

**Curriculum
of
4-Year Integrated Honors Program
for the Degree of
Bachelor of Social Sciences (BSS)
in
Speech and Language Pathology
(SLP)**

Under the Semester System

Session: 2019-20, 2020-21, 2021-22, 2022-23



**Department of Communication Disorders
University of Dhaka**

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- | | |
|------------|--|
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- | | |
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- | | |
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Introduction

1. Title of the Program

BACHELOR OF SOCIAL SCIENCES (HONS.) IN SPEECH AND LANGUAGE PATHOLOGY

2. Duration of the Program: 04 (four) academic years

3. Speech and Language Pathology as a discipline

Freedom of expression is the basic right of human beings. But their communicative-expression ability, both verbal and nonverbal, and its processing mechanism require healthier neuro-biological development. Any irregularity in such processing mechanism or damage to the respective areas of the brain causes various types of speech and language disorders. A person with this impairment regularly fights to express either his/her verbal or nonverbal modality properly, hence regarded as speech or language handicapped. Considering the above prevalence reality there developed a new branch of human knowledge entitled ‘Speech Pathology’ in the USA in 1924 with a view to providing pragmatic treatment and therapies for people with these disorders. So, in the academic arena of the USA there exists a rich tradition of studying this discipline for a long time. Since the number of persons with speech and language disorders is rapidly increasing all over the world, nowadays many famous global universities are also introducing this discipline under different faculties.

4. Speech and Language Pathology in Bangladesh

Like speakers of different languages throughout the world, many Bengali-speaking children, as well as adults nowadays, are suffering from diverse speech and language disorders on a regular basis. Although Bangladesh lacks exact statistics of people with speech and language impairments, it could be assumed that every year the number is certainly increasing. Accordingly, Bengali people getting stroke, tumor and trauma, or even suffering from developmental disorders like autism, dyslexia or dysgraphia immediately require proper investigation, intervention, therapy and treatment to get rid of such impairments to the maximum extent. Hence, Bangladesh badly needs to introduce a formal academic program like speech and therapy in tertiary level education.

5. Department of Communication Disorders at Dhaka University

To fulfill the demand of time and society the University of Dhaka has 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 therapy and pathology not only to produce new graduates who will be involved in generating new knowledge and professionally work as speech and language therapists, but also to train parents/care-givers of people with these disabilities, and personnel working in this field in many clinics and hospitals to combat these disorders.

6. Aim and Objectives

The integrated BSS (Hons.) in Speech and Language Therapy Program expects to meet the following aim and objectives.

a. Aim

Producing experts and professionals in the field of speech and language pathology.

b. Objectives

- 6.2 Generating new knowledge and scientific ideas with special reference to speech and language disorders of Bengali people;
- 6.3 Motivating society to positively behave with persons with speech and language disorders;
- 6.4 Inventing comprehensive therapies and treatments for the betterment of people suffering from various speech and language disorders;
- 6.5 Encouraging government to introduce new job sectors in the field of speech and language pathology.

7. Eligibility for admission

- 7.1 H S C or equivalent
- 7.2 Other criteria and/or requirements for admission may be determined by the Academic Committee of the Department of Communication Disorders.

8. Requirements for the degree

- 8.1 Successful completion of pre-specified credits hours in 8 semesters in 4 (four) years.
- 8.2 Obtaining of minimum cumulative grade point average of 2.0 on a scale from 4 (without any F grade).
- 8.3 Completion of all requirements of the degree within 6 (six) academic years of first enrolment/admission.

9. Description of Academic Year and Courses

9.1 Total Semester: 8

Each semester shall be of 19 weeks, of which -

- a. 15 weeks for class teaching
- b. 1 weeks break for preparation, and
- c. 3 weeks for holding semester final examinations

9.2 The whole program consists of -

- a. 34 full **compulsory** courses for a total of 3400 (34 x 100) marks, of which 3100 marks shall be for 31 (29 taught + 3 clinical practice) courses, 100 marks for comprehensive (theoretical aspects-50 + clinical aspects-50), and 100 marks for oral examinations. In addition, they need to take two minor courses to be completed by the 8th semester. The marks of oral examinations (having no course code) are distributed to the whole 8 semesters in the following manner.

$$\text{I. 1}^{\text{st}} \text{ to } 7^{\text{th}} \text{ semester } (10 \times 7) = 70 \text{ marks}$$

$$\text{II. 8}^{\text{th}} \text{ semester} = 30 \text{ marks}$$

$$= 100 \text{ marks}$$

(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 oral examination after every semester is the suitable one in this regard.)
- b. In this program there are three non-credit courses. Of these three, students need to attend two courses from the 4th semester to the 8th semester. The marks of these non-credit courses will not be added to total marks, but students will have to pass the final examination of this course.
- 9.3 Thus, the whole program contains 132 credits (33 X 4 credits) hours.
- 9.4 **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 full unit of a course with 4 credits needs 4 classes per week of 60 minutes duration each.
 - A non-credit course also needs 2 classes per week of 60 minutes duration each.

9.5. Comprehensive examinations

The courses BSLP.2409 and BSLP.4808 counting of total 100 marks (50 + 50) with 4 credits (2 credits each) are regarded as First Comprehensive and Second Comprehensive respectively. There will be no formal classes for these two comprehensive examinations. Students will have to appear at the First Comprehensive (BSLT. 2409) examination at the end of the 4th-semester final examination, whereas the Second Comprehensive (BSLT. 4808) examination must be conducted at the end of the 8th semester. For these First and Second comprehensive examinations questions will be set from all the courses taught from 1st semester to 4th semester, and 5th semester to 8th semester respectively.

9.6 One year Internship

To be eligible for a professional speech and language pathologist the students will have to complete 01 (one) year active internship after completing their 04 (four)-year BSS (Hons.) program. The Department of Communication Disorders will conduct this internship with the assistance of different public and private clinics and special schools working in Dhaka city. Every year the academic committee of the department will take the list of clinics and schools before starting the internship.

10. Teaching

- For full unit course: Two teachers/One teacher will be assigned for each course.
- For tutorial class (if needed): The student will be distributed into 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.

11. Examination and Evaluation

- 11.1 Evaluation and grading for a full unit course shall be determined on the basis of -
- Class attendance
 - Tutorial class/Presentation/Project
 - Term papers/Home Assignment
 - Mid-semester examination/2 class tests
 - Semester final examination

11.2 Marks Distribution

11.2.1 for a full unit course:

a. Class attendance	5 marks
b. Tutorial class/Presentation/Project	10 marks
c. Term papers/Home Assignment	5 marks
d. Mid-semester examination/2 class tests	30 marks
e. Semester final examination	50 marks

11.3 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

11.4 Grading structure for BSS (Hons.) 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 being able to sit for the semester 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 the one-semester maximum of two 'I' grades shall be allowed to 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.

11.5 Administration of the examination

- 11.5.1 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.
- 11.5.2 The course teacher shall announce the result of the mid-semester examinations within eight weeks of the date of holding the examination and submit the marks of mid-semester examinations and others to the chairman of the examination committee, immediately after the announcement of the result.
- 11.5.3 The date of the semester final examinations shall be announced by the Chairman of the department in consultation with the Controller of Examination.
- 11.5.4 The department shall conduct all semester final examinations with the assistance of the Controller of Examination.
- 11.5.5 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 chairmen 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.

11.6 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 42 days from the date of the last examination held and record students' promotion to the next semester class.
- 11.6.1 The tabulation work shall be started after all marks of the semester final examination received by the Chairman of the Examination Committee.
 - 11.6.2 The chairman of the Examination Committee shall submit the semester final examination result, relevant working papers, a list of students recommended for

promotion to the next semester, copies of the grade sheet of all courses of the semester to the chairman of the department.

11.6.3 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.

11.6.4 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.

11.6.5 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.

11.7 **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 the 'double-examiner' system. So, the Department of Communication Disorders prefers two examiners (1st examiner and 2nd examiner) in evaluating semester final examinations 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 the 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.

11.8 **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' (BSLT. 2409 and BSLT. 4808) the nature of 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

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

11.8.3 The Academic Committee will assign the question paper setters and/or examiners for the courses BSLT. 2409 and BSLT.4807 (Comprehensive examinations).

