. (1988). *Bodily Communication*. Madison: International Universities Press
- Arif, H. (2013). BEE hand gestures reflecting Bengali culture. *Southern Semiotic Review*. Issue 1, 91-107
- , – (2010). Religio-cultural perspective and left-hand taboo: A description of controlled hand gestures produced by Bengali-speaking people. In Ellen Fricke & Maarten Voss (eds.) *68 Signs Roland Posner A Semiotic Mosaic*. Tübingen: Stauffenberg Verlag
- Efron, D. (1941). *Gesture and Environment*. New York: King's Crown Press
- Esposito, A., Bratanić, M., Keller, E., & Marinaro, M. (eds.).(2007). *Fundamentals of Verbal and Nonverbal Communication and the Biometric Issue*. Amsterdam, IOS Press
- Fast, J. (1970). *Body Language*. New York: M. Evans
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- McNeill, D. (1992). *Hand and Mind: what gesture reveal about thought*. Chicago: Chicago University Press
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- Riggio, R.E. & Feldman, R.S.(eds.).(2005). *Application of Nonverbal Communication*. Mahwah, New Jersey and London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS

আরিফ, হাকিম (২০১৫)। বাংলা অবাচনিক যোগাযোগ। ঢাকা: বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন
 আরিফ, হাকিম (২০১৪)। বাঙালি ভাষিক-সংস্কৃতিতে ব্যবহৃত স্থির সংজ্ঞাপনের একটি অবাচনিক পঠন ও রূপালেক্ষ্য। ঢাকা বিশ্ববিদ্যালয় পত্রিকা,
 ৯১-৯৩ সংখ্যা, ১১৩-১৪০

18.10 Course Code and Title

BSLP. 2302 Neurology of Language and Communication

(ভাষা ও সংজ্ঞাপনের স্নায়ুতত্ত্ব)

18.10.1 Course Type: CC

18.10.2 Credit: 4

18.10.3 Rationale of the course

This course provides a neurological basis for language production and perception. The long-term goal of the course is for students to understand the basic aspects and topics of neurology about speech and language production. This course is designed to uncover the neurological view of speech and language production and perception mechanisms.

18.10.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core issues and queries related to neurological aspects of speech and language;
2. Demonstrate an ability to analyze and discuss the core mechanisms of speech production and perception in the brain;
3. Demonstrate an ability to apply theories and methods to explain the nature of neurogenic communication disorders.

18.10.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of neurology of language and communication;
CLO2	Analyze and articulate types, characteristics, and features of neurological aspects of human language and communication;
CLO3	Apply basic concepts of neurology of language and communication in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of neurology of language and communication in an ideal clinical setup.

18.10.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Neurology: Basic Concept Neurology and language: introduction	2	CLO1, CLO2
Nervous System: Overview	1	CLO1, CLO3, CLO4
Central Nervous System: General Description	2	CLO, CLO2

Neuron, Synapse		
Peripheral and autonomic nervous systems	2	CLO1, CLO2, CLO3
Cerebrum & Cerebellum Lobes and fissures	1	CLO2, CLO3, CLO4
Cellular organization Hemispheric specialization	1	CLO1, CLO3
Handedness, language, and brain	1	CLO2, CLO3, CLO4
Expressive and Receptive Processing of Language	1	CLO2, CLO3, CLO4
Disorders of Auditory Processing	1	CLO2, CLO3
Reading and writing	1	CLO1, CLO2, CLO3
Bilingualism & neuropsychology	1	CLO1, CLO3
Sign Language and the Brain	1	CLO1, CLO2
Introduction to neurophysiological methods	2	CLO1, CLO2, CLO3

18.10.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	3	1	1	3	1
CLO2	4	3	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.10.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.10.7 References

- Banich, M.T. & Mack, M. (eds.).(2011). *Mind, Brain and Language Multidisciplinary Perspectives*. London and New Jersey: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- Bhatnagar, S.C. (2013). *Neuroscience: For the study of communicative disorders*. Philadelphia: Lippincott Williams & Wilkins
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- Goldberg, T.E. & Weinberger, D.R. (eds.).(2009). *The Genetics of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- Mesulam, M.M. (2000). *Principles of Behavioral and Cognitive Neurology*. Oxford University Press
- Mildner, V. (ed.). (2008). *The Cognitive Neuroscience of Human Communication*. New York and London: Lawrence Erlbaum Associates
- Schnupp, J., Nelken, I. & King, A. (2011). *Auditory Neuroscience*. Cambridge, MA: The MIT Press
- Semrud-Clikeman, M., Anne, P. & Ellison, T. (2007). *Child Neuropsychology*. New York: Springer
- Webb, W. & Adler, R.K. (2007). *Neurology for the Speech-language Pathologist*. Stoneham, MA: Butterworth-Heinemann
- WHITAKER, H.A. (ed.).(2010). *Concise Encyclopaedia of Brain and Language*. Oxford: Elsevier Ltd

18.11 Course Code and Title

BSLP. 2303 *Audiology 2: Hearing Impairment and Audiological Assessment*
(শ্রুতিতত্ত্ব ২: শ্রবণ বিকার ও শ্রুতিতাত্ত্বিক মূল্যায়ন)

18.11.1 Course Type: CC

18.11.2 Credit: 4

18.11.3 Rationale of the course

This course offers a theoretical study of the domain of hearing impairment and assessment. The long-term goal of the course is for students to understand the basic aspects of these audiological problems, their relation to communication disorders, and how to assess them. This course is designed to cover core concepts, methods of assessment of hearing assessment, and causes of hearing impairment.

18.11.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of basic issues and queries related to hearing impairment and assessment; demonstrate an ability to analyze and discuss topics, theories, and methods of these two areas;
2. Demonstrate an ability to identify and assess the relation of these two areas in communication disorders.

18.11.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of hearing impairments and audiological assessment;
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CLO2	Analyze and articulate types, characteristics, and features of hearing impairments and audiological assessment;
CLO3	Apply fundamental concepts of hearing impairments and audiological assessment in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the views and concepts of hearing impairments and audiological assessment in an ideal clinical setup.

18.11.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Features and causes of hearing impairment in children and adults.	2	CLO1, CLO2
Hearing disorders of CANS and PANS	2	CLO1, CLO3, CLO4
Late-onset hearing disorders	1	CLO, CLO2
Non-organic hearing loss Idiopathic hearing loss	1	CLO2, CLO3, CLO4
Types of hearing loss due to hearing disorders.	1	CLO1, CLO3
Effects of hearing loss on the development of auditory function and speech	2	CLO1, CLO2, CLO3
Screening procedure for children. Risk factor identification,	1	CLO2, CLO3, CLO4
Behavioural observation audiometry: procedure and conditioning technique	1	CLO2, CLO3, CLO4
<i>Assessment procedure (hearing tests) for children and adults.</i> Pure tone audiometry, Speech recognition tests, Auditory brainstem response test,	1	CLO2, CLO3
Otoacoustic emission test, Auditory Evoked potential test, Brain evoked response auditory, Tympanometry, bone conduction testing.	3	CLO1, CLO2, CLO3
<i>Clinical observation</i> Students will observe two to three clients with hearing impairment and will try to relate the theoretical knowledge to practical implications.	3	CLO1, CLO3, CLO4

18.11.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	3	4	1	4	1
CLO2	1	3	4	3	4	1

CLO3	1	4	3	3	4	1
CLO4	1	4	3	3	4	1

18.11.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.11.9 References

- Gerber, S. E. (1996). *The Handbook of Pediatric Audiology*. Gallaudet University Press
- Gerber, S.E. (1982). *Audiometry in Infancy*. New York: Grune & Stratton
- Madell, J. R. & Flexer, C. (2014). *Pediatric audiology: diagnosis, technology, and management*. New York: Thieme Medical Publishers, Inc.
- Martin, F.N. (1978). *Pediatric Audiology*. New Jersey: Prentice Hall
- Northern, J. & Downs, M.P. (1991). *Hearing in Children*. Baltimore: Williams & Wilkins
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- Stach, B. A. (2010). Clinical audiology: An introduction. In *Cengage Learning* (2nd ed.). <https://doi.org/10.1097/00003446-199812000-00010>
- Kramer, S., & Brown, D. K. (2021). *Audiology: science to practice*. Plural Publishing.
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18.12 Course Code and Title

BSLP. 2404 Clinical Practicum 1: Observational Learning

(ক্লিনিক শিক্ষানবিশি ১: পর্যবেক্ষণমূলক শিখন)

18.13.1 Course Type: CC

18.13.2 Credit: 2

18.13.3 Rationale of the course

This observational placement aims to provide the students with preliminary practical experience in a clinical environment to develop clinical skills and to practice as competent Speech and Language Therapy clinicians in the following clinical placements. In the clinic, students will-

1. Act as a helper, assisting the staff in the unit as appropriate.
2. Gain practical knowledge that complements their learning on normal child development, communication skills, and socialization in preschool children.
3. Gain skills in interacting with children (both typically and atypically developed children).
4. Gain skills in observing children at different stages of development.

5. Conduct structured observation of a child’s skills across all developmental areas.
6. Gain an awareness of the types of difficulties encountered by adults with acquired neurological impairments.
7. Gain skills in using supported communication techniques.
8. Gain confidence in communicating with adults with communication disabilities.
9. Have the opportunity to relate theory to practice within a ‘safe’ environment.
10. Gain the confidence necessary for moving from more observation/orientation placements to clinical intervention placements.

18.13.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the clinical issues and queries related to therapy of child language and articulation and phonological language disorders;
2. demonstrate an ability to analyze and discuss core aspects of such therapy;
3. demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

18.13.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO3	Apply fundamental concepts of clinical practicum with special reference to patients with audiological problems in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of applying clinical stuff to the above disorders.

18.13.6 Required Assignment

Topics	Required Session(s)	CLOs
Observing audiological pediatric clients in a formal clinical setup	10 hours per week, hence 100 hours per semester	CLO3
Assessing 3 clients with audiological problems	9 hours	CLO4

18.12.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO3	1	4	1	3	4	1
CLO4	1	4	1	3	4	1

18.13.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO3	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation
CLO4	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation

18.12.8 References

No specific reference is required.

18.13 Course Code and Title

BSLP. 2405: Statistics
(পরিসংখ্যান)

18.14.1 Course Type: GED

18.14.2 Credit: 4

18.14.3 Rationale of the course

This course is designed to teach the students basic concepts of statistics. The long-term goal of the course is for students to understand the topics and techniques of statistics as a research tool. This course is designed to cover core concepts, theories, and methods of statistics with special reference to communication disorders.

18.14.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core issues and queries of statistics;
2. Demonstrate an ability to analyze and discuss different linguistic elements with statistical tools;
3. Demonstrate an ability to apply theories and methods of statistics in speech and language pathology.

18.14.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of statistics;
CLO2	Analyze and articulate types, characteristics, and features of statistics in communication disorders;
CLO3	Apply fundamental concepts of statistics in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of statistics in an ideal clinical setup.

