



# Course Specification

— (Bachelor)

Course Title: **Implantable Devices**

Course Code: **AUD 454**

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

Department: **Department of Health Communication Sciences**

College: **College of Health and Rehabilitation Sciences**

Institution: **Princes Nourah bint Abdulrahman University (PNU)**

Version: **V2**

Last Revision Date: **1/10/2023**

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## 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: (level 8/ 4<sup>th</sup> year)**

#### 4. Course general Description:

The course describes the management options for individuals with hearing loss including cochlear implants and other implantable auditory devices.

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

NA

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

NA

#### 7. Course Main Objective(s):

By the end of the course, a student should be able to:

- Understand the current status of cochlear implant or other implantable auditory devices technology.
- Understand key issues in selection and management of young children and adults receiving cochlear implants or other implantable auditory devices.
- Know the main characteristics of cochlear implant and other implantable auditory devices.
- Become familiar with the main methods of monitoring the function of cochlear implant devices, including both subjective and objective methods.
- Become familiar with the concept of cochlear implant tuning and its scientific and clinical basis.



## 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"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

## 3. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Recognize the concept of cochlear implants and other implantable auditory devices	<b>K2</b>	Lecture, clinical sessions	Written exam
<b>2.0</b>	<b>Skills</b>			
2.1	Identify key issues in selection and management of children and adults receiving cochlear implants or other implantable auditory devices	<b>S2</b>	Lecture, Discussion, Clinical visits	Written exam Practical exam
2.2	Utilize the methods of monitoring the function of cochlear implant devices, and cochlear implant tuning.	<b>S2</b>	Lecture, Discussion, Clinical visits	Written exam Practical exam
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate professionalism in practice	<b>V1</b>	Clinical visits	Practical exam





### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the syllabus Introduction to cochlear implants	6
2.	Introduction to cochlear implants	6
3.	Cochlear implant design	12
4.	Speech processing strategies	12
5.	Programming of and follow-ups with cochlear implants Simple troubleshooting	12
6.	Assessment for cochlear implant candidacy	6
7.	Factors affecting cochlear implant outcomes	6
8.	Binaural hearing with cochlear implants	6
9.	Other implantable devices (BAHA, MEI, API)	12
Total		90

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm exam	5 <sup>th</sup> – 6 <sup>th</sup> week	20%
2.	Second Midterm Exam	10 <sup>th</sup> – 11 <sup>th</sup> week	20%
3.	Professional writing assignment ,group activities and discussion	Throughout semester	10%
4.	Practical assessment	Throughout semester	10%
5.	Final written exam	16 <sup>th</sup> – 18 <sup>th</sup> 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	Cochlear Implants. Authors: Susan B. Waltzman and J. Thomas Roland. 3 <sup>rd</sup> Edition, Publishing: February 14, 2014, Publisher: Thieme, ISBN 13: 9781604069037
Supportive References	
Electronic Materials	Saudi digital library
Other Learning Materials	Blackboard





## 2. Required Facilities and equipment

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

## 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	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

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





# Course Specification

— (Bachelor)

**Course Title:** Clinical Audiology II

**Course Code:** AUD 443

**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:** V2

**Last Revision Date:** 1/10/2023



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## A. General information about the course:

### 1. Course Identification

**1. Credit hours:** 4 hours (2 theory + 0 practical + 2 clinical)

#### 2. Course type

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

**3. Level/year at which this course is offered:** (level 8/ 4<sup>th</sup> year)

#### 4. Course general Description:

This course will help the student to perform advanced audiology procedures on patients, Advanced procedures such as Auditory evoked potentials, Otoacoustic emission, and vestibular assessment will be practiced by the students under the supervision of the assigned supervisor.

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

Electrophysiologic Tests (AUD 341)  
Vestibular assessment and management (AUD 453)

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

NA

#### 7. Course Main Objective(s):

Students will be able to gain clinical exposure in advanced audiology procedures on patients at training hospitals/clinic. Advanced procedures such as Auditory evoked potentials, Otoacoustic emission, and vestibular assessment will be practiced by the students under the supervision of the assigned supervisor.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	150	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
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)	120
Total		150

### 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 the use of audiological and vestibular test for diagnosis of hearing and vestibular disorders	K2	Lectures, case studies, practical and clinical sessions	Written exams
2.0	Skills			
2.1	Perform audio-vestibular assessment and management	S1	practical and clinical sessions	Practical exam.
2.2	Interpret the full range of audiological and vestibular assessments	S2	Lectures, practical and clinical sessions	Written and practical exams.
2.3	Develop management plan and manage necessary referrals.	S2	Lectures, practical and clinical sessions	Written and practical exams.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate commitment in practice.	V1	Clinical sessions	Practical exam





### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction discussion of the syllabus History taking	10
2.	Case studies – discussion of cases based on the results of the electrophysiological tests	60
3.	Case studies – discussion of cases based on the results of the vestibular tests	60
4.	Updates in advanced audiology assessment and management	20
Total		150

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Examination	5 <sup>th</sup> - 6 <sup>th</sup> week	15%
2.	Second Midterm Examination	10 <sup>th</sup> - 11 <sup>th</sup> week	15%
3.	Professional writing assignment, case presentation, quizzes and/or specific reviews	Throughout semester	10%
4.	Practical assessment	Throughout semester	20%
5.	Final Written Examination	16 <sup>th</sup> – 18 <sup>th</sup> week	40%

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

### E. Learning Resources and Facilities

#### 1. References and Learning Resources

Essential References	Handbook of Clinical Audiology, By Jack Katz, Marshall Chasin, Kristina English, Linda Hood and Kim Tillery, Publication Date: October 10, 2014, ISBN-10: 9781451194050   ISBN-13: 9781451194050, Publisher: Lippincott Williams and Wilkins, Edition: Seventh, North American Edition
	Vestibular Disorders: A Case Study Approach to Diagnosis and Treatment, By: Joseph Furman, Stephen Cass and Susan Whitney. 3 <sup>rd</sup> edition, Publication: December 2010, Publisher: Oxford, ISBN 13: 978-0195333206





	Balance Function Assessment and management, By: Gary P. Jacobson, Neil Shepard. Publication: January 19, 2020, Publisher: Plural publishing, Inc. Edition: 3rd, ISBN 13: 978-1635501889
<b>Supportive References</b>	New Handbook for Auditory Evoked Responses, By: James W Hall. 1 <sup>st</sup> edition, Publication: November 19, 2006. Publisher: Pearson, ISBN 13: 978-0205361045
<b>Electronic Materials</b>	Saudi Digital Library
<b>Other Learning Materials</b>	Blackboard

## 2. Required Facilities and equipment

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

## 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	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect
Other		

**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:** Medical Aspects of Communication Disorders

**Course Code:** AUD 426

**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:** V2

**Last Revision Date:** 1/10/2023

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## A. General information about the course:

### 1. Course Identification

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

#### 2. Course type

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

**3. Level/year at which this course is offered:** (level 8/ 4<sup>th</sup> year)

#### 4. Course general Description:

The course discusses the classification, symptoms, etiology, and nature of communication problems. It also involves ear, nose and throat, and the palatal and orofacial musculatures. Implication for treatment and management will be considered as an integral part of the rehabilitative process

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

NA

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

NA

#### 7. Course Main Objective(s):

By the end of the course, a student should be able to:

- demonstrate sufficient knowledge of the different types of disabling conditions that affect normal communication process.
- provide an introductory background to communication disorders which are caused by or associated with pathological conditions.
- develop an understanding of technological solutions to improve auditory function and speech production.

### 2. Teaching mode (mark all that apply)

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







### 3. Contact Hours (based on the academic semester)

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

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a sufficient knowledge in the theoretical background of different pathologies associated with disordered communication	K2	lecture	Written exam
1.2	Demonstrate understanding of personal responsibilities and capabilities as an emerging member of the health care community, to bring about improvement	K2	lecture	Written exam
2.0	Skills			
2.1	Identify communication disorders	S2	lecture	Written exam
2.2	Explain the effects of hearing impairment /speech disorder on children, adults, and their families	S2	lecture	Written exam
2.3	Utilize the internet to access pertinent literature.	S3	lecture	Assignment
3.0	Values, autonomy, and responsibility			





### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, discussion of the syllabus. Aspects of normal communication.	3
2.	Development of communication, language, and speech.	6
3.	Developmental language impairments.	6
4.	Development of speech	6
5.	Articulatory and phonological disorders.	6
6.	Stuttering and other disorders of fluency.	6
7.	Neurological speech disorders	6
8.	Voice disorders	3
9.	Swallowing disorders	3
Total		45

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm examination I	5 <sup>th</sup> – 6 <sup>th</sup> week	20%
2.	Midterm examination II	10 <sup>th</sup> –11 <sup>th</sup> week	20%
3.	Professional writing assignment article reflection	Throughout the semester	20%
4.	Written Examination	16 <sup>th</sup> – 18 <sup>th</sup> 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	Human Communication Disorders: An Introduction (8th Edition) (Allyn & Bacon Communication Sciences and Disorders) 2010, by Noma B. Anderson (Author), George H. Shames (Author). Publication: December 6, 2019, Publisher: Pearson, ISBN 13: 978-0137061334
Supportive References	Introduction to Clinical Methods in Communication Disorders, By Rhea Paul and Elizabeth Simmons. 4 <sup>th</sup> Edition, Publication: August 26, 2020, Publisher: Brookes Publishing, ISBN 13: 978-1681253787.