11.8.4 The language of the question papers should be preferably bilingual (English + Bengali). 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 hence shall not be allowed to sit for the examination.

11.10 Promotion

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.11 Improvement

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.12 Readmission

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.13 Drop out

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.14 Grievances

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.15 Evaluation of the Course Teachers

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

11.16 Computation of Grade Point Average

(Please see ‘Course Curriculum and Rules’ published by the Faculty of Social Science.)

12. Final Result

The final result of each student will appear as a grand total of all marks/cumulative grade point average (CGPA) that s/he will score gradually by the respective academic year.

13. Careers

Upon completion of their graduation in Speech and Language Therapy from the Department of Communication Disorders, students will be able to build up their careers as professional Speech and Language Therapists. In addition, students of speech and language therapy can easily get some specific jobs like language teaching, researchers in allied health sectors, communication section of a company, IT sectors, newspaper, electronic media, etc. In addition, they are also allowed to get jobs in sectors that are also open to all social science graduates.

14. Renewal and modification of the curriculum

Any kind of modification or renewal of this curriculum when needed shall have to be initiated by the Academic Committee of the Dept. of Communication Disorders and approved by the Academic Council of the Dhaka University.

15. Structure of the Courses

Serial	Year	Semester	Course no.*	Title	Credit Hours	Marks
1	1 st	1	BSLP. 1101	Introduction to Human Communication Sciences	4	100
2	1 st	1	BSLP. 1102	Language Skill Development: Bangla and English	4	100
3	1 st	1	BSLP. 1103	Language Acquisition and Cognitive Development	4	100
4	1 st	1	BSLP. 1104	Linguistics for Clinicians: Phonetics	4	100
5	1 st	2	BSLP. 1205	Linguistics for Clinicians: Phonology and Morphology	4	100
6	1 st	2	BSLP. 1206	Anatomy and Physiology of Speech and Language	4	100
7	1 st	2	BSLP. 1207	Linguistics for Clinicians: Syntax, Semantics and Pragmatics	4	100
8	1 st	2	BSLP. 1208	Psychology: Abnormal and Counseling Psychology	4	100

9	2 nd	3	BSLP. 2301	Introduction to Nonverbal Communication	4	100
10	2 nd	3	BSLP. 2302	Neurology of Language and Communication	4	100
11	2 nd	3	BSLP. 2303	Audiology 1: Hearing Science and Psychoacoustics	4	100
12	2 nd	3	BSLP. 2304	ICT for Communication Disorders	4	100
13	2 nd	4	BSLP. 2405	Sign Language	4	100
14	2 nd	4	BSLP. 2406	Psycholinguistics and Clinical Linguistics	4	100
15	2 nd	4	BSLP. 2407	Statistics	4	100
16	2 nd	4	BSLP. 2408	Audiology-2: Pediatric Audiology	4	100
17	2 nd	4	BSLP. 2409	First Comprehensive (theoretical aspects)	2	50
18	3 rd	5	BSLP. 3501	Introduction to Research Methodology	4	100
19	3 rd	5	BSLP. 3502	Developmental Language Disorders (DLD)	4	100
20	3 rd	5	BSLP. 3503	Audiology-3: Hearing Disorders and Aural Rehabilitation	4	100
21	3 rd	5	BSLP. 3504	Neuro-Developmental Language Disorders	4	100
22	3 rd	5	BSLP. 3505	Clinical Practicum-1: Pediatrics and Audiology	4	100
23	3 rd	6	BSLT. 3606	Medical Technology and Assessment in Speech and Language Pathology	4	100
24	3 rd	6	BSLP. 3607	Neurogenic Communication Disorders	4	100
25	3 rd	6	BSLP. 3608	Clinical Phonetics and Motor Speech Disorders	4	100
26	3 rd	6	BSLP. 3609	Clinical Practicum-2: Neurology	4	100

27	4 th	7	BSLP. 4701	Alternative and Augmentative Communication	4	100
28	4 th	7	BSLP. 4702	Stuttering and Other Fluency Disorders	4	100
29	4 th	7	BSLP. 4703	Voice Disorders and Dysphagia	4	100
30	4 th	7	BSLP. 4704	Clinical Practicum-3: Vocology	4	100
31	4 th	8	BSLP. 4805	Professional Development: Therapy and Treatment	4	100
32	4 th	8	BSLP. 4806	Medical Speech-Language Pathology (theory + practical)	4	100
33	4 th	8	BSLP. 4807	Diagnosis and Management of Articulation and Phonological Disorders	4	100
34	4 th	8	BSLP. 4808	Second Comprehensive (clinical aspects)	2	50
35				Oral Examination (10+10+10+10+10+10+30)	4	100
36		Non-credit course**	BSLP. 0001	Bangladesh Studies		100
37		Non-credit course	BSLP. 0002	A Modern Language		100
38		Non-credit course	BSLP. 0003	Introduction to Human Resource Management		100

* The digits of a course number that precedes the course (except Oral Examination & Non-credit courses) title in the table mentioned above indicate the specific year, semester and course's serial number. For example, in 'BSLT.4701' the digit 4 indicates the number of years, 7 denotes the number of the semester and 01 gives an identity, of course, serial number in this year.

** Students must complete this non-credit course from the 4th semester to the 7th semester.

16. Detail of the Courses

16.1 Courses Number and Title

BSLP. 1101: Introduction to Human Communication Sciences
(মানব-যোগাযোগ বিজ্ঞানের ভূমিকা)

16.1.1 Credit Hours: 04

16.1.2 Course Description

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

16.1.3 Course Objectives

This course will enable the students to-

- a. demonstrate an understanding of fundamentals of human communication sciences and disorders;
- b. demonstrate an ability to analyze and discuss the concept of ‘communication’ and its associated terms and features;
- c. demonstrate an ability to apply theories of human communication sciences and disorders to a real-life situation.

16.1.4 Course Intended Learning Outcome

Upon completion of this course, students will be able to-

- CIL01.* Analyze and articulate types, characteristics and features of human communication;
CIL02. Apply theories and methods of communication sciences and disorders to explain real-life communicative events;
CIL03. Demonstrate a clear understanding of the views and concept of human communication sciences and disorders.

16.1.5 Course materials

The following are two sets of course materials.

First, a collection of presentation slides to be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings, to provide additional discussion of the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

16.1.6 Course Content

<i>a. Introduction of Communication Sciences</i>	<i>50</i>
Communication: Definition, functions and concept	
Types of communication	
Models of the communication process	
Introduction to Communication Sciences	
Theory of Communication Sciences	
Methods used in Communication Disorders	

Communication Disorder: definition, goal, scope

Basic concepts-1: speech, language and communication

Basic concepts-2: impairment, disability, handicap, disorder, communication disorder

Communication Disorders and related terms: Speech and Language Therapy, Speech and language pathology, communication therapy, audiology

Types of communication disorders

Developmental language disorders

Neurogenic or acquired language disorders

Organic vs. functional disorders

Speech vs. language disorders

Articulation and phonological disorders

Topics of communication disorders

16.1.7 References

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- আরিফ, হাকিম ও জাহান, তাওহিদা (২০১৪)। যোগাযোগবিজ্ঞান ও ভাষাগত অসঙ্গতি। ঢাকা: বুক্স ফেয়ার

16.2 Courses Number and Title

BSLP. 1102: Language skill Development: Bangla and English
(ভাষা দক্ষতা উন্নয়ন: বাংলা ও ইংরেজি)

16.2.1 Credit Hours: 04

16.2.2 Course Description

This course gives scope to effectively 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 fruitfully apply their learning outcome to the context of the academic environment and real-life situation.

16.2.3 Course Objectives

This course will enable students to:

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

16.2.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of Bengali and English;

CIL02. **Apply** basic roles and skills of these languages in different academic environments and real-life situation;

16.2.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings like advanced books and articles, which provide additional discussion of the issues of these two languages. These materials will be provided by the course teacher throughout the semester.