18.14.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Statistics: Basic concepts	2	CLO1, CLO2
Measure of variability	2	CLO1, CLO2
Standard score	2	CLO1, CLO2
Theory of probability	3	CLO1, CLO2, CLO3, CLO4
Correlation	3	CLO1, CLO2, CLO3, CLO4
Variance	3	CLO1, CLO2, CLO3, CLO4
Non-parametric statistics	3	CLO1, CLO2, CLO3, CLO4

18.13.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	3	1	1	1	1
CLO2	1	3	1	3	1	1
CLO3	1	3	3	3	1	1
CLO4	1	3	3	3	1	1

18.14.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.14.9 References

- Bulter, C.S. (1985). *Statistics in Linguistics*. Blackwell Publishers
- Coggon, D. (2003). *Statistics in Clinical Practice*. London: BMJ Books
- Oakes, M. P. (1998). *Statistics for Corpus Linguistics*. Edinburgh University Press
- Stefan, T. G. (2008). *Quantitative Corpus Linguistics with R: A Practical Introduction*. Routledge
- Woods, A. Fletcher, P, & Hughes, A (1986). *Statistics in Language Studies*. Cambridge: University Press

Woods, A. (1996). *Statistics in Linguistic Studies*. Cambridge: Cambridge University Press
 নূর-উন-নবী, এ. কে. এম. (২০০৪)। সামাজিক পরিসংখ্যান পরিচিতি। গাজীপুর: বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়

18.14 Course Code and Title

BSLP. 2406 Speech and Language Disorders in Children
 (শিশুদের বাচনিক ও ভাষিক বৈকল্য)

18.15.1 Course Type: CC

18.15.2 Credit: 4

18.15.3 Rationale of the course

This course offers a foundational understanding of speech and language disorders in children, focusing on their identification, assessment, and intervention. Students will learn about the nature, causes, and classification of common disorders affecting children’s communication abilities. The course emphasizes evidence-based practices and considers Bangladesh’s cultural and linguistic context, particularly in Bengali-speaking populations. Students will develop the skills to effectively support children with communication challenges through theoretical discussions and practical activities.

18.15.4 Course Objectives

This course will enable students to:

1. Develop students' understanding of the types and causes of speech and language disorders in children;
2. Equip students with the skills to assess and diagnose these disorders in diverse contexts;
3. Train students to design and implement effective intervention strategies;
4. Emphasize the role of cultural and linguistic factors in diagnosis and treatment.

18.15.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of speech and language disorders in children;
CLO2	Analyze and articulate types, characteristics, and features of speech and language disorders in children;
CLO3	Apply fundamental concepts of speech and language disorders in children in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of speech and language disorders in children in an ideal clinical setup.

18.15.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
<i>Introduction to Speech and Language Development</i> Typical developmental milestone Theories of speech and language acquisition	2	CLO1, CLO2

<i>Speech Disorders in Children</i> Articulation and phonological disorders Cleft lip palate Motor speech disorders	3	CLO1, CLO3, CLO4
<i>Language Disorders in Children</i> Specific language impairment (SLI) Developmental language disorder (DLD) Receptive and expressive language impairments	3	CLO, CLO2
Neurodevelopmental disorders (NLD) Autism spectrum disorders (ASD), ADHD, learning disabilities, intellectual disabilities	4	CLO2, CLO3, CLO4
<i>Assessment of Speech and Language Disorders</i> Standardized tests and informal measures Observation and parent/teacher reports Cultural and linguistic considerations in assessment	3	CLO2, CLO3, CLO4
<i>Intervention Strategies</i> Evidence-based approaches to speech therapy Language intervention technique Parent- and caregiver-mediated interventions	3	CLO1, CLO3
<i>Special Populations</i> Speech and language challenges in children with autism spectrum disorder (ASD). Disorders associated with hearing loss Communication needs in children with intellectual or developmental disability	3	CLO1, CLO2, CLO3
<i>Cultural and Linguistic Considerations</i> Working with bilingual or multilingual children The influence of cultural norms on communication	2	CLO2, CLO3, CLO4
<i>Ethical Considerations in Practice</i> Client confidentiality and family-centered care Advocacy for children with speech and language disorders	2	CLO2, CLO3, CLO4

18.14.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	1	1	1	1	1
CLO2	1	1	1	3	1	1
CLO3	4	4	4	3	1	1
CLO4	4	4	4	3	1	1

18.15.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.15.9 References

- Owens, R.E. Jr. (2020). *Language Development: An Introduction*. Pearson.
- Paul, R., Norbury, C., & Gosse, C. (2018). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. Elsevier.
- Bernthal, J.E., Bankson, N.W., & Flipsen, P. (2016). *Articulation and Phonological Disorders: Speech Sound Disorders in Children*. Pearson.
- Justice, L.M., & Redle, E.E. (2014). *Communication Sciences and Disorders: A Contemporary Perspective*. Pearson.
- Shipley, K.G., & McAfee, J.G. (2021). *Assessment in Speech-Language Pathology: A Resource Manual*. Plural Publishing.

18.15 Course Code and Title

BSLP. 2407 Speech Sound Disorders: Assessment and Intervention

(বাচন উচ্চারণ বৈকল্য: মূল্যায়ন ও মধ্যস্থতাকরণ)

18.16.1 Course Type: CC

18.16.2 Credit: 4

18.16.3 Rationale of the course

This course provides a study of speech sound disorders. The long-term goal of the course is for students to understand the nature and types of diagnosis and management of these disorders. This course is designed to teach the technique of assessment and diagnosis to identify clients suffering from articulation and phonological disorders and ensure evidence-based interventions for them.

18.16.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the basic nature and characteristics of speech sound disorders;
2. Demonstrate an ability to analyze and discuss core aspects and types of the above disorders;
3. Demonstrate an ability to apply theories and methods related to these disorders in the context of Bengali.

18.16.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of assessment and intervention of speech sound disorders;
CLO2	Analyze and articulate types, characteristics, and features of assessment and intervention of speech sound disorders;
CLO3	Apply fundamental concepts of assessment and intervention of speech sound disorders in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the assessment and intervention of speech sound disorders in an ideal clinical setup.

18.16.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
<i>Clinical framework: Basic terms and concepts</i> Communication, speech, and language Subdivisions of language Articulation and speech sounds: phonology and phonemes articulation disorders vs phonological disorders	2	CLO1, CLO2
<i>Normal aspects of articulation</i> Speech mechanism Vowels versus consonants <ul style="list-style-type: none"> ▪ Vowels in the Bangla language ▪ Consonants in the Bangla language Sounds in context: coarticulation and assimilation	2	CLO1, CLO3, CLO4
<i>Speech sound acquisition in typically developing children</i>	1	CLO, CLO2
<i>Assessment of Speech and Language Disorders</i> Standardized tests and informal measures Observation and parent/teacher reports Cultural and linguistic considerations in assessment	3	CLO2, CLO3, CLO4
<i>Assessment: data collection</i> Speech sound sampling Screening for speech sound disorders Comprehensive speech sound assessment: the assessment battery Spontaneous speech sample Related assessment procedures <ul style="list-style-type: none"> Case history Oral mechanism examination Audiological/hearing screening 	3	CLO1, CLO3

Language testing		
<i>Diagnosis: Articulation versus phonological emphasis</i> Preliminary analysis: inventory and distribution of speech sounds The nature of the problem: articulation vs phonological? Measures of intelligibility and severity Target selection Other factors to consider in the intervention decision	3	CLO1, CLO2, CLO3
<i>Therapy for articulation errors</i> Decision making: when to use a phonetic approach Therapy sequence Therapy for the misarticulation of different sounds Core vocabulary approach Nonspeech oral-motor activities	3	CLO2, CLO3, CLO4
<i>Treatment of phonological/phonemic errors</i> Treatment principles Minimal pair contrast therapy Cycles training Metaphone therapy Multiple opposition	3	CLO2, CLO3, CLO4

18.15.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	4	1	1	1
CLO2	4	4	4	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.16.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.16.7 References

- Bauman-Waengler, J. (2012). *Articulatory and phonological impairments: A clinical focus* (4th ed). New Jersey: Pearson.
- Bernthal, J. E., Bankson, N. W., & Flipsen, P. (2017). *Articulation and phonological disorders: Speech sound disorders in children* (8th ed). New Jersey: Pearson.
- Dodd, B. (2013). *Differential diagnosis and treatment of children with speech disorders* (2nd ed). Wiley publication.
- Gordon-Brannan, M. E., & Weiss, C. E. (2007). *Clinical management of articulatory and phonologic disorders* (3rd ed). Baltimore: Lippincott Williams & Wilkins.
- Namasivayam, A. K., Coleman, D., O'Dwyer, A., & Lieshout, P. V. (2020). Speech sound disorders in children: An articulatory phonology perspective. *Frontiers in Psychology*, 10 (2998), 1-22. <https://doi.org/10.3389/fpsyg.2019.02998>
- Rvachew, S. & Brosseau-Lapre, F. (2012). *Developmental Phonological Disorders: Foundations of Clinical Practice*. Plural Publishing

18.17 Course Code and Title

BSLP. 2408 *Augmentative and Alternative Communication*
(সহায়ক ও বিকল্প সংজ্ঞাপন)

18.17.1 Course Type: GED

18.17.2 Credit: 4

18.17.3 Rationale of the course

This course provides a theoretical and practical study of the domain of different forms of communication. The long-term goal of the course is for students to understand various assistive communication forms suitable for persons with severe speech and language disorders. This course is designed to cover the basic concepts, forms, and techniques of alternative and augmentative communications.

18.17.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the structure and types of alternative and augmentative communication;
2. Demonstrate an ability to analyze and discuss core aspects of such communication;
3. Demonstrate an ability to apply appropriate communication modalities for patients with severe speech and language disorders.

18.17.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of alternative and augmentative communication;
CLO2	Analyze and articulate types, characteristics, and features of alternative and augmentative communication in the context of communication disorders;
CLO3	Apply fundamental concepts of alternative and augmentative communication in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of alternative and augmentative communication in an ideal clinical setup.

18.17.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
<i>Theoretical aspects</i> Augmentative and Alternative Communication (AAC): definitions, goals, and scope Overview of Augmentative Communication Systems Terminology Components: aids, symbols, techniques, and strategies Identifying appropriate candidates for AAC Cognitive hierarchy for various symbols and considerations for symbol selection and layout	3	CLO1, CLO2
<i>Access Methods</i> Message Storage and Retrieval Methods Acceleration Techniques Prediction Strategies	2	CLO1, CLO3, CLO4
<i>The Assessment Process</i> Components of an Assessment Considerations for Selection Training and Follow-up	2	CLO, CLO2
<i>Features of AAC Devices</i> The AAC System Electronic Communication Device Features Electronic Communication Device Examples Matching Systems to People	3	CLO2, CLO3, CLO4
<i>AAC Strategies for Children with Developmental Disabilities</i> The Decision to Implement AAC Developmental Apraxia of Speech Autism and Pervasive Developmental Disorders Dysarthria	3	CLO1, CLO3

18.17.1 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	3	1	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.17.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam

CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.17.9 References

- Fidopiastis, C.M. & Schmorow, D.D. (2011). *Foundations of Augmentative Cognition*. Berlin: Springer
- Ganz, J.B. (2014). *Aided Augmentative Communication for Individuals with Autism Spectrum Disorders*. New York: Springer
- Glennan, S. & DeCosta, D. (1997). Augmentative and Alternative Communication Systems. In *Handbook of Augmentative and Alternative Communication*. San Diego, California: Singular Publishing Group, Inc.
- Smith, M. (2005). *Literacy and Augmentative and Alternative Communication*. London: Elsevier Academic Press
- Spears, C. L. & Turner, V. L. (2011). *Rising to New Heights of Communication and Learning for Children with Autism*. London and Philadelphia: Jessica Kingsley Publishers

18.18 Course Code and Title

BSLP. 2409 Clinical Practicum 2: Child Language, Articulation and Phonological Disorders
(ক্লিনিক শিক্ষানবিশি ২: শিশু ভাষা, উচ্চারণমূলক ও ধ্বনিতাত্ত্বিক বৈকল্য)

18.18.1 Course Type: CC

18.18.2 Credit: 2

18.18.3 Rationale of the course

This course provides practical experience in speech and language disorders associated with pediatrics, articulation, and phonological disorders. The long-term goal of the course is for students to gain practical skills by observing persons with the above disorders in a clinical setup.

