



Course Specification

(Bachelor)

Course Title: Aural Rehabilitation

Course Code: AUD 351

Program Bachelor of Science in Audiology and Balance (BSc).

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1-Oct-2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 theory, 1 practical ,0 clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 3rd Year, Level 6

4. Course general Description:

Aural rehabilitation refers to services and procedures for facilitating adequate receptive and expressive communication in individuals with hearing impairment. These services and procedures are intended for those persons who demonstrate a loss of hearing sensitivity or function in communicative situations.

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

NA

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

NA

7. Course Main Objective(s):

- Explain the basic concepts of aural rehabilitation as a body of knowledge within the fields of audiology.
- Define aural rehabilitation and why it is critical for individuals with hearing impairment.
- Identify different types of assistive listening devices and explain their major components and features.
- Summarize the various communication strategies for hearing impaired listeners.
- Discuss oral communication and the critical factors that might affect its success.
- Discuss the main communication strategies training.
- Explain the major goals of auditory training.
- Discuss different aural (re) habilitation plans for children, adults and older adults.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100%
2	E-learning		
3	Hybrid		





No	Mode of Instruction	Contact Hours	Percentage
	<ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the different communication strategies and its difficulties	K2	Lectures and practical sessions	Written exam
1.2	Recognize the use of technology in aural rehabilitation	K2	Lectures and practical sessions	Written exam
2.0	Skills			
2.1	Set appropriate aural rehabilitation plans for children and adults	S1	Practical sessions	Practical exam/Assignment
2.2	Compare different training approaches	S2	Practical sessions	Practical exam/Assignment

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Class and syllables	4
	Introduction to hearing impairment and hearing disability	
2.	Speech recognition of hearing-impaired listeners	8
3.	Assistive listening devices and related technology	8
4.	Communication strategies and conversational styles	8
5.	Assessment of conversational fluency and communication difficulties	8
6.	Communication strategies training	8
7.	Aural (re) habilitation plans for children and adults	8
8.	Aural rehabilitation plans for older adults	4
9.	Counseling, psychosocial and assertiveness training	4
Total		60

D. Students Assessment Activities

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

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Introduction to Audiologic Rehabilitation (7 th edition, 2017)
	-Authors: Ronald L. Schow and Michael A. Nerbonne - Publisher: Pearson -ISBN-13: 978-0134300788
	Foundations of Aural Rehabilitation: Children, Adults, and their Family Members (4 th edition, 2015)
	-Author: Nancy Tye-Murray -Publisher: Cengage learning- ISBN-13: 978-1133281429





	Hearing Aids (2nd edition, 2012) -Authors: Harvey Dillon -Publisher: Thieme -ISBN-13: 978-1604068108
Supportive References	
Electronic Materials	Electronic Library
Other Learning Materials	Blackboard.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Smart Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	Related to the topics.

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

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





Course Specification

— (Bachelor)

Course Title: Audiology II

Course Code: AUD 344

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1-Oct-2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	4
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 4 hours (2 Theory, 1 Practical, 1 Clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 3rd Year, level 6.

4. Course general Description:

This course aims to provide the students with a theoretical and practical understanding of audiological test procedures and related clinical issues in adult auditory assessment of hearing function.

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

Audiology I (AUD 331)

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

NA

7. Course Main Objective(s):

1. To diagnose and differentially diagnose different conditions of conductive hearing loss, sensorineural hearing loss, and mixed hearing loss
2. To evaluate middle ear functions using tympanometry and reflexes testing,
3. To understand the diagnostic tests for functional hearing loss & its interpretation

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	120	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	
4.	Tutorial	
5.	Others (clinical)	60
Total		120

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the importance of the different audiological tests and their interpretations	K2	Lecture, practical and clinical sessions	Written and practical sessions
2.0	Skills			
2.1	Perform full audiological assessment	S1	Practical and clinical sessions	Practical exam
2.2	Interpretation of the results of the audiological tests	S2	Lectures, practical and clinical sessions	Written and practical exams
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice	V1	Practical and clinical sessions	Practical exams