16.2.6 Course Content

1. Bangla

50

ভাষা: সংজ্ঞা, বৈশিষ্ট্য ও রূপ
বাংলাভাষা ও সাহিত্যের উভ্যব ও বিকাশ
বাংলা যুক্তব্যঞ্জন ও উচ্চারণসূত্র
বাংলাসাধু ও চলিতরূপ
বাংলাবানান
বাংলাশব্দ ও বাক্য ও পদক্রম
বাংলা বিরামচিহ্ন
লিখনদক্ষতা: বাক্য লিখন, অনুচ্ছেদ, প্রবন্ধ ও প্রতিবেদন
বাংলা প্রক্রফ সংশোধন
বাংলা রেফারেন্স পদ্ধতি

2. English

50

English grammar
Developing writing skills: paragraph, essay, report and CV, assignment writing

- English writing style, Punctuation marks, British and American English, reference style
- Developing reading skills: strategies for reading
- Listening and note-taking
- Developing speaking skills
- Common Errors of English

16.2.7 References

- Hegde, M.N (2010). *A Course book on Scientific and Professional Writing for Speech and Language Pathology*. Clifton Park, NY: Delmar, Cengage Learning
- Leech, G. et al. (2000). *A Communicative Grammar of English*. London: Longman
- Murphy, R. (2003). *Intermediate English Grammar*. Cambridge: Cambridge University Press
- Quirk, P. & Grenbaum, S. (2000). *A University Grammar of English*. London: Longman
- Rutherford, W. (1988). *A Workbook in the Structure of English*. London: Blackwell
- আরিফ, হাকিম (২০২০)। মান বাংলা লেখার নিয়মকানুন। ঢাকা: অন্যপ্রকাশ
- শহীদুল্লাহ, মহম্মদ (১৯৯৮)। বাঙলা ভাষার ইতিবৃত্ত। ঢাকা: মাওলা ব্রাদাস
- (১৯৯৫)। বাংলা ব্যাকরণ, রচনাবলী ২য় খণ্ড। ঢাকা: বাংলা একাডেমী
- বিশাস, নরেন (১৯৯০)। বাংলা উচ্চারণ অভিধান। ঢাকা: বাংলা একাডেমী
- সেন, সুকুমার (১৯৯৮)। ভাষার ইতিবৃত্ত। কলিকাতা: আনন্দ পাবলিশার্স লিমিটেড
- চট্টোপাধ্যায়, সুনাতিকুমার (১৯৯৮)। ভাষাপ্রকাশ বাংলা ব্যাকরণ। কলিকাতা: রূপা অ্যান্ড কোম্পানী
- সিকদার, সৌরভ (১৯৯৯)। বানান অভিধান ও বাংলা বানানের নিয়ম। ঢাকা: অনন্যা

16.3 Course Number and Title

BSLP. 1103: Language Acquisition and Cognitive Development
(ভাষা আয়ত্তকরণ ও প্রজ্ঞানমূলক বিকাশ)

16.3.1 Credit Hours: 04

16.3.2 Course Description

This course allows students to become aware of the relation between language and cognitive development. The long-term goal of the course 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 mechanism.

16.3.3. 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 children's language development process.

16.3.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the features, types and functions of language and cognitive development;

CIL02. **Apply** theories of language acquisition and cognitive development to the context of Bangladesh;

CIL03. Demonstrate a clear understanding of explaining the nature of language and cognitive development of children with Bengali language and others.

16.3.5 The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.3.6 Course Content

1. Language Acquisition 50

- Language acquisition: definitions, goal, scope
- Essentials of communication development
 - Early interaction and non-verbal communication, and other aspects
 - Development of listening, attention and comprehension
 - Vocabulary development
 - Development of expressive language and speech
 - Phoneme, word, sentence, meaning, language usage
 - Development of reading and writing and pragmatic communication
 - Developing symbol and cultural artifacts
 - Child's language development milestone
 - Means, needs and opportunities for communication

2. Cognitive Development 50

- Cognition: definition, concept, scope
- Cognition: A process of mental state
- Theories of cognition
 - Piaget's theory, Vygotsky's theory and others
 - Cognition and language development
 - Thinking and reasoning
 - Theory of Mind
 - Cognition as a social process

16.3.7 References

- Bavin, E.L. (2009). *The Cambridge Handbook of Child Language*. Cambridge University Press
- Begum, K.A. (2001). *The Language Development of Children*. Dhaka: Institute of Education and Research, University of Dhaka
- Harris, J. (1990). *Early Language Development*. London and New York: Routledge
- Kail, M. & Hickmann, M. (eds.).(2010). *Language Acquisition across Linguistic and Cognitive Systems*. Amsterdam / Philadelphia: John Benjamins Publishing Company
- Lycan, W.G. (ed.).(1999). *Mind and Cognition: An Anthology*. Malden, Mass: Blackwell Publishers, Inc.
- Lust, B.C. (2006). *Child Language Acquisition and Growth*. Cambridge University Press
- Martin, J.A.M.(1981). *Voice, Speech and Language in the Child: Development and Disorders*. Wein and New York: Springer-Verlag
- Oakley, L. (2004). *Cognitive development*. London: Routledge

- Oates, J. & Grayson, A. (eds.).(2004). *Cognitive and Language Development of in Children*. Wiley-Blackwell
- Pinker, S. (2007).*The Stuff of Thought Language as a Window into Human Nature*. Viking
- Smith, M. & Dukes, C. (2007). *Developing Pre-School Communication and Language*. London: Paul Chapman Publishing
- Stenning, K., Lascarides, A. & Calder, J. (2006).*Introduction to Cognition and Communication*. Cambridge, MA: The MIT Press
- TOMASELLO, M. (2003). *Constructing a Language A usage-based theory of language*. Cambridge, MA: Harvard University Press
- Taylor, M. (2005). *Introducing cognitive development*. New York: Psychology press
 আরিফ, ড. হাকিম, চৌধুরী, ডা. শোয়েবুর রেজা, ফেরদৌস, ডা. ফাহামদা ও জাহান, তাওহিদা (২০১৫)। শিশুর ভাষা-বিকাশ
 ম্যানুয়েল : একটি প্রস্তাবনা। ঢাকা বিশ্ববিদ্যালয়: যোগযোগ বৈকল্য বিভাগ

16.4. Course Number and Title

BSLP. 1104: Linguistics for Clinicians: Phonetics
 (চিকিৎসকের জন্য ভাষাবিজ্ঞান: ধ্বনিবিজ্ঞান)

16.4.1 Credit Hours: 04

16.4.2 Course Description

This course provides both a theoretical and practical study of the domain of phonetics. The long-term goal of the course is for students to understand the basics as well as the latest development of the aspects of phonetics. This course is designed to cover core concepts of human sound systems like theories, methods and techniques of sound production and their relevant explanation.

16.4.3 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 these theories and methods to explain sound systems of children with Bengali language and others.

16.4.4 Course Intended Learning Outcomes

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

CILO1. Analyze and **articulate** the nature, structures and functions of human speech sound;

CILO2. Apply theories and methods of human sound systems to the specific context of the Bangla and other languages;

CILO3. Demonstrate a clear understanding of the basic theories and methods of articulatory phonetics and acoustics phonetics.