18.18.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the clinical issues and queries related to the therapy of child language and articulation and phonological language disorders;
2. Demonstrate an ability to analyze and discuss core aspects of such therapy;
3. Demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

18.18.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO3	Apply fundamental concepts of clinical practicum with special reference to patients with articulation and phonological disorders in different clinical and academic environments and real-life situations;
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CLO4	Demonstrate a clear understanding of applying clinical skills to the above disorders.
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18.18.6 Required Assignment

Topics	Required Session(s)	CLOs
Observing clients in a formal clinical setup	10 hours per week, hence 100 hours per semester	CLO4
Assessing 3 clients with child language, articulation, and phonological disorders	9 hours	CLO4

18.18.1 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO3	1	4	1	3	4	1
CLO4	1	4	1	3	4	1

18.18.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO3	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation
CLO4	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation

18.18.7 References

No specific reference is required.

18.19 Course Code and Title

BSLP. 3501 Motor Speech Disorders
(পেশি সংশ্লিষ্ট বাচন বৈকল্য)

18.19.1 Course Type: CC

18.19.2 Credit: 4

18.19.3 Rationale of the course

This course aims to equip students with core knowledge and skills that are prerequisites for effective intervention with clients with motor speech impairments. The course of study draws on understanding the effects of neurological dysfunction due to cerebral palsy and progressive and non-progressive conditions on the motor speech system. The long-term goal of the course is for

students to learn the characteristics, types, causes, and classifications of different motor speech disorders.

18.19.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the nature, scope, and basic concepts of motor speech disorders;
2. Demonstrate an ability to analyze and discuss core aspects of this disorder;
3. Enable the student to develop knowledge of current theory and practice in the evaluation and management of people with motor speech disorder
4. Equip the student with skills in assessing and treating people with motor speech disorders.

18.19.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of speech motor disorders;
CLO2	Analyze and articulate types, characteristics, and features of speech motor disorders;
CLO3	Apply fundamental concepts of speech motor disorders in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of speech motor disorders in an ideal clinical setup.

18.19.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Motor Speech Disorders: Defining, understanding, and categorizing	1	CLO1, CLO2
Neurologic bases of motor speech and its pathologies	1	CLO1, CLO3, CLO4
<i>Dysarthria</i> Acquired dysarthria and types Characteristics of different types of dysarthria Childhood dysarthria: cerebral palsy Assessment Differential diagnosis Intervention	5	CLO, CLO2
<i>Apraxia of speech</i> Childhood apraxia of speech Acquired apraxia of speech Assessment	5	CLO2, CLO3, CLO4

Differential diagnosis Intervention		
<i>Augmentative and Alternative Communication for Motor Speech Disorders</i>	2	CLO1, CLO3

18.19.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	1	1	1	4
CLO2	4	4	1	3	1	4
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.19.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.19.9 References

- Ball, M J. and Lowry, O. M. (2001). *Methods in Clinical Phonetics*. London and Philadelphia: Whurr Publishers.
- Caruso, F. J. & Strand, E. A. (1999). *Clinical management of motor speech disorders in children*. New York: Thieme
- Crary, M. (1993). *Developmental Motor Speech Disorders*. London: Whurr/San Diego: Singular
- Duffy, J.R. (2005). *Motor Speech Disorders: substrates, differential diagnoses and management*. Second edition. St. Louis: Elsevier Mosby.
- Dworkin, P.J. (1991). *Motor Speech Disorders-A Treatment Guide*. St. Louis: Mosby Year Book Inc.
- G. G. Weismer (ed). (2007). *Motor Speech Disorders: Essays for Ray Kent*. San Diego: Plural Publishers.
- Marquardt. T. P. (1982). *Acquired Neurogenic Disorders*. New Jersey: Prentice-Hall, Inc.
- Massenet. al (ed.) (2004). *Speech Motor Control in normal and disordered speech*. New York: Oxford University Press
- Rothi, G. J. I. & Heilman, K. M. (eds.) (1997). *Apraxia of Speech in Adults*. San Diego: Singular Publishing Group
- Yorkston, K.M. et al (2010). *Management of motor speech disorders in children and adults*. Austin, Tex.: Pro-Ed.

18.20 Course Code and Title

BSLP. 3502 Introduction to Research Methodology
(বাচনিক ও ভাষা প্যাথলজিতে গবেষণা পদ্ধতির ভূমিকা)

18.20.1 Course Type: CC

18.20.2 Credit: 4

18.20.3 Rationale of the course

This course is designed to teach the students the fundamentals of research methods. The long-term goal of the course is for students to understand the basics, like techniques and procedures, to help conduct research projects on communication disorders. This course is designed to cover different core aspects, theories, and methods associated with research methods.

18.20.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of different issues and queries related to research methodology;
2. Demonstrate an ability to analyze and discuss techniques and procedures used to conduct a research project;
3. Demonstrate an ability to apply theories and methods of research methodology in the context of communication disorders.

18.20.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of research methodology;
CLO2	Analyze and articulate types, characteristics, and features of research methodology;
CLO3	Apply fundamental concepts of research methodology in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of research methodology in an ideal clinical setup.

18.20.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Methods and research in Social and Behavioural Sciences	1	CLO1, CLO2
Basics of research	3	CLO1, CLO3, CLO4
Types of Research	1	CLO, CLO2
Techniques used in the qualitative and quantitative research methods	2	CLO2, CLO3, CLO4
Techniques of sampling	1	CLO1, CLO3

Techniques of data collection	2	CLO, CLO2
Research design	2	CLO1, CLO3
Data Analysis and interpretation	2	CLO2, CLO3, CLO4
Ethics in speech and language pathology	2	CLO, CLO2

18.20.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	3	4
CLO2	4	1	1	3	4	4
CLO3	4	1	3	3	1	4
CLO4	4	1	3	3	1	4

18.20.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.20.9 References

- Body, R. & McAllister, L. (2009). *Ethics in Speech and Language Therapy*. John Wiley & Sons
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18.21 Course Code and Title

BSLPC. 3503 Language Disorders in Adults: Diagnosis & Clinical Management

(বয়স্কদের ভাষা বৈকল্য: শনাক্তকরণ ও চিকিৎসা ব্যবস্থাপনা)

18.21.1 Course Type: CC

18.21.2 Credit: 4

18.21.3 Rationale of the course

This course is introduced to provide the students with a description of adult language disorders. The long-term goal of the course is for students to understand the basics of adult or acquired language disorders and their associated features and types. This course is designed to provide pragmatic therapy for these disorders, too.

18.21.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of types, features, and symptoms of neurogenic communication disorders;
2. Demonstrate an ability to analyze and discuss core aspects of this acquired disorder;
3. Demonstrate an ability to apply methods and techniques to this disorder to identify Bengali patients.

18.21.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of diagnosis and clinical management of adult language disorders;
CLO2	Analyze and articulate types, characteristics, and features of diagnosis and clinical management of adult language disorders;
CLO3	Apply fundamental concepts of diagnosis and clinical management of adult language disorders in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of diagnosis and clinical management of adult language disorders in an ideal clinical setup.

18.21.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Neurogenic language disorders: definition, goal, scope	1	CLO1, CLO2
Essential features of neurogenic language disorders	1	CLO1, CLO3, CLO4
Types of brain injury: stroke, TBI, trauma	1	CLO2, CLO3
Types of neurogenic language disorders	1	CLO1, CLO3

Aphasia and aphasiology Definitions, characters, history	3	CLO1, CLO2, CLO3
Aphasia Types Linguistics impairments of aphasia Investigations and assessment procedures Management and rehabilitation	5	CLO2, CLO3, CLO4
Other neurogenic language disorders Dyslexia, Dysgraphia	3	CLO2, CLO3, CLO4

18.21.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	1	4	1	1	1	4
CLO2	4	1	1	3	4	1
CLO3	4	1	3	3	4	1
CLO4	4	4	3	3	1	4

18.21.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.21.9 References

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- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
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 আরিফ, হাকিম [সম্পা.]। ২০১৫। অ্যাফেজিয়া ও বাংলাভাষা: ভাষাতাত্ত্বিক সমীক্ষা। ঢাকা: বুকস ফেয়ার

18.22. Course Code and Title

BSLPG. 3504: ICT in Communication Disorders
 (যোগাযোগ বৈকল্যে তথ্য ও যোগাযোগ প্রযুক্তি)

18.22.1 Course Type: GED

18.22.2 Credit: 4

18.22.3 Rationale of the Course

This course provides both theoretical and practical knowledge of Information and Communication Technology (ICT), specifically tailored for application in the domain of Communication Disorders. The course equips students with essential digital competencies and introduces advanced tools and technologies relevant to screening, diagnosing, and treating speech and language disorders. The long-term goal is to ensure students can use and apply ICT in both clinical and research environments.

18.22.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of fundamental ICT concepts and their clinical applications.
2. Analyze and evaluate ICT tools used in communication disorder assessment and intervention.
3. Design and apply ICT-based solutions for therapy and diagnosis in real-life scenarios.
4. Critically assess emerging digital trends and their potential in communication therapy.

18.22.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1: Define the core principles and components of information and communication technology.
CLO2: Analyze various ICT applications and their relevance in communication disorders.
CLO3: Apply digital tools in diagnostic and therapeutic contexts related to speech and language pathology.

CLO4: Demonstrate a critical understanding of emerging ICT trends and clinical informatics.

18.22.6 Course Content and Required Sessions

Topics	Sessions	CLOs
Overview of a Computer System: Basic components (such as the system unit, input/output devices, and storage), understanding data, simple concepts of how computers process information, types of software (operating systems and applications), and the role of utility programs.	2	CLO1
Programming: Preliminary concepts, variables and data types, input/output operations, control structures (if-else, loops), functions, basic data structures (lists, arrays), introduction to algorithms.	4	CLO1, CLO2
Digital Productivity Tools and Communication: Word processing, data management with spreadsheets, creating and designing presentations, professional email practices, social media for networking, and the use of cloud-based collaboration tools.	2	CLO1, CLO3
Cybersecurity, Online Safety, and Managing Digital Footprint: Cybersecurity, password management, multi-factor authentication, phishing, online identity protection, privacy settings, ethical and legal considerations of online activity.	2	CLO1, CLO4
Emerging Technologies: Blockchain, artificial intelligence, machine learning, internet of things, virtual reality, augmented reality, 5G technology, robotics, big data, cloud computing.	4	CLO2, CLO4
ICT in Communication Disorders: Digital standardized assessments, speech and language analysis tools, mobile screening apps, acoustic and articulatory analysis, eye-tracking assessments, AI and machine learning for diagnosis, teleassessment platforms, computer-assisted learning tools, speech therapy apps, AAC devices, biofeedback systems, telepractice, gamified therapy, ethical issues, and challenges in low-resource settings like Bangladesh.	3	CLO2, CLO3, CLO4

18.22.7 Mapping of Course Learning Outcomes (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	3	2	1	1	1	2
CLO2	1	4	2	1	1	3

CLO3	1	4	3	2	3	4
CLO4	1	2	1	2	1	3

18.22.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Illustrations, Practical	In-course Exam, Final Exam
CLO2	Lecture, Demonstrations, Interactive sessions, Problem Solving	In-course Exam, Assignment, Final Exam
CLO3	Lecture, Demonstrations, Group Activities, Tool Development, Discussions	Quiz, Assignment, Presentation
CLO4	Lecture, Presentation, Group Discussion, Reading Tasks	Assignment, Final Exam

18.22.9 References

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18.23 Course Code and Title

BSLPC. 3505 Clinical Practicum 3: Adult Speech and Language Disorders
(ক্লিনিক শিক্ষানবিশি ৩: বয়স্কদের বাচন ও ভাষা বৈকল্য)

18.23.1 Course Type: CC

18.22.2 Credit: 2

18.23.3 Rationale of the course

This course provides practical experience in speech and language disorders associated with adult language disorders. The long-term goal of the course is for students to gain practical skills by observing persons with the above disorders in a clinical setup.