C. Course Content

No	List of Topics	Contact Hours
1	Introduction Discuss syllables and assignments. Pure tone Audiometry	8
2	Masking	16



3	Site of lesion tests (ABLB, MLB and SISI)	8
4	Speech audiometry	16
5	Middle ear assessment (Tympanometry, wideband acoustic immittance, ART, reflex decay, ETF)	32
6	Diagnostic tests for functional hearing loss	16
7	Tinnitus and Hyperacusis tests	16
8	Case studies	8
Total		120

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	6 th -7 th week	15%
2.	Second Midterm Examination	10 th -11 th week	15%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	10%
4.	Quizzes on the practical part	Throughout semester	10%
5.	Final practical exam	15 th week	10%
6.	Final Written Examination	16 th -18 th week	40%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	<ul style="list-style-type: none"> Essential of Audiology. Stanley A. Gelfand. Thieme, 3rd edition, 2009 Clinical Audiology: an Introduction, Brad A. Stach,, Singular, 2nd edition , 2008
Supportive References	Handbook of Clinical Audiology. Jack Katz, Larry Medwetsky, Robert Burkard and Linda Hood. Williams & Wilkins, 7th edition, Oct.10, 2014
Electronic Materials	Digital library
Other Learning Materials	Blackboard





2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	Related to the topics

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

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





Course Specification

— (Bachelor)

Course Title: Pathophysiology of balance disorders

Course Code: AUD 342

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1-Oct-2023



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	5
F. Assessment of Course Quality	6
G. Specification Approval	6





A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 theory, 1 practical, 0 clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 3rd year, level 6

4. Course general Description:

Management of Hearing and Balance Disorders (AUD 342) is considered a required course in audiology and balance program, in bachelor Communication Science department that teach in 3rd Year, level 6 with 3 credit hours. This course will approach hearing pathology and balance disorders from a broad perspective beginning with pathophysiology, etiology and audiological assessment. The focus will be on both the pediatric and adult population.

Administration and interpretation of audiometric procedures for differential diagnosis of auditory and vestibular pathology will be addressed. It focuses on Management of causes of hearing problems and study of the inter -professional, economic, legal and ethical aspects of program planning and administration. The student will learn how to apply hearing services in a multiplicity of settings and study the relationship between hearing services and educational health, social and industrial programs. Study of the relationships between hearing pathologists and members of allied professionals will be also discussed.

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

Anatomy and physiology of hearing and balance mechanisms (AUD 212)

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

NA

7. Course Main Objective(s):

Students will be able to:

- o Identify appropriate assessment and management of the vestibular system
- o Assess efficacy of interventions and treatment for balance disorders.
- o Implement appropriate referral criteria for adults and children based upon evaluation results and history.
- o to collaborate with other health care providers as needed to use the results of such assessment in patient's diagnosis and management.





2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand balance pathology disorders from a broad perspective, beginning with pathophysiology, etiology, audiological assessment and management	K2	Lectures and practical sessions	Written exam.
2.0	Skills			
2.1	Select the appropriate audiological test according to the presented case	S2	Lectures and practical sessions	Written exam, practical exams
2.2	Interpret the full range of vestibular assessments	S2	Lectures and clinical sessions	Written exam, Practical exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism practice.	V1	practical sessions	Practical exam

C. Course Content

No	List of Topics	Contact Hours
1	Introduction of the course	4
2	Management of peripheral disorders of the vestibular system.	36
3	Management of central disorders of the vestibular system.	12
4	Vestibular system and aging	4
5	Management of vestibular disorder in children	4
Total		60

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	6th-7th week	15%
2.	Sconded midterm examination	10th-11th week	15%
3.	Professional writing assignment, group activities and discussion (oral presentation)	Throughout semester	15%
4.	Practical exam	15 th week	15%
5.	Final written examination	16th – 18th week	40%

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

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	1-Vestibular Disorders: A Case Study Approach to Diagnosis and Treatment, Joseph Furman, Stephen Cass, Edition 3
	2-Balance Function Assessment and management, Gary P. Jacobson, Neil Shepard, Edition: 3
Supportive References	





Electronic Materials	Electronic library
Other Learning Materials	Black board

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 20- 30 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Smart Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	Related to the topics.