16.4.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.4.6 Course Content

1. Articulatory Phonetics	40
Speech: definition, characteristics and features	
Speech organs	
Speech production: place of articulation, manner of articulation, the position of the soft palate	
Transcriptions of speech sounds	
Classifications of speech sounds: vowel, consonants, semi-vowel, segmental and supra-segmental sounds	
2. Acoustics Phonetics	40
Acoustics phonetics: definition, goal, scope	
Basic concepts: sound wave, wavelength, frequency, amplitude, period, formant, resonance, Fourier analysis, spectrum, spectrogram	
Source and Filter theory	
Spectrographic analysis	
3. Data analysis	20
Analyzing speech sounds of normally developing people	
Analyzing pathological speech sounds	

16.4.7 References

- Ashby, M. & Maidment, J. (2005). *Introducing Phonetic Science*. Cambridge University Press
- Clark, J. & Yallop, C. (1999). *An Introduction to Phonetics and Phonology*. London: Blackwell
- Devenport, M. & Hannah, S.J. (2005). *Introducing Phonetics and Phonology*. London: Hodder Arnold
- FANT, G. (2004). *Speech Acoustics and Phonetics*. Dordrecht: Kluwer Academic Publishers
- Fry, D.B. (ed.).(1976). *Acoustic Phonetics A course of basic readings*. Cambridge University Press
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- Ladefoged, P. (2001). *A Course in Phonetics*. Heinle & Heinle Thompson Learning
- , —. (2001). *Vowels and Consonants An Introduction to the Sounds of Languages*. Blackwell Publishers
- , —. (1996). *Elements of Acoustic Phonetics*. Chicago and London: Chicago University Press
- Ladefoged, P. & Maddieson, I. (1996). *The Sounds of the World's Languages*. Oxford and Cambridge, MA: Blackwell Publishers
- Ogden, R. (2009). *An Introduction to English Phonetics*. Edinburgh: Edinburgh University Press
- Windsor, F., Kelly, M.L. & Hewlett, N. (eds.). (2002). *Investigations in Clinical Phonetics and Linguistics*. Mahwah, New Jersey and London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS

আলী, জীনাত ইমতিয়াজ (২০০১)। ধ্বনিবিজ্ঞানের কথা। ঢাকা: মাওলা ব্রাদার্স

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

16.5 Course Number and Title

BSLP. 1207: Linguistics for Clinicians: Phonology and Morphology
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: ধ্বনিতত্ত্ব ও রূপতত্ত্ব)

16.5.1 Credit Hours: 04

16.5.2 Course Description

This course is intended to familiarize the students with the rules of phonological changes and the forms of basic word structure. The long-term goal of the course is for students to understand the basics concepts, theories and methods of phonology and morphology. This course is designed to cover basic phonological systems within a language and, to a small degree, across language typologies.

16.5.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic issues and queries related to phonology and morphology;
2. demonstrate an ability to analyze and discuss core aspects of the human morpho-phonological system;
3. demonstrate an ability to apply theories and methods of phonology and morphology in the context of the Bengali language and others.

16.5.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the nature, structures and functions of human phonology and morphology;

CIL02. Apply phonological and morphological theories and methods in the context of Bengali language others;

CIL03. Demonstrate a clear understanding of the phonological and morphological systems of persons with Bengali, English and others.

16.5.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.5.6 Course Content

<i>1. Phonology</i>	<i>40</i>
Phoneme: concept, definition, features and forms	
Allophone: definitions and features	
Segment and supra-segment: features and types	
Syllable and syllabification: structure and forms	
Phonetic vs. phonemic transcriptions	
Prosody	
Different types of phonology	
Practicing Bengali Phonological rules	
Phonological changes and speech disorders	

2. Morphology

50

- Key concepts of morphology: morph, allomorph, root, stem, affix, lexeme
- Classifications of words
- Lexical morphology
- Inflectional morphology
- Prosodic words vs. morphological words
- Morphophonemics and morphosyntax
- Practicing Bengali grammatical categories: case, gender, number, tense
- Morphological categories concerning speech and language disorders

16.5.7 References

- Chomsky, N. & Halle, M. (eds.).(1968). *The Sound Pattern of English*. New York: Harper & Row, Publishers
- De Lacy, P.(ed.).(2007). *The Cambridge Handbook of Phonology*. Cambridge University Press
- Katamba, F. (1989).*An Introduction to Phonology*. London and New York: Longman
- McAllister, J. & Miller, J. (2013).Introductory Linguistics for Speech and Language Therapy Practice. Wiley-Blackwell
- Lodge, K. (2009). *Fundamental Concept in Phonology*. Edinburgh: Edinburgh University Press
- Odden, D. (2005). *Introducing Phonology*. Cambridge University Press
- ইসলাম, রফিকুল (১৯৯২)। ভাষাতত্ত্ব। ঢাকা: বুকভিউ
- মোরশেদ, আবুল কালাম মনজুর (২০০৯)। আধুনিক ভাষাতত্ত্ব। ঢাকা: মাতৃলা ব্রাদার্স
- শঁ, রামেশ্বর (১৯৮৮)। সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা। কলিকাতা: পৃষ্ঠক বিপণি
- হক, মহামদ দালীউল (২০০৩)। ভাষাবিজ্ঞানের কথা। ঢাকা: মাতৃলা ব্রাদার্স

16.6 Course Number and Title

BSLP. 1206: Anatomy and Physiology of Speech and Language
(বাচন ও ভাষার শারীরবৃত্ত ও অঙ্গ-ব্যবচেদবিদ্যা)

16.6.1 Credit Hours: 04

16.6.2 Course Description

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 the 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.

16.6.3 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 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.

16.6.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the structures and functions of human speech production;

CIL02. Apply these theories and knowledge to interpret the nature of speech and language production of persons with Bengali and others;

CIL03. Demonstrate a clear understanding of the relation between physiology and speech and language.

16.6.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.6.6 Course Content

Anatomy and physiology of human body: An introduction

Human Body and relation between speech and language

Basic embryology

Respiration and pulmonary initiation

Phonation and the larynx

Articulation: Pharynx and mouth

Articulation: The labio-mandibular system

Elements of articulatory typology

The articulatory description of vowels and consonants

Co-articulation and co-production

Anatomy of hearing

The physiological function of the organs involved - lungs, larynx, nasopharynx, sinuses, palate, tongue, lips, ear

16.6.7 References

- Dickson, D.R. & Dickson, M. (1995). *Anatomical and Physiological Bases of Speech*. Butterworth-Heinemann Medical
- Divenyi, P. et al. (2006). *Dynamics of Speech Production and Perception*. Amsterdam: IOS Press
- Fuller, D.R., Pimentel, J.T., & Peregoy, B.M. (2012). *Applied anatomy & physiology for speech-language pathology & audiology*. Philadelphia, PA: Wolters Kluwer/Lippincott, Williams, & Wilkins
- Lenneberg, E.H. (1967). *Biological Foundations of Language*. New York: Wiley
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- Seikel, A., King, D. & Drumright, D.G. (2009). *Anatomy and Physiology for Speech, Language, and Hearing*. Clifton Park: Delmar Cengage Learning

16.7 Course Number and Title

BSLT. 1207: Linguistics for Clinicians: Syntax, Semantics and Pragmatics
(চিকিৎসকের জন্য ভাষাবিজ্ঞান: বাক্যতত্ত্ব, বাগৰ্থবিজ্ঞান এবং প্রয়োগার্থ বিজ্ঞান)

16.7.1 Credit Hours: 04

16.7.2 Course Description

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

16.7.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to syntax, semantics and pragmatics;
2. demonstrate an ability to analyze and discuss theories and methods of these three branches of linguistics;
3. demonstrate an ability to apply theories and techniques to explain the structures of sentences and their meanings.

16.7.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of sentences and their associated meanings;

CIL02. **Apply** theories and methods to explain sentences structures and the meanings of Bengali and other languages;

CIL03. **Demonstrate a clear understanding** of the relation between word and sentence as well as their inherent meanings.

16.7.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.7.6 Course Content

<i>1. Syntax</i>	<i>40</i>
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Syntax: definition, goal and scope

Traditional Grammar and sentence

Structural Syntax

Transformational Generative Grammar

Analyzing Bengali Subject-Verb-Agreement, Word order, Noun Phrase, Verb Phrase, Prepositional Phrase

Language disorders and syntactic anomalies

<i>2. Semantics</i>	<i>30</i>
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Semantics: definition, goal and scope

Basic concepts: utterance and sentence, sense and reference, denotation and connotation, syntagmatic vs. paradigmatic
 The semantics of words: antonyms, synonyms, homonyms, hyponyms, polysemy
 Meaning and ambiguity analysis
 Analyzing semantics of Bengali sentences
 Semantic problems and speech-language disorders

3. Pragmatics 30

Pragmatics: definition, goal and scope
 Semantics vs. pragmatics
 Speech acts: concepts, history and forms
 Implicature: Gricean maxims and other perspectives
 Presuppositions: concept, types and scope
 Metaphor
 Discourse and conversation
 The scope of pragmatic disability
 Clinical pragmatics and assessment of adult language disorders