18.23.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the clinical issues and queries related to the therapy of different adult language disorders;
2. demonstrate an ability to analyze and discuss core aspects of such therapy;
3. demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

18.23.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO3	Apply fundamental concepts of clinical practicum with special reference to patients with adult language disorders in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of applying clinical stuff to the above disorders.

18.23.6 Required Assignment

Topics	Required Session(s)	CLOs
Observing clients in a formal clinical setup	10 hours per week, hence 100 hours per semester	CLO4
Assessing 6 clients with adult language disorders	9 hours	CLO4

18.23.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO3	1	4	1	3	4	1
CLO4	1	4	1	3	4	1

18.23.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO3	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation
CLO4	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation

18.23.9 References

No specific references are required.

18.24 Course Code and Title

BSLP. 3606 Medical Speech and Language Pathology
(চিকিৎসা বাচনিক ও ভাষা প্যাথলজি)

18.24.1 Course Type: CC

18.24.2 Credit: 4

18.24.3 Rationale of the course

This course provides a theoretical and practical ground for medical speech and language pathology. The long-term goal of the course is for students to become familiar with the basic concepts of medical fields and medical technology used in speech and language pathology.

18.24.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the basic issues and topics related to medical speech-language pathology;
2. Demonstrate an ability to analyze and discuss core aspects of the above topics;
3. Demonstrate an understanding of the fundamental issues and queries related to medical technology;
4. Demonstrate an ability to apply techniques and procedures of medical technology in the context of communication disorders.

18.24.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of medical and speech-language disorders;
CLO2	Analyze and articulate types, characteristics, and features of medical and speech-language disorders;
CLO3	Apply fundamental concepts of medical and speech-language disorders in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of medical and speech-language disorders in an ideal clinical setup.

18.24.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Introduction to Medical Speech-Language Pathology Speech-language pathology in medical settings	1	CLO1, CLO2
Basic understanding of body system (cardiovascular and respiratory system)	1	
Communicating information and record-keeping Mental status and neurologic examination Surgeries and other procedures	2	CLO1, CLO3, CLO4
Nutrition, Hydration Swallowing function and swallowing disorders	1	
Sign and symptom of common diseases Vital signs and Physical examination Pandemics and public health	2	CLO, CLO2

Basic knowledge of first aid	1	
Medical Genetics	1	CLO2, CLO3, CLO4
Infectious disease and infection control	1	
Neurogenic and Psychiatric disorders	1	CLO1, CLO3
Rehabilitation Medicine and Geriatrics	1	
Otolaryngology	1	
Current Issues in Health Care Delivery and the Speech-Language Pathology	2	CLO1, CLO2, CLO3
Medical diagnostic method: Introduction and concept Importance of diagnostic methods in speech and language pathology	2	CLO2, CLO3, CLO4
Medical technology and pathological linguistic data Necessity, relation, neuro-historical procedures Techniques of speech processing and analysis	1	CLO2, CLO3, CLO4
Tools and techniques for diagnostic methods: X-Ray, Brain X-ray and Computer tomography (CT scan)	2	CLO2, CLO3, CLO4
Tools and techniques for diagnostic methods: Electroencephalography (EEG); Event-related potential (ERP) techniques	1	CLO2, CLO3
Behavioural measures (Dichotic listening; Wada test, Reaction time paradigm)	1	CLO1, CLO2, CLO3
Magnetic Imaging (MRI, fMRI, MEG)	3	CLO1, CLO3
Electrophysiological procedures (evoked potentials, EEG, EMG, etc)	1	CLO1, CLO2
Imaging of brain metabolism (SPECT, PET, etc)	2	CLO1, CLO2
CSF studies	1	CLO1, CLO2
Tachistoscopic presentation Laryngeal stroboscopy	1	CLO1, CLO2
Neurostimulation methods (TDCS, TMS, DBS; ets)	1	CLO1, CLO2

18.24.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	1	1	1	1
CLO2	4	1	1	3	1	1
CLO3	4	3	3	3	1	1
CLO4	4	1	3	3	1	1

18.24.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.24.9 References

- Daube, J.R. Rubin, D.I. (2009). *Clinical Neuropsychology*. Oxford University Press
- Devinsky, O.& D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
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- Silverman, D.H.S. (2009). *PET in the Evaluation of Alzheimer's Disease and Related Disorders*. New York: Springer

18.25 Course Code and Title

BSLP. 3607 *Fluency Disorders: Assessment and Intervention*
(সাবলীলতা বৈকল্য: মূল্যায়ন ও মধ্যস্থতাকরণ)

18.25.1 Course Type: CC

18.25.2 Credit: 4

18.25.3 Rationale of the course

This course will give students a comprehensive overview of fluency disorders, including stuttering, cluttering, and other related conditions. The long-term goal is to enable students to understand the fundamentals of fluency and the nature of these disorders. The course covers the characteristics, types, causes, and classifications of fluency disorders, focusing on stuttering.

18.25.4 Course Objectives

This course will enable students to:

1. Develop students' understanding of the characteristics, classifications, and causes of stuttering and other fluency disorders;
2. Enhance their ability to analyze and discuss key aspects of these disorders;
3. Equip students with the skills to apply theories and intervention methods for fluency disorders in the context of the Bengali language.

18.25.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of management intervention of fluency disorders;
CLO2	Analyze and articulate types, characteristics, and features of management interventions of fluency disorders;
CLO3	Apply basic concepts of management intervention of fluency disorders in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of management intervention of fluency disorders in an ideal clinical setup.

18.25.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Fluent Speech: Dimensions, factors, & theoretical construct	1	CLO1, CLO2
Fluency disorders	1	CLO1, CLO3, CLO4
Stuttering: Causes, Prevalence, and Severity	1	CLO, CLO2
Stuttering: The Biology Behind	1	CLO2, CLO3, CLO4
Assessment of Stuttering	2	CLO1, CLO3
Intervention: Preliminaries to Thx	2	CLO1, CLO2, CLO3
Intervention: Valsalva maneuver, Jacobson's Progressive Relaxation, Abdominal Breathing	1	CLO2, CLO3, CLO4
Intervention: Phonation, Easy Onset, Voiced Speech, Demosthenes' Technique	1	CLO2, CLO3, CLO4
Intervention: Daily Exercises and Changing behaviors, perceptions and feelings	1	CLO2, CLO3
Intervention targeting Children	1	CLO1, CLO2, CLO3
Other Fluency Disorders	1	CLO1, CLO3

Thx for Cluttering	1	CLO1, CLO2
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18.25.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	1	1	1	4
CLO2	4	4	1	3	1	4
CLO3	4	1	3	3	1	
CLO4	4	4	3	3	4	4

18.24.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.24.9 References

- Curlee, R.F. and Siegel, G.M. (1996). *Nature and treatment of stuttering*. Boston: Allyn and Bacon
- Guitar, B. (1998). *Stuttering. An integrated approach to its nature and treatment*. Williams & Wilkins.
- Howell, P. & Van Borsel, J. (2011). *Multilingual Aspects of Fluency Disorders*. Bristol: MULTILINGUAL MATTERS
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- Onslow, M. & Packman, A. (1999). *The handbook of early stuttering intervention*. Singular Pub. Group.
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- Schwartz, H.D. (1999). *A primer for stuttering therapy*. Boston: Allyn and Bacon
- Shapiro, D. (1999). *Stuttering intervention. A collaborative journey to fluency freedom*. Pro-Ed, Austin, Texas
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18.26 Course Code and Title

BSLP. 3608 Voice Disorders: Assessment and Intervention

(স্বর বৈকল্য: মূল্যায়ন ও মধ্যস্থতাকরণ)

18.26.1 Course Type: CC

18.26.2 Credit: 4

18.26.3 Rationale of the course

This course provides a theoretical and practical study of the domain of voice disorders. The long-term goal of the course is for students to understand the basics of this disorder. This course is designed to learn the types, causes, and symptoms of various voice disorders and the techniques to easily identify these.

18.26.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the basic issues and queries related to voice disorders;
2. Demonstrate an ability to analyze and discuss core aspects of the above disorder;
3. Demonstrate an ability to apply theories and methods related to this disorder in the context of Bengali.

18.26.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of assessment and intervention of voice disorders;
CLO2	Analyze and articulate types, characteristics, and features of assessment and intervention of voice disorders;
CLO3	Apply fundamental concepts of assessment and intervention of voice disorders in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the assessment and intervention of voice disorders in an ideal clinical setup.

18.26.6 Course Content

Topic	Required session(s)	CLOs
Anatomy and physiology of the laryngeal system	1	CLO1, CLO2
Models of vocal fold vibration	1	CLO1, CLO3, CLO4
Development of the vocal fold Mechanical properties of the vocal fold	2	CLO, CLO2
Voice evaluation: perceptual and instrumental	1	CLO2, CLO3, CLO4
Aerodynamic tests- vital capacity, mean airflow rate, the maximum duration of sustained blowing	2	CLO1, CLO3
Measurement of vocal fold vibration	1	CLO1, CLO2, CLO3
Pathophysiological changes in different voice disorders	1	CLO2, CLO3, CLO4
Different types of voice disorders Pediatric voice disorders	2	CLO2, CLO3, CLO4

Neurogenic voice disorders Endocrinal voice disorders		
Laryngectomy Pathophysiology of the larynx	1	CLO2, CLO3
Treatment of Voice Disorders medical, surgical and therapeutic	2	CLO1, CLO2, CLO3
Rehabilitation team of Laryngectomy	1	CLO1, CLO3
Consideration in rehabilitation	1	CLO1, CLO2
Acoustic, perceptual and physiological aspects of alaryngeal speech	2	CLO1, CLO2
Factors influencing intelligibility of alaryngeal speech	1	CLO1, CLO2

18.26.8 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	1	1	4	4
CLO2	4	4	1	3	1	4
CLO3	4	1	3	3	1	3
CLO4	4	4	3	3	4	4

18.26. 8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.26.9 References

- Baken, R. J. (1996). *Clinical Measurement of Speech and Voice*. California: Singular Publishing Group Inc.
- Boone, D. R., McFarlane, S. C. & Von Berg, S. L. (2005). *Voice and Voice Therapy*. Boston: Allyn and Bacon
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Satalof, R. T., Mandel, S, and Abaza, M. (2006). *Laryngeal Electromyography*. California: Plural Publishing, Inc.

Titze, I. R. (1994). *Principles of Voice Production*. NJ: Prentice Hall, Inc.

Yorkston, K.M., Miller, R.M., & Strand, E.A. (1995). *Management of Speech and Swallowing in Degenerative Diseases*. Tucson, Arizona: Communication Skill Builders

18.27 Course Code and Title

BSLPG. 3609: Bangladesh Studies
(বাংলাদেশ অধ্যয়ন)

18.27.1 Course Type: EC

18.27.2 Credit: 4

18.27.3 Rationale of the course

This course is introduced to provide a short description of various aspects of Bangladesh studies. In this course, students will learn the history, tradition, politics, folklore, literature, and culture of Bangladesh - a land of Bengali-speaking people.

18.27.4 Course Objectives

After completing this course, students will be able to:

1. Describe the politics, history, literature, and culture of Bengali-speaking people.
2. Figure out the authenticity and uniqueness of Bengali as a nation.
3. Critically analyze the linguistic nationalism and tradition of the Bangladeshi people.