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

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





Course Specification

(Bachelor)

Course Title: Pediatric Audiology

Course Code: AUD 332

Program: Bachelor of Science in Audiology and Balance (BSc)

Department: Department of health Communication Sciences

College: College of Health and Rehabilitation Sciences

Institution: Princess Nourah bint Abdulrahman University (PNU)

Version: 2

Last Revision Date: 1-Oct-2023

Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	5
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	6
G. Specification Approval	7



A. General information about the course:

1. Course Identification

1. Credit hours: 3 hours (2 theory, 0 practical ,1 clinical)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: 3rd Year, level 6

4. Course general Description:

Pediatric Audiology course describes the reasons of hearing loss with children and how to evaluate hearing in infants and young children using different approaches, age appropriate, behavioral and electrophysiological techniques. In addition to early identification, the course discusses intervention and (re)habilitation strategies for infants.

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

Audiology 1 (AUD 331)
Electrophysiologic Tests (AUD 341)

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

NA

7. Course Main Objective(s):

- Identify normal and abnormal motor, speech, language, and hearing development of infants and young children.
- Identify genetic, embryologic, syndromic, and hereditary factors associated with deafness.
- Identify the medical problems that put newborns and young children at risk for hearing loss.
- Identify educational/classroom techniques and programs for hearing-impaired children.
- Discuss the evaluation, management, and treatment of children with minimal and unilateral hearing loss.
- Fitting hearing aids and assistive listening devices on pediatric patients.
- Identify cochlear implant candidates and discuss management and treatment protocols.
- Describe auditory assessment protocols.
- Discuss early intervention and parent-infant communication.
- Graph normal development of auditory behavior and speech/language development in infants and young children
- Examine the relationship between speech, language, and hearing in the development of communication in children.





- Familiarize and develop skills in pediatric testing and audiological assessment, including infants and young children.
- Use suitable management strategies for infants and young children with hearing loss

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	90	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (Clinical)	60
Total		90

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize hereditary disorders and principal diseases of the peripheral and central auditory system and their effects on audio-vestibular function	K2	Lectures	Written exams
2.0	Skills			
2.1	Perform audiological assessment.	S1	Clinical sessions	Practical exam





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.2	Select the appropriate audiological test according to the presented case	S2	Lectures and clinical sessions	Written and practical exams
2.3	Interpret the full range of audiological assessments	S2	Lectures and clinical sessions	Written and practical exams
2.4	Research the relevant literature	S3	Group discussion	Assignment
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate professionalism in practice	V1	Clinical sessions	Practical exam

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to syllables Case history	6
2	Etiology of hearing loss	6
3	Early identification	12
4	Behavioral assessment of infants and young children	18
5	Physiological measures	18
6	Special populations	12
7	Family counseling	6
8	Amplification and functional assessment	12
Total		90

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	6 th - 7 th week	15%
2.	Second Midterm Examination	11 th – 12 th week	15%
3.	Professional writing assignment ,case presentation ,quizzes and/or specific reviews	Throughout semester	15%
4.	Final practical exam	15 th week	15%
5.	Final Written Examination	16 th – 18 th week	40%

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



E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Comprehensive handbook of pediatric audiology (2 nd edition, 2016) Authors: Anne M. Tharpe and Richard Seewald Publisher: Plural Publishing Inc. ISBN-13: 978-1597566155
Supportive References	
Electronic Materials	Electronic Library
Other Learning Materials	Blackboard

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with 30-40 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Board • Computer • Data show projector or E-podium
Other equipment (depending on the nature of the specialty)	Related to topic

F. Assessment of Course Quality

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

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

Assessment Methods (Direct, Indirect)



G. Specification Approval

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