16.7.7 References

- Arif, H. (2012). On some definitions of Pragmatics and Semantics. *Journal of the Institute of Modern Languages*. Vol. 23, 53-65
- Aronoff, M.& Fudeman, K. (2011). *What is Morphology?* Blackwell Publishing,
- Bhattacharja, S. (2007).*Word Formation in Bengali: a Whole Word Morphological Description.* Berlin: LINCOM
- Booij, G. (2005). *The Grammar of Words An Introduction to Linguistic Morphology.* Oxford University Press
- Chomsky, N.A. (1965). *Aspects of the Theory of Syntax.* Massachusetts: The MIT Press
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- Haspelmath, M. (2002).*Understanding Morphology.* London: Arnold
- Leech, G. (1983). *Principles of Pragmatics.* London: Longman
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- Palmar, F.R. (1983). *Semantics.* Cambridge: Cambridge University Press
- , – (1971).*Grammar.* London: Penguin Books
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- Searle, J.R. (1977). *Speech Acts.* Cambridge: Cambridge University Press
- Spencer, A. & Zwicky, A. (eds.). (?). *The Handbook of Morphology.* Blackwell Publishing
- Szabo, Z.G.(ed.).(2005). *Semantics vs. Pragmatics.* Oxford: CLarendon Press
- Thomas, L. (1993). *Beginning Syntax.* Oxford: Blackwell Publishing

van Valin, R.D. (2004). *An Introduction to Syntax*. Cambridge University Press
Yale, G. (1996). *Pragmatics*. London: Oxford University Press
আজাদ, হ্যায়ন (১৯৯৯)। অর্থবিজ্ঞান। ঢাকা: আগামী প্রকাশনী
ইসলাম, রফিকুল (১৯৯২)। ভাষাতত্ত্ব। ঢাকা: বুকভিউ
মোরশেদ, আবুল কালাম মনজুর (২০০৯)। আধুনিক ভাষাতত্ত্ব। ঢাকা: মাওলা ব্রাদার্স
শঁ, রামেশ্বর (১৯৮৮)। সাধারণ ভাষাবিজ্ঞান ও বাংলাভাষা। কলিকাতা: পুষ্টকবিপণি
হক, মহামাদ দারীউল (২০০৩)। ভাষাবিজ্ঞানের কথা। ঢাকা: মাওলা ব্রাদার্স

16.8 Course Number and Title

BSLT. 1208: Psychology: Abnormal Psychology and Counseling Psychology
(মনোবিজ্ঞান: অস্বাভাবী ও নির্দেশনামূলক মনোবিজ্ঞান)

16.8.1 Credit Hours: 04

16.8.2 Course Description

This course is introduced to make the students familiar with the fundamentals of human psychology with special reference to their abnormal behavior as well as counseling techniques. In this course, students will learn the psychological interpretation of abnormal human behavior and counseling techniques.

16.8.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to abnormal and counseling psychology;
2. demonstrate an ability to analyze and discuss method and theories used in these branches of psychology;
3. demonstrate an ability to apply theories and methods to help to diagnose the abnormal behaviors of persons with speech and language disorders as well as to provide counseling techniques.

16.8.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and topics of abnormal psychology and abnormal psychology;

CIL02. **Apply** theories and methods of these disciplines to the different context of speech and language therapy;

CIL03. **Demonstrate a clear understanding** of the relation between speech and language problems and psychological reality.

16.8.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.8.6 Course Content

1. *Introduction to Psychology*

30

Psychology: definition, scope, perspective and field of psychology, and method of psychology	
Theories of learning	
Motivation and emotion	
Theories of personality	
2. <i>Abnormal Psychology</i>	30
Abnormal Psychology: definition and scope	
Causal factors of abnormal behaviors	
Classifications and diagnosis of abnormal behaviors	
Stress and adjustment disorder	
2. <i>Counseling Psychology</i>	50
Definition of counseling: exploration phase, understanding and action phase, termination phase	
Approaches in counseling: psychoanalytic, client-oriented, behavioral, cognitive-behavioral	
Testing and assessment in counseling	

16.8.7 References

- American Psychological Association. (2004). *Thesaurus of psychological index terms*. Woodbridge: Author.
- Antony, M.M. & Barlow, D.H. (2002). *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: The Guilford Press
- Barky, B.G. & Mukhopadhyay, B. (1989). *Counseling and Guidance: A Manual*. New Delhi: Sterling Publishers Private Ltd.
- DEVINSKY, O. & D'ESPPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Feldman, R.S. (2002). *Understanding Psychology*. New York: McGraw Hill Higher Education
- Goldberg, T.E. & Weinberger, D.R. (2009). *The Genetics of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- Heffman, K. (2004). *Psychology in Action*. USA: John Wiley and Sons, Inc.
- McLeod, J. (2003). *An Introduction to Counseling*. Berkshire: Open University Press
- Myers, D. (2007). *Psychology*. New York, NY: Worth Publishers
- Rosenthal, H. (2008). *Encyclopedia of Counseling*. New York and London: Routledge
- Sarason, I.G., Sarason, B.R. (2002). *Abnormal Psychology*. Englewood, Cliffs: Prentice Hall

16.9 Course Number and Title

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

16.9.1 Credit Hours: 04

16.9.2 Course Description

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

16.9.3 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 importance of studying this discipline;
3. demonstrate an ability to apply its theories and methods in the context of communication disorders.

16.9.4 Course Intended Learning Outcomes

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

- CIL01.** **Analyze** and **articulate** the features, structure and importance of nonverbal communication;
- CIL02.** **Apply** theories of nonverbal communication to identify the nature of non-verbality of persons with communication disorders;
- CIL03.** **demonstrate a clear understanding** of the roles and value of nonverbal communication in communication disorders.

16.9.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.9.6 Course Content

Nonverbal communication: definition, goal, characteristics, scope

Verbal and nonverbal communication

History of nonverbal communication

Different forms of nonverbal communication: gesture, posture, gaze, eye contact, proxemics, chronemics and kinesics

Semiotics and nonverbal communication

Sociolinguistics of nonverbal communication

Nonverbal communication and communication disorders: health care and clinical perspectives

16.9.7 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: StauffenbergVerlag
- 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
- Hall, E.T. (1959). *The Silent Language*. Garden City, NY: Doubleday
- Knapp, M.L. (1972). *Nonverbal Communication in Human Interaction*. New York: Holt, Rinehart & Winston

- McNeill, D. (1992). *Hand and Mind: what gesture reveal about thought*. Chicago: Chicago University Press
- Muller, C. & Posner.R. (1998).*The Semantics and Pragmatics of everyday gestures*. Berlin: WEIDLER Buchverlag
- Poggi, I. (2007). *Mind, Hands, Face and Body*.Berlin: WEIDLER Buchverlag
- 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 মঙ্গুরী কমিশন
 আরিফ, হাকিম (২০১৮)। বাঙালি ভাষিক-সংস্কৃতিতে ব্যবহৃত ছিরসংজ্ঞাপনের একটি অবাচনিক পঠন ও রূপালেখ্য। ঢাকা বিশ্ববিদ্যালয়
 পত্রিকা, ৯১-৯৩ সংখ্যা, ১১৩-১৪০

16.10 Course Number and Title

BSLP. 2302: Neurology of Language and Communication
 (ভাষা ও সংজ্ঞাপনের স্নায়ুতত্ত্ব)

16.10.1 Credit Hours: 04

16.10.2 Course Description

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 mechanism.

16.10.3 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 core mechanism 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.

16.10.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of neurological view of speech and language;

CIL02. **Apply** theories and methods to uncover the nature of speech and language disorders caused by neurological damage;

CIL03. **demonstrate a clear understanding** of the roles and value of neurology in the field of speech and communication.