18.27.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of Bangladesh studies;
CLO2	Analyze and articulate types, characteristics, and features of Bangladesh studies;

18.27.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Bangladesh Studies: definition, goal, and scope	1	CLO1, CLO2

Bangladesh: geographical location, border, and an independent country	1	CLO1, CLO3, CLO4
History of Bengal and Bangladesh	3	CLO1, CLO4
Political and economic aspects of Bangladesh	3	CLO2, CLO3, CLO4
Ethnography of Bengali people	2	CLO1, CLO3
Culture of Bengal	3	CLO1, CLO2, CLO3
Folklore of Bangladesh	2	CLO2, CLO3, CLO4
Bengali Literature	3	CLO2, CLO3, CLO4
Liberation War of Bangladesh	3	CLO2, CLO4

18.27.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	2	1	3	1
CLO2	4	1	2	1	3	1

18.27.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; presentation; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; presentation; Final Exam

18.27.7 References

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- Raghvan, S. (1971). *A Global History of Creation of Bangladesh*. Ranikhet: Permanent Black
- Van Schendel, W. (2009). *A History of Bangladesh*. Cambridge: Cambridge University press
- চক্রবর্তী, অমিতাভ (২০০৮)। *বাঙ্গালী মননসম্প্রীতি ও সাম্প্রদায়িকতা*। কোলকাতা: উবুদশ
- চৌধুরী, হাসানুজ্জামান (২০০০)। *বাংলাদেশের রাজনৈতিক সমাজতত্ত্ব*। ঢাকা: বাংলাএকাডেমী
- মুরশিদ, গোলাম (২০০৫)। *হাজার বছরের বাঙ্গালি সংস্কৃতি*। ঢাকা: অবসর
- শরীফ, আহমদ (২০১২)। *সমাজসংস্কৃতির স্বরূপ*। দ্বিতীয় সংস্করণ। ঢাকা: বিদ্যাপ্রকাশ

18.28 Course Code and Title

BSLP. 3610 *Clinical Practicum 4: Voice Disorders and Fluency Disorders*

(ক্লিনিক শিক্ষানবিশি ৪: মোটর বাচনিক, স্বর ও সাবলীলতা বৈকল্য)

18.28.1 Course Type: CC

18.28.2 Credit: 2

18.28.3 Rationale of the course

This course provides practical experience in speech and language disorders associated with voice and fluency disorders. The long-term goal of the course is for students to gain practical skills by observing persons with the above disorders in a clinical setup.

18.28.4 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the clinical issues and queries related to the therapy of the client with voice and fluency disorders;
2. demonstrate an ability to analyze and discuss core aspects of such therapy;
3. demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

18.28.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO3	Apply fundamental concepts of clinical practicum with special reference to patients with voice and fluency disorders in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of applying clinical stuff to the above disorders.

18.28.6 Required Assignments and Required Sessions

Topics	Required Session(s)	CLOs
Observing clients in a formal clinical setup	10 hours per week, hence 100 hours per semester	CLO4
Assessing 6 clients with voice and fluency disorders.	9 hours	CLO4

18.28.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO3	1	4	1	3	4	1
CLO4	1	4	1	3	4	1

18.28.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO3	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation
CLO4	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation

18.28.7 References

No specific reference is required.

18.29 Course Code and Title

BSLP. 4701 Audiology 3: Aural Rehabilitation

(শ্রুতিতত্ত্ব ও: শ্রবণ পুনর্বাসন)

18.29.1 Course Type: CC

18.29.2 Credit: 4

18.29.3 Rationale of the course

This advanced hearing science provides students with knowledge and information of the most updated hearing technology widely used in audiology. This course will help the students to gain appropriate skills and techniques to suggest hearing aids and technology to persons with severe hearing problems, and finally, how the person with hearing disorders will be given proper rehabilitation.

18.29.4 Objectives

This course will enable the students to:

1. Demonstrate an understanding of the fundamentals of the latest technology and hearing aids used in audiology;
2. Demonstrate an ability to explain techniques and methods of using hearing aids and technology.
3. Demonstrate an ability to apply the skills and techniques to facilitate the rehabilitation process in Bangladesh.

18.29.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of assessment and intervention of voice disorders;
CLO2	Analyze and articulate types, characteristics, and features of assessment and intervention of voice disorders;
CLO3	Apply basic concepts of assessment and intervention of voice disorders in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the assessment and intervention of voice disorders in an ideal clinical setup.

18.29.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Aural Rehabilitation: concept, goal and scope, audiological habilitation and rehabilitation	1	CLO1, CLO2
Personal hearing devices and aids: Types, function, selection, and fitting.	3	CLO1, CLO3, CLO4
OTC hearing aids	1	CLO, CLO2
Assistive listening devices.	2	CLO2, CLO3, CLO4
Cochlear Implants	2	CLO1, CLO3
Conservational Audiology	1	CLO1, CLO2, CLO3
Educational and clinical management of children with hearing impairment: The importance of early intervention, collaborative team management, and communication approaches.	2	CLO2, CLO3, CLO4
Audiological management and auditory training	3	CLO2, CLO3, CLO4
Auditory-Verbal Therapy Techniques and Implementation	2	CLO2, CLO3

18.29.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	3	1	1	4	1
CLO2	4	3	1	3	4	1
CLO3	4	1	3	3	4	1
CLO4	4	1	3	3	1	4

18.29.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.29.9 References

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- Baker, D. L., Miller, E., Dang, M. T., Yaangh, C. S., & Hansen, R. L. (2010). Developing culturally responsive approaches with Southeast Asian American families experiencing developmental disabilities. *Pediatrics*, 126(Supplement 3), S146-S150.

18.30 Course Code and Title

BSLP. 4702 Dysphagia: Assessment and Intervention

(ডিসফ্যাজিয়া: মূল্যায়ন ও মধ্যস্থতাকরণ)

18.30.1 Course Type: CC

18.30.2 Credit: 4

18.30.3 Rationale of the course

This course provides both a theoretical and practical study of the domain of dysphagia. The long-term goal of the course is for students to understand the basics of the disorders. This course is designed to learn the physiology of deglutition as well as the types, causes, and symptoms of various swallowing problems and the techniques to easily identify and address them.

16.30.3 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the basic issues and queries related to normal swallowing and dysphagia.
2. Demonstrate an ability to analyze and discuss core aspects of swallowing disorders.
3. Demonstrate an ability to apply theories and methods related to addressing swallowing disorders in the clinical context.

18.30.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of assessment and intervention of dysphasia;
CLO2	Analyze and articulate types, characteristics, and features of assessment and intervention of dysphasia;
CLO3	Apply fundamental concepts of assessment and intervention of dysphasia in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the assessment and intervention of dysphasia in an ideal clinical setup.

18.30.6 Course Content

Topic	Required session(s)	CLOs
<i>Dysphagia</i> Anatomical & Maturational Considerations Feeding respiratory pattern Physiology of the suck-swallow-breath sequence	2	CLO1, CLO2
An overview of the phases of swallowing	1	CLO1, CLO3, CLO4
Development of feeding skills	1	CLO, CLO2
Alternate methods of nutritional intake	1	CLO2, CLO3, CLO4
Normal swallowing and abnormal swallowing	1	CLO1, CLO3
Oral and pharyngeal function and dysfunction	1	CLO1, CLO2, CLO3
Neurology of swallowing and dysphagia	1	CLO2, CLO3, CLO4
Pediatric, adult, and geriatric aspects of dysphagia	1	CLO2, CLO3, CLO4
Etiological classification: Medical, GI tract, respiratory, CNS/PNS damage, cardiac effects, structural, abnormalities and iatrogenic	2	CLO2, CLO4
Evaluation of symptoms, dysphagia in systematic disease, psychiatric aspects of dysphagia, voice and dysphagia, feeding skills, GERD, globus and dysphagia.	2	CLO2, CLO4
Objective methods – Clinical and radiological approach to dysphagia, pharyngeal morphology, imaging techniques and principles of interpretation, and neuroimaging in patients with dysphagia	2	CLO2, CLO4

Treatment – Therapeutic swallowing study, direct and indirect therapy, behavioral treatment, importance of nutrition, multidisciplinary management	2	CLO2, CLO4
Nutritional concerns in dysphagia	1	CLO1, CLO2

18.30.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	1	4
CLO2	4	1	1	3	4	3
CLO3	4	1	3	3	1	3
CLO4	4	1	3	3	1	4

18.30.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.30.9 References

- Olle Ekberg, & Springerlink (Online Service. (2019). *Dysphagia: Diagnosis and Treatment*. Springer International Publishing.
- Leonard, R., & Kendall, K. (2008). *Dysphagia assessment and treatment planning: a team approach*. Plural Publishing.
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- Patel, D. A., Kavitt, R. T., & Vaezi, M. F. (Eds.). (2019). *Evaluation and management of dysphagia: an evidence-based approach*. Springer Nature.
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19.31 Course Code and Title

BSLP. 4703 Craniofacial Anomalies: Assessment and Intervention

(করোটিগত অসঙ্গতি: মূল্যায়ন ও মধ্যস্থতাকরণ)

18.31.1 Course Type: CC

18.31.2 Credit: 4

18.31.3 Rationale of the course

This course will provide a variety of assessment and treatment facilities involved in the multidisciplinary care of patients with craniofacial conditions. There will be a particular focus on speech-language and hearing issues.

18.31.4 Course Objectives

This course will enable the students to

1. Demonstrate an understanding of the etiology, types, and basic features of cleft lips and palate and related phenomena.
2. Demonstrate an ability to analyze the assessment techniques as well as possible treatments of speech problems of cleft lip and palate.
3. Demonstrate an ability to apply the procedures and teamwork initiative used to identify children with cleft palate, particularly plastic surgery and orthodontics methods and measures.

18.31.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of assessment and intervention of craniofacial anomalies;
CLO2	Analyze and articulate the early signs of swallowing, articulation and speech difficulties and design intervention strategies to improve health and communication ;
CLO3	Apply basic concepts of assessment and intervention of craniofacial anomalies in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of the assessment and intervention of craniofacial anomalies in an ideal clinical setup.

18.31.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
<i>Introduction to Craniofacial Anomalies</i> Definition, types, causes, Risk factors, symptoms, comorbidity, Diagnosis, surgical procedures	2	CLO1, CLO2
Embryological development of the lip & palate (CLP), cause of clefts, classification of cleft lips and palates, effects of clefts on structure & function of the orofacial region	2	CLO1, CLO3, CLO4
Causes of velopharyngeal insufficiency, causes of velopharyngeal incompetence (VPI), behavioral or learned velopharyngeal dysfunction, effects of velopharyngeal dysfunction on speech patterns	2	CLO, CLO2
Feeding and Swallowing issues with cleft lip and palate	1	CLO2, CLO3, CLO4
<i>Management and Therapy</i> Surgical Management	1	CLO1, CLO3
Prelinguistic Assessment/Intervention Speech-Language Disorders in CLP	1	CLO1, CLO2, CLO3
Non-cleft causes of VPI	1	CLO2, CLO3, CLO4
Speech Evaluation in CLP	1	CLO2, CLO3, CLO4
Evaluation of Language Skills Instrumental Assessment of Speech	2	CLO2, CLO4
Articulation Therapy in CLP	2	CLO2, CLO4
Surgical and Prosthetic Management of Velopharyngeal Inadequacy	2	CLO2, CLO4
Psychosocial and Educational Considerations	1	CLO2, CLO4
Ethics, Counseling, and Cultural Issues Family and Social Support	2	CLO1, CLO2

18.31.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	4	4
CLO2	4	1	1	3	4	4
CLO3	4	1	3	3	3	
CLO4	4	1	3	3	4	4

18.31.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

1831.9 References

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18.32 Course Code and Title

BSLP. 4804: Sign Language
(ইশারা ভাষা)

18.32.1 Course Type: GED

18.32.2 Credit: 4

18.32.3 Rationale of the course

This course gives a theoretical and practical study of sign language. The long-term goal of the course is for students to understand the basic concepts, theories, and techniques using this language. This course is designed to uncover basic grammar, lexicon, and syntactic patterns of Bangla Sign Language with special emphasis on communication disorders.