<b>Electronic Materials</b>	Saudi digital library
<b>Other Learning Materials</b>	Blackboard

## 2. Required Facilities and equipment

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

## 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	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

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

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

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





# Course Specification

## (Bachelor)

**Course Title:** Report Writing and Counselling in Audiology

**Course Code:** AUD 424

**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:** V2

**Last Revision Date:** 1/10/2023



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## A. General information about the course:

### 1. Course Identification

**1. Credit hours:** 3 hours (2 theoretical, 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: (level 8/ 4<sup>th</sup> year)**

#### 4. Course general Description:

This course is designed to explore theories of counseling related to the management of persons with auditory and vestibular disorders. Different approaches for interacting with patients and their families individually and in groups will be addressed. In addition to report writing and using these materials in counseling and referral to other professions.

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

NA

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

NA

#### 7. Course Main Objective(s):

- Integrate a variety of theoretical frameworks for the application of counseling to all professional work in Audiology.
- Develop a greater understanding of the emotional impact of a communication disorder for the patient and their families.
- Develop an understanding of those circumstances under which it is appropriate for an audiologist to engage in intensive counseling with a patient and the family.
- Develop a personal counseling, which incorporates recognized approaches to counseling techniques in the context of appropriate hearing, balance assessment, treatment practice in a variety of patient contact venues.
- Integrate a cultural sensitivity aspect to counseling patients with a variety of backgrounds; describe patient demographics, cultural differences, medical conditions and how these impact patient counseling.
- Create an understanding of the role of stress reduction in auditory rehabilitation





- Writing a report and differentiate between documentation and reporting the audiology results
- Reporting the audiological results depending on the setting and the referral source.

## 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"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
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 theories of counseling related to the management of persons with auditory and vestibular disorders.	K2	Lectures and practical sessions	Written exams
1.2	Understand the difference between types of reports.	K2	Lectures and practical sessions	Written exams





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	<b>Skills</b>			
2.1	Write an Audiology report including appropriate referrals to other professions.	S1	Practical and clinical sessions	Assignment
2.2	Set an appropriate counselling plan	S1	Practical and clinical sessions	Assignment
3.0	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate effective communication skills in practice.	V1	Practical and clinical sessions	Practical exams

### C. Course Content

No	List of Topics	Contact Hours
1.	Introduction, overview of course; discuss assignments.	6
2.	Report writing	18
3.	Practice on report writing	12
4.	Counseling Brief overview of contemporary theoretical models of counseling	6
5.	Audiological Counseling Strategies Grief and other Emotions of communication disorders	12
6.	Counseling Adults and geriatric population	12
7.	Effective listening	12
<b>Total</b>		<b>90</b>

### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm examination	5 <sup>th</sup> - 6 <sup>th</sup> week	15%
2.	Second midterm examination	10 <sup>th</sup> – 11 <sup>th</sup> week	15%
3.	Professional writing assignment, quizzes and/or specific reviews	Throughout semester	20%
4.	Final Practical Exam	15 <sup>th</sup> week	10%
5.	Final Written Examination	16 <sup>th</sup> – 18 <sup>th</sup> 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

<b>Essential References</b>	<p>Clinical Audiology: An Introduction, Brad A. Stach and Virginia Ramachandran. 3<sup>rd</sup> edition, Publication: March 15, 2021. Publisher: Plural publishing inc., ISBN 13: 978-1565933460</p> <p>Counseling Persons with Communication Disorders and Their Families (6th edition, 2016). Authors: David Luteman, Publisher: PRO-ED -ISBN-13: 978-1416410577</p>
<b>Supportive References</b>	
<b>Electronic Materials</b>	Saudi digital library
<b>Other Learning Materials</b>	Blackboard

### 2. Required Facilities and equipment

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

## 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	Instructor, program coordinator	Direct
The extent to which CLOs have been achieved	Students	Direct /Indirect

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

**Assessment Methods** (Direct, Indirect)





### G. Specification Approval

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