16.10.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.10.6 Course Content

Neurology: basic concept
Neurology and language: introduction
Nervous system: Overview
Central Nervous System: general description
 Cerebrum & Cerebellum
 Lobes and fissures
 Cellular organization
 Hemispheric specialization
 Neuron
 Synapse

Peripheral and autonomic nervous systems
The cranial nerves
Handedness, language and brain
Expressive and Receptive processing of Language
Disorders of Auditory Processing
Reading and writing
Bilingualism & neuropsychology
Sign Language and the Brain

16.10.7 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
- Connor, L.T. & Obler, L.K. (eds.).(2002). *Neurobehavior of Language and Cognition Studies of Normal Aging and Brain Damage*. New York: KLUWER ACADEMIC PUBLISHERS
- D'Esposito, M. (2003). *Neurological Foundations of Cognitive Neuroscience*. Cambridge, MA: The MIT Press
- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- 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 Encyclopedia of Brain and Language*. Oxford: Elsevier Ltd

16.11 Course Number and Title

BSLP. 2303: Audiology 1: Hearing Science and Psychoacoustics
(ଶ୍ରୀତତ୍ତ୍ଵ ୧: ଶ୍ରୀତିବିଜ୍ଞାନ ଓ ମନୋଧରଣିବିଜ୍ଞାନ)

16.11.1 Credit Hours: 04

16.11.2 Course Description

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

16.11.3. Course Objectives

This course will enable students to:

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

16.11.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and importance of hearing science and psychoacoustics;

CIL02. **Apply** syntactic theories and methods of these two branches in communication disorders;

CIL03. **Demonstrate a clear understanding** of the roles of these two branches in the context of speech and language disorders.

16.11.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.11.6 Course Content

1. Hearing Science	60
Hearing Science and auditory phonetics:	
Definition, relation, goal and scope	
Fundamentals of Sound: auditory acoustics perspective	
Anatomy and physiology of the auditory system	
The middle ear	
The inner ear	
Measurement principles and the nature of hearing	
2. Psychoacoustics	40
Psychoacoustics: definition, goal, scope	

Hearing area
Information processing in the auditory system
Pitch and pitch strength
Loudness
Sharpness and sensory pleasantness
Rhythm
Binaural hearing

16.11.7 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 sand 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 An analysis and synthesis*. Cambridge University Press

16.12 Course Number and Title

BSLP. 2304: ICT for Communication Disorders
(তথ্য ও যোগাযোগ প্রযুক্তি এবং যোগাযোগ বৈকল্য)

16.12.1 Credit Hours: 04

16.12.2 Course Description

This course provides both a theoretical and practical study of the domain of information and communication technology (ICT). The long-term goal of the course is for students to understand theories, models and techniques used in ICT. This course is designed to cover core as well as advanced concepts of ICT with special reference to communication disorders.

16.12.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to ICT;
2. demonstrate an ability to analyze and discuss theories, methods and programs of ICT;

3. demonstrate an ability to apply theories and programs to design therapy tools for persons with communication disorders.

16.12.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the concept, topics and methods of ICT;

CIL02. **Apply** methods and theories of ICT to design different therapy tools used in communication disorders;

CIL03. **Demonstrate a clear understanding** of the roles and value of ICT in communication disorders.

16.12.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.12.6 Course Content

<i>a. Introduction to ICT</i>	<i>40</i>
Introduction	
Organization of computer: components of the system unit, input, output, storage, information and logic, data structure, algorithms, operating systems, operating systems and utility program, application software	
Programming: Preliminary concept, object-oriented program	
<i>b. ICT and communication disorder</i>	<i>30</i>
Introduction	
The necessity of doing ICT in communication Disorders	
Using ICT in different fields of communication disorders: autism, aphasia, SLI, dyslexia, dysgraphia, dysarthria, Down syndrome, cerebral palsy, etc.	
<i>c. Practical</i>	<i>30</i>
Developing different software and apps for persons with communication disorders to be used in Bangladesh	

16.12.7 References

- Clarke, M. & Reeves, S. (2003). *Logic for Computer Science*. Department of Computer Science, University of London & University of Waikato
- ITL Education Solutions Limited. (2006). *Introduction to Information Technology*. India: 1/e, Dorling Kindersley Pvt. Ltd
- Moore, M. & Calvert, S. (2000). Brief Report: Vocabulary Acquisition for Children with Autism: Teacher or Computer Instruction. *Journal of Autism and Developmental Disorders*, Vol. 30, No. 4, 359-362
- Rapaport, W. J.(2015). *Philosophy of Computer Science*. University at Buffalo and The State University of New York
- Wayne, K. & Sedgewick, R. (2003).*An Introduction to Computer Science*. Princeton University

Willoughby, G. (2006). *Pure Basic - A Beginner's Guide To Computer Programming*.
Fegersheim: Aardvark Global Publishing
চৌধুরী, বিদ্যুৎবরণ (২০০২)। কম্পিউটার ও তথ্যপ্রযুক্তি অভিধান। কলকাতা: আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড

16.13 Course Number and Title

BSLP. 2405: Sign Language
(সংকেত ভাষা)

16.13.1 Credit Hours: 04

16.13.2 Course Description

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 cover basic grammar, lexicon and syntactic pattern of Bangla Sign Language with special emphasis on communication disorders.

16.13.3 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;
3. demonstrate an ability to practice Bangla sign language specially used in the field of communication disorders.

16.13.4 Course Intended Learning Outcomes

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

- CIL01. Analyze** and **articulate** the nature, structures and functions of sign language;
CIL02. Apply theories and methods to interpret underlying features of Bangla sign language;
CIL03. Demonstrate a clear understanding of the roles and value of sign language in communication disorders.

16.13.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.13.6 Course Content

1. <i>Theory and description of sign language</i>	50
Sign language: definition, goal, scope	
History of sign language	
Types of sign language	
Sign languages of the world: American sign language (ASL), British sign language (BSL), sign languages of Asia	
Sign language and linguistics	
Sign language and nonverbal communication	

16.13.7 References

- Klima, E. & Bellugi, U. (1979). *The Signs Languages*. New York: Blackwell
- Kyle, J.G. & Woll, B. (1995). *Sign Language: The study of deaf people and their language*. Cambridge: Cambridge University Press
- Liddell, S.K. (2003). *Grammar, Gesture and Meaning in American Sign Language*. Cambridge University Press
- 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.
- Peae, A. (2002). *Body Language*. New Delhi: Sudha Publications (p) Ltd.
- SUTTON-SPENC E, R. & WOLL, B. (2007). *The Linguistics of British Sign Language An Introduction*. Cambridge University Press
- VALLI, C. & LUCAS, C. (2000).*Linguistics of American Sign Language An Introduction*. Washington, D.C.: Gallaudet University Press
- আরা, গুলশান (২০০৮)। সংকেত ভাষার ব্যাকরণ। ঢাকা বিশ্ববিদ্যালয় ভাষাবিজ্ঞান পত্রিকা, ১ম বর্ষ ১ম সংখ্যা

16.14 Course Number and Title

BSLT. 2406: Psycholinguistics and Clinical Linguistics
(মনোভাষাবিজ্ঞান ও চিকিৎসা ভাষাবিজ্ঞান)

16.14.1 Credit Hours: 04

16.14.2 Course Description

This course delivers a theoretical study of the domain of syntax. The long-term goal of the course is for students to understand the topics, models and methods used in psycholinguistics and clinical linguistics. This course is designed to cover basic concepts of these two branches of languages with special reference to communication disorders.

16.14.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the fundamental issues and queries related to psycholinguistics and clinical linguistics;
2. demonstrate an ability to analyze and discuss core aspects of these two disciplines;
3. demonstrate an ability to apply theories and methods of these two disciplines in communication disorders.

16.14.4Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, characteristics and functions of psycholinguistics and clinical linguistics;

CIL02. **Apply** theories and methods of these disciplines in speech and language pathology;

CIL03. **Demonstrate a clear understanding** of the roles and value of different psycholinguistic and clinical linguistic models and their uses.