18.32.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the core issues and queries related to sign language;
2. Demonstrate an ability to analyze and discuss theoretical as well as structural aspects of this language;

- Demonstrate an ability to practice Bangla sign language, especially used in communication disorders.

18.32.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of sign language;
CLO2	Analyze and articulate types, characteristics, and features of sign language in the context of communication disorders;
CLO3	Apply fundamental concepts of sign language in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of sign language in an ideal clinical setup.

18.32.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
<i>Theory and description of sign language</i> Sign language: definition, goal, scope	1	CLO1, CLO2
History of sign language	2	CLO1, CLO3, CLO4
Types of sign language	1	CLO, CLO2
Sign languages of the world: American sign language (ASL), British sign language (BSL), sign languages of Asia	3	CLO2, CLO3, CLO4
Sign language and Linguistics	1	CLO1, CLO3
Sign language and nonverbality	1	CLO1, CLO2, CLO3
<i>Practicing Bangla sign language</i>	5	CLO2, CLO3, CLO4

18.32.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4	1	1	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	3	3	3	1	1

18.32.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.32.9 References

- Klima, E. & Bellugi, U. (1979). *The Signs Languages*. New York: Blackwell
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- Lucas, Ceil (ed.).(2001). *The Sociolinguistics of Sign Languages*. Cambridge: Cambridge University Press
- Mindess, A. (2004). *Reading between Signs Workbook*. Yarmouth, Maine: Intercultural Press
- Mulrooney, K. (2010). *American Sign Language Demystified*. The McGraw-Hill Companies, Inc.
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- আরা, গুলশান (২০০৮)। সংকেত ভাষার ব্যাকরণ। ঢাকা বিশ্ববিদ্যালয় ভাষাবিজ্ঞান পত্রিকা, ১ম বর্ষ ১ম সংখ্যা

18.33 Course Code and Title

BSLP. 4705 Clinical Practicum 5: Audiology, Dysphagia and Craniofacial Anomalies
(ক্লিনিক শিক্ষানবিশি ৫: শ্রুতিতত্ত্ব, ডিসফ্যাগিয়া ও করোটিগত অসঙ্গতি)

18.33.1 Course Type: CC

18.33.2 Credit: 2

18.33.3 Rationale of the course

This course provides practical experience in speech and language disorders associated with dysphagia and craniofacial anomalies. The long-term goal of the course is for students to gain practical skills by observing persons with the above disorders in a clinical setup.

18.33.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the clinical issues and queries related to the therapy of clients with dysphagia and craniofacial anomalies;
2. Demonstrate an ability to analyze and discuss core aspects of such therapy;
3. Demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

18.33.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO3	Apply basic concepts of clinical practicum with special reference to patients with audiology, dysphagia, and craniofacial anomalies in different clinical and academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of applying clinical stuff to the above disorders.

18.33.6 Required Assignment

Topics	Required Session(s)	CLOs
Observing clients in a formal clinical setup	10 hours per week, hence 100 hours per semester	CLO4
Assessing 6 clients with Audiology, dysphagia and craniofacial anomalies.	9 hours	CLO4

18.33.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO3	1	4	1	3	4	1
CLO4	1	4	1	3	4	1

18.33.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO3	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation
CLO4	Lecture, clinical observation, problem-based exercise, case study	Quiz, SOAP note, Assignment, presentation

18.33.9 References

No specific reference is required.

18.34 Course Code and Title

BSLP. 4806 *Communication, Culture and Disability*
(সংজ্ঞাপন, সংস্কৃতি, অসামর্থ্য)

18.34.1 Course Type: CC

18.34.2 Credit: 4

18.34.3 Rationale of the course

This course will explain the complex concept of disability from the point of view of cultural, social, and religious values and understandings. It will also analyze disability narratives, critical social theories related to disability, media and power relations, welfare politics and citizenship rights, and vicious cultural cues in enforcing disability on the community and dragging it out from the development process. Finally, this course will provide a theoretical and critical understanding of mainstreaming people with communication disorders as a part of the disabled community.

18.34.4 Course Objectives

This course will enable the students to

1. Demonstrate an understanding of the concept of disability from the point of view of social, cultural, and religious perspectives.
2. Demonstrate an ability to compare and discuss disability narrative, protection rights, welfare, power relations, and their media aspects.
3. Demonstrate an ability to explain theories of disability.

18.34.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of communication, culture, and disability;
CLO2	Analyze and articulate the impact of culture and societal norms on communication and disability. And advocate for inclusion and promote equity and accessibility;
CLO3	Apply fundamental concepts of communication, culture, and disability in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of communication, culture, and disability in an ideal clinical setup.

18.34.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Deconstructing Disability Identities Cultural Values and Understanding Disabilities	2	CLO1, CLO2
Disability and Development and Cultural Perspectives Gender, Race and Psychosocial Aspects	2	CLO1, CLO3, CLO4

Religion and disability		
Disability and Disadvantages Infrastructural access to people with disabilities.	1	CLO, CLO2
<i>Disability in Theory</i> Social construction to the new realism of the body	1	CLO2, CLO3, CLO4
Intersectionality Value-neutral model of Disability	1	CLO1, CLO3
Cultural models of disability	1	CLO1, CLO2, CLO3
Foucault, power, impairment	1	CLO2, CLO3, CLO4
Disability, narrative and representation	1	CLO2, CLO3, CLO4
Disability, media and publicity Mass media agenda	2	CLO2, CLO4
Disability and Legal rights Victimization in criminal offences Different Acts to protect the rights of disabled people	2	CLO2, CLO4
<i>Citizenship of disabled community: Bangladesh and global perspectives</i> Development Perspectives of Disability The Perspective of Disability Welfare and Welfare Politics	2	CLO2, CLO4
Disability culture and self-advocacy	1	CLO2, CLO4
Disability, Ethnicity and Multiculturalism Exploring the complexity of communication of persons with disability	2	CLO1, CLO2
Inclusion and Disability A socio-cultural model	1	CLO1, CLO2

18.34.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	1	1
CLO2	4	1	1	3	1	1
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	1	1

18.34.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam

CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.34.9 References

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18.35 Course Code and Title

BSLP. 4807 Professional Development: Therapy, Integrity, and Ethical Guidelines
(পেশাগত উন্নয়ন: থেরাপি, শুদ্ধাচার ও নীতিগত বিধিসমূহ)

18.35.1 Course Type: CC

18.35.2 Credit: 4

18.35.3 Rationale of the course

This course provides theoretical and fundamental aspects of therapy, integrity, and ethical guidelines. The long-term goal of the course is for students to provide the basic knowledge and information on how these are closely associated with speech and language disorders. This course is designed to teach theories and methods of various therapies and treatments to be applied to patients with speech and language disorders, maintaining proper guidelines and integrity.

18.35.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the basic issues and queries related to therapy, integrity, and ethical guidelines;
2. Demonstrate an ability to analyze and discuss the core relationship between therapy, integrity, and ethical guidelines with special reference to speech and language disorders;
3. Demonstrate an ability to apply ethical guidelines and integrity in the field of speech and language pathology in Bangladesh.

18.35.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of therapy, integrity, and ethical guidelines;
CLO2	Analyze and articulate types, characteristics, and features of therapy, integrity, and ethical guidelines in the context of professional development;
CLO3	Apply basic concepts of therapy, integrity, and ethical guidelines in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of therapy in an ideal clinical setup.

18.36.6 Course Content and Requirement Sessions

Topic	Required session(s)	CLOs
<i>Professional Development: Therapy and treatment</i> Speech and Language therapy and professional development	1	CLO1, CLO2
Speech and Language therapy and therapy & treatment	2	CLO1, CLO3, CLO4
Various therapies for speech and language disorders	5	CLO1, CLO4
Assessment Procedures of various speech and language disorders Assessment form, Assessment Procedure of various speech and language disorders	2	CLO2, CLO3, CLO4
Directed Clinical Assistantship	1	CLO1, CLO3
<i>Integrity and Ethical Guidelines in SLP</i> Integrity and Ethics of Therapy in speech and language therapy: basic concepts	1	CLO1, CLO2, CLO3
ASHA Code of Ethics and Practice Policy	2	CLO2, CLO3, CLO4
Articulation Tests, Transcriptions	1	CLO2, CLO3, CLO4
Therapy of Language Disorders: Birth to age 5 (OPT, Group Therapy)	2	CLO2, CLO4
Therapy of Language Disorders: School-aged Children and Adolescents	2	CLO2, CLO4

Thx and Management for Adults	1	CLO2, CLO4
Tools/materials development for Thx of Speech and Language Disorders	2	CLO2, CLO4
Documentation and Report Writing	1	CLO1, CLO2
Internship Guidelines & Professional Ethics (Case-based learning)	1	CLO1, CLO3
Leadership in SLP	1	CLO2, CLO3
Interdisciplinary Collaboration: Occupational Therapist, Psychologist, Neurologist, Audiologist	2	CLO1, CLO4

18.35.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	3	4
CLO2	4	1	1	3	1	4
CLO3	4	1	3	3	1	1
CLO4	4	1	3	3	3	4

19.35.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.35.9 References

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Landis, K., Woude, J.V. & Jongsma, A.E.Jr. (2004). *The Speech-Pathology Treatment Planner*. Hoboken, New Jersey: John Wiley & Sons, Inc.

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Wigram, T., Pedersen, I.N. & Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy*. London and Philadelphia: Jessica Kingsley Publishers

18.36 Course Code and Title

BSLP. 4808 Learning Disorders and Literacy

(শিখন বৈকল্য এবং স্বাক্ষরতা)

18.36.1 Course Type: CC

18.36.2 Credit: 4

18.36.3 Rationale of the course

This course will cover the theoretical base of literacy and Learning Disorders, assessment strategies, and instructional procedures for the literacy development of students with learning disabilities, including reading and writing disorders. The course will focus on how a speech and language pathologist (SLP) participates in comprehensive support systems and facilitates intensive literacy instruction.

18.36.4 Course Objectives

This course will enable the students to

1. Demonstrate an understanding of fundamental aspects of learning disorders and literacy from the point of view of LDs.
2. Demonstrate an ability to analyze the SLP's role in discussing different aspects of learning disorders in school settings.
3. Demonstrate an ability to apply theories and methods to explain the causes of children's learning disorders.

18.36.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define and identify different types of learning disorders and their impact on literacy development;
CLO2	Analyze and articulate types, characteristics, and features of learning disorders and literacy in the context of professional development;
CLO3	Apply fundamental concepts of features of learning disorders and literacy in different academic environments and real-life situations;
CLO4	Demonstrate a development of inclusive literacy intervention plans tailored for children with learning needs.