16.14.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16. 14.6 Course Content

1. Psycholinguistics 50

- Psycholinguistics: definition, goal, scope
- Origin and development of psycholinguistics
- Topics of psycholinguistics
- Language processing: models of language processing
- Psycholinguistic methods

2. Clinical linguistics 50

- Clinical linguistics: definition, goal
- Scope of Clinical linguistics
- Clinical linguistics: relation with Psycholinguistics and Neurolinguistics
- Clinical linguistics and communication disorders
- Topics of clinical linguistics

16.14.7 References

- Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)
- Ahlesn, E. (2006). *Introduction to Neurolinguistics*. Amsterdam/Philadelphia: John Benjamins
- Aitchison, J. (1998). *The articulate mam ate mammal. An introduction to psycholinguistics*. London: Routledge.
- Ball, M.J. et al. (eds.).(2008). *The Handbook of Clinical Linguistics*. Malden, MA: Blackwell Publishing Ltd.
- Clark, Herbert H. (1996). *Using language*. Cambridge: University Press.
- Cummings, L. (2008). *Clinical Linguistics*. Edinburgh University Press
- Gregory, Richard L chard L. (ed.) 1987. *The Oxford companion to the mind*. New York: Oxford University Press.
- Ingram, J.C.L. (2007). *Neurolinguistics An introduction to spoken language processing and its disorders*. Cambridge University
- Menn, L. (2017). *Psycholinguistics: Introduction and applications* (2nd ed.). San Diego: Plural Publishing.
- Steinberg, Danny D. & Sciarini, Natalia V. (1993). *An introduction to psycholinguistics*. London: PEARSON Longman.
- Traxler, M. J . 2012. *Introduction to Psycholinguistics*. Malden, M: Wiley & Blackwell's publishing
- Traxler, M.J. & Gernsbacher, M.A. (eds.). (2006). *Handbook of Psycholinguistics*. London: Elsevier
- আরিফ, হাকিম (২০১২)। মনোভাষাবিজ্ঞান ও বাংলাভাষা। [সম্পা.রফিকুল ইসলাম, পবিত্র সরকার ও অন্যান্য] বাংলা একাডেমী
প্রমিত বাংলাভাষার ব্যাকরণ (দ্বিতীয় খণ্ড)। ঢাকা: বাংলাএকাডেমী, পৃ. ৩২১-৩৪০
- আরিফ, হাকিম ও জাহান, তাওহিদা (২০১৪)। যোগাযোগবিজ্ঞান ও ভাষাগত অসঙ্গতি। ঢাকা: বুকস্ ফেয়ার

আরিফ, হাকিম ও ইমতিয়াজ, মাশরুর (২০১৪)। চিকিৎসা ভাষাবিজ্ঞান ও বাংলাভাষা। ঢাকা: নবযুগ প্রকাশনী
হক, মহামদ দানীউল (১৯৯৪)। ভাষাবিজ্ঞানের সূক্ষ্মতর প্রসঙ্গ। ঢাকা: বাংলা একাডেমী

16.15 Course Number and Title

BSLP. 3501: Statistics
(পরিসংখ্যান)

16.15.1 Credits Hours: 04

16.15.2 Course Description

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.

16.15.3 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 linguistics elements with statistical tools;
3. demonstrate an ability to apply theories and methods of statistics in speech and language pathology.

16.15.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the different topics of statistics;

CIL02. Apply statistical tools to interpret pathological data of communication disorders;

CIL03. Demonstrate a clear understanding of the roles and theories of statistics and their uses.

16.15.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.15.6 Course Content

1. Statistics

- Statistics: Basic concepts
- Measure of variability
- Standard score
- Theory of probability
- Correlation
- Variance
- Non-parametric statistics

16.15.7 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-উল-নবী, এ. কে. এম. (২০০৮)। সামাজিক পরিসংখ্যান পরিচিতি। গাজীপুর: বাংলাদেশ উন্নত বিশ্ববিদ্যালয়

16.16 Course Number and Title

BSLP. 2408: Audiology-2: Pediatric Audiology
(শ্রতিতত্ত্ব-২: শিশু শ্রতিতত্ত্ব)

16.16.1 Credit Hours: 04

16.16.2 Course Description

This course is regarded as a very specialized branch of audiology which usually deals with aspects of child hearing and its various features and characteristics. This course will help the student to get knowledge and information about pediatric audiology. Finally, it will also help them to analyze hearing screening, speech audiometry and different hearing test suitable for children.

16.16.3 Course Objectives

This course will enable the students to-

- Demonstrate an understanding of the fundamentals of child audiology.
- Demonstrate an ability to analyze theories and methods of this special branch of audiology.
- Demonstrate an ability to apply skills and techniques to diagnose children suffering from hearing problems.

16. 16.4 Course Intended Learning Outcomes

Upon completion of the course, students will be able to-

CIL01. Analyze and articulate the nature, features and characteristics of pediatric audiology.

CIL02. Apply theories and methods to explain the types as well as causes of this audiology.

CIL03. Demonstrate a clear understanding to properly diagnose children with hearing problems.

16. 16.5 Course Content

Unit 1: Hearing impairment of children

Features, causes, types and risk register

Hearing Loss: Essential Information

Unit 2: Early identification of hearing impairment

Test of early identification

Interpretation of test result

Unit 3: Methods of Hearing Screening

Different methods to identify hearing problems

Behavioral methods, Objective methods, the method used to screen for CAPD

Unit 4: Hearing test in Neonates and Infants

Introduction

Behavior observation audiometry

Conditioning techniques

Unit 5: Speech audiometry in children

Introduction

Modification required while carrying out speech audiometry

Speech recognition scores

Unit 6: Educational and Clinical Management of Hearing Loss in children

Collaborative Team Management

Communication Approaches for Managing Hearing Loss

Importance of Early Intervention

16.16.6 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

Rossetti, L. (1986). *High risk infants: Identification, assessment and intervention*. Boston: A College Hill Publication.

16.17 Course Number and Title

BSLP. 2409 First Comprehension (theoretical aspects)

[প্রথম সর্বাত্মক (তত্ত্বীয়)]

16.17.1 Credit Hours: 02

16.17.2 Course Description

This course gives a scope to evaluate students' comprehensive theoretical knowledge that they have gained from the courses taught from the 1st semester to the 4th semester. The long-term goal of the course is to examine the level of their performance in comprehending these courses.

16.17.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the theoretical knowledge attained previously;
2. demonstrate an ability to analyze and discuss basic concepts, theories and methods of previously completed courses;
3. demonstrate an ability to apply these theories and methods in the context of communication disorders.

16. 17.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, characteristics and importance of previously attended courses;

CIL02. **Apply** theories and methods of different courses to extract the nature of speech and language problems;

16.17.5 Course Content

Contents of all compulsory courses taught from 1st semester to 4th semester.

16.17.6 References

No reference is specified.

16.18 Course Number and Title

BSLP. 3501: Introduction to Research Methodology
(গবেষণা পদ্ধতির ভূমিকা)

16.18.1 Credits Hours: 04

16.18.2 Course Description

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

16.18.3 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.

16.18.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and types of research methodology;

CIL02. **Apply** theories and techniques of research methodology to conduct research projects of communication disorders;

CIL03. **Demonstrate a clear understanding** of the roles and importance of research methodology in the discipline of communication disorders.

16.18.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.18.6 Course Content

<i>Research Methods</i>	<i>100</i>
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- Methods and research in Social and Behavioral sciences
- Basic of research
- Types of research: qualitative and quantitative
- Techniques used in qualitative research method
- Techniques of sampling
- Techniques of data collection
- Research design
- Analysis and interpretation
- Ethics in speech and language pathology

16.18.7 References

- Body, R. & McAllister, L. (2009). *Ethics in Speech and Language Therapy*. John Wiley & Sons
- Carment, L. (2002). *Scientific thinking in speech and language therapy*. Lawrence Erlbaum Associates, Publishers
- Coggon, D. (2003). *Statistics in Clinical Practice*. London: BMJ Books
- Doehring, (1998). *Research strategies in human communication disorders*. Pro-ed Austin
- Hegde, M. N. (2006). *Clinical Research in Communicative Disorders*.Principles and Strategies. Singular Publishing
- Klippi, A. & Launonen, K. (eds.)(1988). *Research in Logopedics Speech and Language Therapy in Finland*. Clevedon: MULTILINGUAL MATTERS LTD
- Lum, C. (2002). *Scientific Thinking in Speech and Language Therapy*. Mahwah, New Jersey: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS
- Oakes, M. P. (1998). *Statistics for Corpus Linguistics*. Edinburgh University Press
- Portney, L.G. & Walkins, M. P. (1993).*Foundations of Clinical Research*. Connection: Appleton and Lange
- 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

16.19 Course Number and Title

BSLP. 3502: Developmental Language Disorders
(বৰ্ধনমূলক ভাষাবৈকল্য)

16.19.1 Credit Hours: 04

16.19.2 Course Description

This course is introduced to provide the students a description of developmental language disorders. The long-term goal of the course is for students to understand the basics features, types and characteristics of these disorders. This course is designed to cover core concepts, theories and methods used to identify various developmental language disorders.