18.36.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Literacy and Learning Disabilities (LDs): Definition, Types, Causes, Prevalence Links between speech, language and literacy	1	CLO1, CLO2
Causes of Learning Disorders Learning Disorders and Neuropsychological Constructs	1	CLO1, CLO3, CLO4
Literacy development-1: Literacy Models and the Development of Word-Level Reading and Spelling Skills.	1	CLO1, CLO4
Literacy Development-2: Reading Comprehension and Writing	1	CLO2, CLO3, CLO4
Literacy Difficulties: Reading Comprehension, Spelling and Writing	1	CLO1, CLO3
Literacy and Down syndrome	1	CLO1, CLO2, CLO3
Learning Disabilities and Dyslexia, Dysgraphia, Intellectual Disabilities, ADHD	2	CLO2, CLO3, CLO4
Instructional Strategies for Learning Disabilities	1	CLO2, CLO3, CLO4
Differential Diagnosis How Learning Disabilities are Diagnosed and Classified	1	CLO2, CLO4
Comprehensive Assessments for Disorders of Reading and Writing	1	CLO2, CLO4
Treatment Approaches for Literacy and LDs: Focus on Reading and Writing Disabilities	1	CLO2, CLO4
The response to intervention (RTI) for stragglers learners	1	CLO2, CLO4
Adolescents with LD: Assessment, Instructions, and Challenges	3	CLO1, CLO2
Coping with Literacy and LDs	1	CLO1, CLO2
Roles and Responsibilities of Speech-Language Pathologists in Schools	1	CLO1, CLO2

18.36.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	1	1	1	4
CLO2	4	1	1	3	1	
CLO3	4	1	3	3	1	4

CLO4	4	1	3	3	1	4
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18.36.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.36.9 References

- Burgoyne, K., Duff, F. J., Clarke, P. J., Buckley, S., Snowling, M. J., & Hulme, C. (2012). Efficacy of a reading and language intervention for children with Down syndrome: a randomized controlled trial. *Journal of Child Psychology and Psychiatry*, *53*(10), 1044-1053
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Stackhouse, J., & Wells, B. (1997). *Children's speech and literacy difficulties 1: A psycholinguistic framework*. London: Whurr Publishers.

Huntington, D. D., & Bender, W. N. (1993). Adolescents with learning disabilities at risk? Emotional well-being, depression, suicide. *Journal of learning disabilities*, 26(3), 159-166.

18.37 Course Code and Title

BSLP. 4809 *Comprehensive (Theory + Practical)*
 (সর্বাঙ্গিক: তত্ত্বীয় + ব্যবহারিক)

18.37.1 Course Type: CC

18.37.2 Credit: 4

18.37.3 Rationale of the course

This course is designed to evaluate students' overall knowledge and skills they have gained from the courses taught from the 1st semester to the 8th semester. At the same time, they will experience working with patients with various speech and language disorders in different clinics or hospitals.

18.37.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the practical experience gained previously;
2. Demonstrate an ability to analyze and discuss basic training and skills of previously completed placement training;
3. Demonstrate an ability to apply these training and skills in a real-life situation in the context of communication disorders.

18.37.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the basics of communication disorders;
CLO2	Analyze and articulate types, characteristics, and features of the courses of communication disorders that are introduced throughout 4 years of undergraduate study;

18.37.6 Course Content

Contents of all compulsory courses taught from the 1st semester to the 8th semester.

18.37.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	4	1	4	1
CLO2	4	1	3	1	3	1

18.37.8 References

No reference is required

Elective Courses

18.38 Course Code and Title

BSLP. 0001: Speech Science
(বাচনিক বিজ্ঞান)

18.38.1 Course Type: EC

18.38.2 Credit: 4

18.38.3 Rationale of the course

The course *Speech Science* introduces the physiological and acoustic foundations of human speech communication. It helps students understand how speech is produced, transmitted, and perceived—knowledge essential for clinical assessment and intervention. This foundational understanding supports evidence-based practice in speech-language pathology.

18.38.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the fundamentals of speech science;
2. Demonstrate an ability to analyze and discuss theories, methods and approaches used in speech science;
3. Demonstrate an ability to apply these theories, methods and approaches of speech science in the context of communication disorders.

18.38.5 Course Learning Outcome (CLO)

After completing the course, students will be able to

CLO1	Identify and describe the anatomical structures and physiological processes involved in speech.
CLO2	Explain the acoustic properties of speech sounds and how they are generated.
CLO3	Analyze speech signals using basic spectrographic and acoustic tools.
CLO4	Relate normal speech production and perception processes to clinical scenarios.

CLO5	Interpret speech data from instrumental assessments and articulate its clinical significance.
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18.38.6 Course content and required session

Topic	Required session(s)	CLOs
Anatomy and Physiology of the Speech Mechanism <ul style="list-style-type: none"> Respiratory, phonatory, articulatory, and resonatory systems 	2	CLO1, CLO2
Neurological Control of Speech <ul style="list-style-type: none"> Central and peripheral nervous system roles in speech production Speech Chain 	2	CLO2
Phonation and voice production, Articulation and Resonance <ul style="list-style-type: none"> Vocal fold function, pitch, loudness, and voice quality Supralaryngeal vocal tract, articulatory gestures, coarticulation 	3	CLO2
Speech Acoustics and Speech Perception <ul style="list-style-type: none"> Spectrograms, format patterns, source filter theory Acoustic cues, categorical perception 	2	CLO3, CLO4
Application to Clinical Practice <ul style="list-style-type: none"> Visual feedback techniques, Biofeedback therapy Assessment tools 	3	CLO4, CLO5

18.38.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	2	1	1	1
CLO2	3	4	1	1	1	1
CLO3	1	1	3	4	1	1
CLO4	1	3	1	1	4	1
CLO5	1	1	1	3	4	2

18.38.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam
CLO5	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.38.9 Reference

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Kent, R. D., & Read, C. (2014). *The acoustic analysis of speech* (2nd ed.). Singular Publishing Group.
Hixon, T. J., Weismer, G., & Hoit, J. D. (2020). *Preclinical speech science: Anatomy, physiology, acoustics, and perception* (3rd ed.). Plural Publishing.

18.39 Course Code and Title

BSLP. 0002: Clinical Phonetics
(চিকিৎসা ধ্বনিবিজ্ঞান)

18.39.1 Course Type: EC

18.39.2 Credit: 4

18.39.3 Rationale of the course

The course *Clinical Phonetics* provides essential knowledge and skills for analysing, transcribing, and interpreting speech sounds in typical and disordered communication. It prepares students to accurately use phonetic transcription, including narrow transcription, for clinical assessment and documentation. This skill is foundational for diagnosis, treatment planning, and monitoring progress in individuals with speech sound disorders.

18.39.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the fundamentals of clinical phonetics;
2. Demonstrate an ability to analyze and discuss theories, methods, and approaches used in clinical phonetics;
3. Demonstrate an ability to apply these theories, methods, and approaches of clinical phonetics in the context of communication disorders.

18.39.5 Course Learning Outcome (CLO)

After completing the course, students will be able to

CLO1	Define key terms and principles related to clinical phonetics. Accurately transcribe typical and disordered speech using broad and narrow IPA conventions.
CLO2	Identify phonetic characteristics of various speech sound disorders.
CLO3	Interpret transcription data in the context of clinical assessment and treatment planning.
CLO4	Demonstrate phonetic listening and transcription skills in clinical tasks.

18.39.6 Course content and required session:

Topic	Required session(s)	CLOs
Introduction to Clinical Phonetics <ul style="list-style-type: none">• Definition, scope, and relevance in clinical settings	1	CLO1
International Phonetic Alphabet (IPA) <ul style="list-style-type: none">• Symbols, conventions and broad transcription Narrow phonetic Transcription	2	CLO1, CLO2, CLO3

<ul style="list-style-type: none"> • Diacritics, suprasegmental features, allophonic variation. 		
Suprasegmental Aspect of Speech		
Articulation and Phonological Disorder	1	CLO2, CLO3
Accent, Dialect and Sociophonetician Variation: Clinical relevance and consideration	1	CLO3, CLO4
Phonetic Analysis for assessment and documentation, clinical application	2	CLO3, CLO4

18.39.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	3	1	1	1
CLO2	1	4	3	1	4	1
CLO3	1	1	1	4	3	1
CLO4	1	1	1	4	3	3

18.39.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.39.9 Reference

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- Bauman-Waengler, J. (2016). *Articulatory and phonological impairments: A clinical focus* (5th ed.). Pearson.
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18.40 Course Code and Title

BSLP. 0003: Psychoacoustics
(মনোধ্বনিবিজ্ঞান)

18.40.1 Course Type: EC

18.40.2 Credit: 4

18.40.3 Rationale of the course

This course will explore how humans perceive sound, linking physical acoustics with auditory perception. It is essential for understanding hearing processes, which support accurate assessment

and intervention in communication disorders. This knowledge will enrich their clinical practice in audiology and speech-language pathology.

18.40.4 Course Objectives

This course will enable students to:

1. Demonstrate an understanding of the fundamentals of psychoacoustics;
2. Demonstrate an ability to analyze and discuss theories, methods, and approaches used in psychoacoustics;
3. Demonstrate an ability to apply these theories, methods, and approaches of psychoacoustics in the context of communication disorders.

18.40.5 Course Learning Outcome (CLO)

After completing the course, students will be able to

CLO1	Understand the fundamental principles of psychoacoustics and their relevance to auditory perception.
CLO2	Apply psychoacoustic concepts to interpret basic auditory phenomena like masking and sound localization.
CLO3	Relate psychoacoustic principles to clinical practices in audiology and speech-language pathology.
CLO4	Relate psychoacoustic principles to clinical assessment and rehabilitation strategies.

18.40.6 Course content and required session:

Topic	Required session(s)	CLOs
Basic concepts of psychoacoustics: definition, goal, scope	1	CLO1
Hearing Area & Information processing in the auditory system	1	CLO2
Auditory Threshold: Absolute threshold, difference limen, psychological method.	2	CLO2
Loudness, Pitch, Timbre Perception	2	CLO2, CLO3, CLO4
Masking effects: Simultaneums and temporal masking, critical bands	3	CLO1, CLO2
Speech perception and Psychoacoustics	1	CLO3, CLO4
Application to Audiology and Speech and language pathology	1	CLO4

18.40.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	1	2	1	1	1
CLO2	1	1	1	3	3	1
CLO3	1	1	1	4	1	1
CLO4	1	1	1	3	4	1

18.40.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.40.9 Reference

Zwicker, H.F.E. (2007). *Psychoacoustics Facts and Models*. Berlin: Springer
 Warren, R.M. (2008). *Auditory Perception Analysis and Synthesis*. Cambridge University Press
 Howard, D.M.& Angus, J. (2006). *Acoustic sand Psychoacoustics*. London: Elsevier
 Gelfand, S.A. (2004). *Hearing: An introduction to psychological and physiological acoustics*. New York: Marcel Dekker

18.41 Course Code and Title

BSLP. 0004: Introduction to Physics
 (পদার্থবিজ্ঞানের ভূমিকা)

18.41.1 Course Type: EC

18.41.2 Credit: 4

18.41.3 Rationale of the course

This course introduces the fundamentals of physics to communication disorders students. In this course, students will learn a modern perspective of physics that focuses on its role in generating a fundamental understanding of natural phenomena.

18.41.4 Course Objectives

This course will enable the students to

1. Demonstrate an understanding of the basics of Physics;
2. Demonstrate an ability to analyze fundamental concepts of modern physics;
3. Demonstrate an ability to apply the procedure and techniques of the physical world in Communication Disorders.

18.41.5 Course Learning Outcome (CLO)

Upon successful completion of the course, students will be able to:

CLO1	Define the fundamentals of physics;
CLO2	Analyze and articulate types, characteristics, and features of physics in the context of professional development;

CLO3	Apply basic concepts of features of physics in different academic environments and real-life situations;
CLO4	Demonstrate a clear understanding of physics in an ideal clinical setup.

18.41.6 Course Content and Required Sessions

Topic	Required session(s)	CLOs
Introduction to Physics: Definition, Scope and Features	1	CLO1, CLO2
Physical world and measurement	2	CLO1, CLO3, CLO4
Vector	2	CLO1, CLO4
Kinematics and Dynamics	2	CLO2, CLO3, CLO4
Newtonian Mechanics	3	CLO1, CLO3
Work, Energy, and Power	3	CLO1, CLO2, CLO3
Acoustics and Psychoacoustics	2	CLO2, CLO3, CLO4
Wave and Physics of Sound	3	CLO2, CLO3, CLO4
Molecular Structure of Biological Systems	3	CLO2, CLO4

18.41.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	4	4			3	3
CLO2	4			3		
CLO3	4	3	3	3	2	
CLO4	4		3	3		4

18.41.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam

CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam
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18.41.9 References

- Gibson, G. N. (2024). *The Music of Physics: An Introduction to the Harmonies of Nature*. Jenny Stanford Publishing Pte. Ltd.
- Glaser, R. (2012). *Biophysics An Introduction*. Springer
- Haler, P.J (1921). *An Introduction to Physics*. London: Library Press
- Holzner, S. (2006). *Physics For Dummies*. Wiley Publishing, Inc.
- Raspanti, M. (1998). *Physics for Beginners*. Amazon.

18.42 Course Code and Title

BSLP. 0005: Second Language Acquisition

18.42.1 Course Type: EC

18.42.2 Credit: 4

18.42.3 Rationale of the course

The course on Second Language Acquisition is designed to equip students with a deep understanding of the processes involved in acquiring a second language. This course aims to provide students with a comprehensive understanding of the theories, principles, and processes involved in acquiring a second language.

18.41.4 Course Objectives

This course will enable the students to

1. Demonstrate an understanding of the fundamentals of second language acquisition;
2. Demonstrate an ability to analyze theories, methods and approaches used in second language acquisition;
3. Demonstrate an ability to apply the theories, methods and approaches of second language acquisition in Communication Disorders.

18.41.5 Course Learning Outcome (CLO)

After completing the course, students will be able to

CLO1	Understand the theoretical frameworks and key concepts related to second language acquisition;
CLO2	Evaluate different methods and approaches used in second language instruction and critically assess the appropriateness of different approaches;
CLO3	Demonstrate knowledge of effective instructional strategies and procedures for aiding second language learners, such as scaffolding, providing meaningful input, and fostering interaction.
CLO4	Implement their knowledge in the research field.

18.41.6 Course content and required session

Topic	Required session(s)	CLOs
Basic issues in second language acquisition (SLA): what is SLA, what are the goals, domains of SLA;	1	CLO1
In relation to SLA: individual differences; age effects; the role of the native language; the initial state and end state of second language grammar; native language attrition and child second language learning;	1	CLO2
Factors influencing SLA: psychological, attitudinal and maturational factors;	2	CLO3
Predictable Stages of SLA: preproduction, early production, speech emergence, intermediate fluency and advanced fluency	2	CLO2, CLO3, CLO4
Nature of learner language: errors and error analysis; developmental patterns; variability;	3	CLO1, CLO3, CLO4
Instruction and L2 acquisition: form-focused instruction; learner-instruction; strategy training;	3	CLO2, CLO3
Relation between L1 and L2: similarities, differences;	1	CLO2, CLO3,

18.41.7 Mapping Course Learning Outcome (CLOs) with PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	2	3	1	3	1	3
CLO2	3	1	3	4	1	1
CLO3	1	1	1	4	3	1
CLO4	1	1	1	4	2	4

18.41.8 Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Whiteboard Illustration, Slide Presentation, problem practices, interactive discussion lecture	In-course Exam; Final Exam
CLO2	Interactive audiovisual lecture, whiteboard illustration, slide presentation, problem-based practices	In-course Exam; Final Exam
CLO3	Lecture, whiteboard illustration, problem-based exercise	Quiz, Assignment, and Final Exam
CLO4	Lecture, slide presentation, group discussion, whiteboard illustration, and problem-based exercises	Assignment, In-course Exam, and Final Exam

18.41.9 Reference

- Ellis R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Doughty, C. & Long, M. (Eds.). *Handbook of Second Language Acquisition*. Oxford: Blackwell Publishing House.
- Herschensohn, J. & Young-Scholten, M. (Eds.). (2013). *The Cambridge handbook of second language acquisition*. Cambridge: Cambridge University Press.

Krashen, S. (1982). *Principles and practice in second language acquisition*. South Carolina: Pergamon Press INC.

Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. NY: Routledge.

Pinker, S. 1995. Language Acquisition. In L. Gleitman and M. Liberman (eds.) *An Invitation to Cognitive Science*, vol. 1. Cambridge, MA: MIT Press.

19 Examination and Evaluation

19.1 *Evaluation and grading for a full unit course shall be determined based on -*

- a. Class attendance
- b. Tutorial class/Presentation/Project
- c. Term papers/Home Assignment
- d. Mid-semester examination/2 class tests
- e. Semester final examination

19.2 *Marks Distribution*

19.2.1 *For a full unit course:*

- | | | |
|----|--|----------|
| a. | Class attendance | 5 marks |
| b. | Tutorial class/Presentation/Project | 10 marks |
| c. | Term papers/Home Assignment | 10 marks |
| d. | Mid-semester examination/2 class tests | 25 marks |
| e. | Semester final examination | 50 marks |

19.3 *Marking for class attendance*

Attendance range	marks
90% and above	5.0
85% to 89%	4.5
80% to 84%	4.0
75% to 79%	3.5
70% to 74%	3.0
65% to 69%	2.5
60% to 64%	2.0
55% to 59%	1.5
50% to 54%	1.0
45% to 49%	0.5
Less than 45%	0.0

19.4 *Grading structure for BSS degree program in a 4-point grading scale*

Numerical grade (in percent)	Letter grade	Explanation	Grade point	
			(In full unit course)	(In half unit course)

80 and above	A+	Excellent	4.00	2.00
75 to less than 80	A	Excellent	3.75	1.875
70 to less than 75	A-	Excellent	3.50	1.75
65 to less than 70	B+	Very Good	3.25	1.625
60 to less than 65	B	Very Good	3.00	1.50
55 to less than 60	B-	Very Good	2.75	1.375
50 to less than 55	C+	Good	2.50	1.25
45 to less than 50	C	Good	2.25	1.125
40 to less than 45	D	Passing	2.00	1.00
Less than 40	F	Failing	0.00	0.00
Incomplete*	I		0.00	0.00
Withdrawn**	W		0.00	0.00

* 'I' grade is indicative of a situation where a student is unable to complete the full requirements of the course for not able to sit for the semester's final examination. With the submission of valid and authenticated evidence of such reason(s), and the recommendation of the course teacher, that particular student shall be allowed to complete the semester final examinations with the next batch. In one semester maximum of two 'I' grades shall be allowed for a student.

** 'W' grade shall be awarded when a student is permitted to withdraw/drop a course/semester without penalty. Withdrawals without penalty are not permitted after the mid-semester examination. A student takes readmission in the semester concerned with the next batch by paying fees for the whole year.

19.5 Administration of the Examination

19.5.1

At the beginning of the semester the course coordinator appointed by the Academic Committee of the Department shall provide the students with a course outline indicating the objectives, contents, and activities related to the course, books to be followed, the date of mid-semester examinations, etc.

19.5.2

The course teacher shall announce the result of the mid-semester examinations within eight weeks of holding the examination date and submit the marks of mid-semester examinations and others to the chairman of the examination committee, immediately after the announcement of the result.

19.5.3

The date of the semester final examinations shall be announced by the Chairman of the department in consultation with the Controller of Examination.

19.5.4

The department shall conduct all semester final examinations with the assistance of the Controller of Examinations.

19.5.5

The academic committee of the department shall constitute an Examination Committee for each semester. This committee consists of 4 members. The course coordinator will be the chairman of this committee. At least one course teacher of the respective semester will act as a member of the committee. In principle, one member of this committee regarded as the external member will be appointed from outside the department.

19.6 The Examination Committee shall-

- a. Moderate and print questions, conduct examination, and viva voce/oral examination.
- b. Appoint two teachers for the tabulation of results.
- c. Appoint a third examiner (if needed) from the panel of examiners approved by the Academic Committee provided that they are not the tabulators or the members of the Examination Committee.
- d. Announce the semester final result within 45 days from the date of last examination held and record students' promotion to the next semester class.

19.6.1

The tabulation work shall be started after all marks of the semester final examination are received by the Chairman of the Examination Committee.

19.6.2

The chairman of the Examination Committee shall submit the semester's final examination result, relevant working papers, a list of students recommended for promotion to the next semester, and copies of grade sheets of all courses of the semester to the chairman of the department.

19.6.3

The chairman of the examination committee shall also submit a copy of the tabulated result of each semester to the Controller of Examination immediately after the announcement of the semester's final result.

19.6.4

The Chairman of the department shall hold the evaluated scripts in his/her custody for at least twelve months after the announcement of the final result, and after that, the scripts will be destroyed according to the university practice.

19.6.5

The Controller of Examination shall publish the cumulative results and provide the transcript showing course names, grades, and the Cumulative Grade Point Average (CGPA) of the candidates for the degree.

19.7 Evaluation of examination paper

- a. The course teacher/s will evaluate the mid-semester examination, project/group presentation/tutorial class, and term paper/home assignment.
- b. The Faculty of Social Science traditionally follows a 'double examiner' system. So, the Department of Communication Disorders prefers two examiners (1st examiner and 2nd examiner) in evaluating semester final examination scripts appointed by the academic committee of the department. In this regard, the relevant

course teacher of a course will be appointed as 1st, and the 2nd examiner will preferably be selected from outside of the department. In the case of a course taught by two-course teachers (if any), they will be identified as 1st and 2nd examiners.

c. If the difference between two examiners is more than 20 percent, the script(s) in question shall be examined by a third examiner and the average of the nearest two marks will be taken.

19.8 *Nature of question paper setting*

11.8.1

The nature of the question paper setting of different courses of this program is as follows.

a. For a full unit course except ‘Comprehensive’ (BSLPC. 4809) the nature of the examination-marks distribution of final semester question paper is -

I. Narrative and Analytical Questions (10X4)	40 marks
II. Short Questions/Notes	10 marks

Total: 50 marks

b. For Comprehensive examinations

I. Short Question (5 marks each)	30 marks
II. Objective Question	20 marks

Total: 50 marks

c. For Mid-semester examination of a full unit course

I. Broad Questions (10X2)	20 marks
II. Objective Questions	05 marks

Total: 25 marks

19.8.2

For semester final examinations, both examiners (1st examiner and 2nd examiner) will set the question paper for every course. The Examination Committee will moderate the question papers.

11.8.3

The Academic Committee will assign the question paper setters and/or examiners for the course BSLPC.4809 (Comprehensive examinations).

11.8.4

The language of the question papers should preferably be English. In case of any exception, the Academic Committee will be the highest authority to decide the medium of language for a question paper.

11.9 *Eligibility for sitting in the semester final examination*

a. A student with 75% and above class attendance shall be eligible for sitting in the examination as a regular student.

- b. A student with 60% - 74% class attendance will be considered non-collegiate but can sit for the examination with a payment of 1000 taka fine.
- c. A student with below 60% class attendance will be identified as Dis-collegiate and hence, shall not be allowed to sit for examination.

20. Internship

Students who complete the 4-year Bachelor of Social Sciences in Speech and Language Pathology must attend a one-year internship arranged in a clinical setting to gain practical experience in handling clients with various speech and language disorders. The internship program continues in parallel to their MSS program.

In this internship program, each student will have a minimum of 600 hours of pediatric experience and 200 hours of working experience with adults, a total of approximately 800 hours, maintaining the following schedule.

- Total placement weeks = 40 weeks
 1. 4 hours per day, 20 hours per week
 2. $20 \times 40 = 800$ total clinical hours in one year.

In addition, students must spend 500 hours to complete 5 clinical practicum sessions in clinical settings from the 3rd to the 7th semesters.