16.19.3 Course objectives

This course will enable students to:

1. demonstrate an understanding of the core issues and queries related to developmental language disorders;
2. demonstrate an ability to analyze and discuss features and types of such disorders;
3. demonstrate an ability to apply theories and methods to identify language disorders of children with Bengali and other languages.

16.19.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the nature, types and functions of developmental language disorders;

CIL02. Apply different theories and methods to identify such disorders;

CIL03. Demonstrate a clear understanding of the roles and functions of techniques and procedures used in this discipline.

16.19.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.19.6 Course Content

Developmental language disorders (DLD): definition, concept, scope

Etiology of Developmental Language Disorders

DLD and child language disorders: similarities and dissimilarities

SLI: features, cause, characteristics, assessment and intervention

Environmental factors in Developmental Language Disorders

Articulation and Phonological Disorders

Morphological Disorders

Grammatical Disorders

Syntactic Disorders

Semantic and Pragmatic Disorders

Multiple disabilities

Assessment and Management of DLD

Methods, procedures, cross-cultural consideration

16.19.7 References

- Adams, C. Brown, R. & Edwards, M. (1999). *Developmental disorders of language* London: Whurr Publishers Ltd.
- Fletcher, H. & Miller, J.F. (2005). *Developmental Theory and Language Disorders*. Amsterdam/Philadelphia: John Benjamins Publishing Company
- Hoff, E. & Shatz, M. (2007). *Blackwell Handbook Language Development*. Blackwell Publishing Ltd.
- Johnson, B.A. (1996). *Language Disorders in Children An introductory clinical perspective*. Albany, New York: Delmar Published
- Leonard, L. B. (1998). *Children with specific language impairment*. M.A.: MIT Press
- Norbury, C. F. Tomblin, J. B. & Bishop, D. V. M. (2008). *Understanding developmental language disorders in children*. New York: Psychology Press
- Rice, M. & Warren, S.F. (eds.).(2004). *Developmental Language Disorders: From Phenotypes to Etiologies*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Verhoeven, L. & van Balkom, H. (2004). *Classification of developmental language disorders: theoretical issues and clinical implications*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

16.20 Course Number and Title

BSLP. 3503: Audiology-3: Hearing Disorders and Aural Rehabilitation
(ଶ୍ରୀତତ୍ତ୍ଵ-୨: ଶ୍ରୀତିବୈକଳ୍ୟ ଓ ଶ୍ରୀତି ପୁନର୍ବାସନ)

16.20.1 Credit Hours: 04

16.20.2 Course Description

This course is intended to make familiar the students with the characteristics, causes and types of hearing disorders and their possible treatments. In this course, they will learn theories and methods which will help to explain the types and causes of hearing disorders and, finally, how the person with hearing disorders will be given proper rehabilitation.

16.20.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the different issues and queries related to hearing disorders;
2. demonstrate an ability to analyze and discuss possible treatment of such disorders;
3. demonstrate an ability to apply treatment procedures to get rid of hearing disorders.

16.20.4 Course Intended Learning Outcomes

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

CIGO1. **Analyze** and **articulate** the nature, characteristics and types of hearing disorders;

CIGO2. **Apply** possible treatments to overcome these disorders;

CIGO3. **Demonstrate a clear understanding** of the roles and usefulness of aural rehabilitation in the context of hearing disorders.

16.20.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.20.6 Course Content

1. Hearing Disorders	50
Hearing disorders: definition, cause and scope	
Auditory System and Related Disorders	
Hearing test	
Hearing loss	
Types, causes, characteristics, implications	
Nonorganic hearing loss	
Infants, toddlers and adults with hearing loss	
School-age children with hearing loss	
Effects of hearing loss on the development of auditory function and speech	
2. Aural Rehabilitation	50
(Theory-30 + Practical-20)	
Aural Rehabilitation: concept, goal and scope	
Assessment of Infants and Children	
Tests for Audiological Diagnosis: Behavioral and audiological screening, test environment	
Pure Tone Audiometry and speech audiometry	
Cochlear Implants	
Audiological management and auditory training	
Auditory-Verbal (AV) and Auditory-Oral (AO) Practice	
Auditory-Verbal Techniques and Implementation	
Personal hearing devices and aids	
Altering devices	
Audiological habilitation and rehabilitation	

16.20.7 References

- Clark, J.G & English, K.E. (2004). *Audiologic Counseling: Helping patients and families adjust to hearing loss*. Boston: Allyn & Bacon
- Dillon, H. (2001). *Hearing Aids*. New York: Thieme
- Glickman, N. (2009). *Cognitive-Behavioral Therapy for Deaf and Hearing Persons with Language and learning Challenges*. New York and London: Routledge
- Martin, E.N. & Clark, J.G. (2009). *Introduction to Audiology*. Boston: Allyn & Bacon
- Oyiborhoro, J.M.A. (2005). *Aural Rehabilitation for People with Disabilities*. Elsevier Academic Press
- Sandlin, R.E. (2000). *Textbook of hearing aid amplification: Technical and clinical considerations*. San Diego, CA: Singular
- Stach, B.A. (2010). *Clinical Audiology: An introduction*. Clifton Park, NY: DELMAR Cengage Learning

Tyler, R.S (ed.).(2000). *Cochlear implants: Audiological foundations*. San Diego, CA: Singular

16.21Course Number and Title

BSLP: Neuro-Developmental Language Disorders
(নায়বিকাশগত ভাষা বৈকল্য)

16.21.1 Credit Hours: 04

16.21.2 Course Description

The goal of this course is to introduce the growing knowledge of what is known about neurodevelopmental disorders. The course will present an overview of characteristics, diagnostic criteria, assessment and intervention of different neurodevelopmental disorders, particular focus will be on ASD, down syndrome, Attention deficit and cerebral palsy.

16.21.3 Course Objectives

This course will enable the students to-

- a. Demonstrate an understanding to compare and contrast the behavioral explanations of individuals suffering from neurodevelopmental disorders.
- b. Demonstrate an ability to describe the diagnostic criteria of children with these disorders.
- c. Demonstrate an ability to apply assessment tools to treat these disorders.

16.21.4 Course Intended Learning outcome

Upon completion, the students will be able to-

CILO1. Independently assess and treat the individual with neuro-developmental disorders.

CILO2. critically analyze the current evidence base for taking proper decision.

CILO3. demonstrate innovation in creating comprehensive assessment and intervention tools.

16.21.5 Course Materials

The following are two sets of course materials-

First, a collection of presentation slides will be used in each lecture. These slides are based on chapters of different books and articles.

Second, a collection of readings to provide additional discussion of the issues and analysis of different lectures. These materials will be provided by the course teachers throughout the semester.

16.21.5 Course Contents

Overview of Neuro-developmental Disorders: definition, types, prevalence following DSM-5

Autism Spectrum Disorders (ASD)

Causes and characteristics of ASD: DSM-5

Psychiatric diagnosis and Autism

Assessment of ASD

Language disorders of children with ASD

Interventions approach: computer base intervention, social stories, video modeling and others

Contemporary debate and priorities in autism theory and practice
(e.g. Autism vs social-cognitive disorders)

Attention-Deficit/ Hyperactive Disorder (ADHD)

Causes and Sign

Diagnosis of ADHD

Speech and Language issues of ADHD

ADHD management strategies

Down Syndrome

Definition and Characteristics

Down Syndrome and Language Development

Speech and language issues of DS

DS assessment approaches

Treatment approaches

Cerebral Palsy

Causes and Sign

Possible Associated Disturbances

Impact of CP on Motor control for speech production

CP speech error and characteristics

CP diagnosis and management

Evidence-Based Practice (EBP) for neurodevelopmental disorders

Social and cultural issues

Parent Involvement and Comprehensive treatment approaches

Adolescent and neurodevelopmental disorders

16.21.7 References

- Accardo, P. J., & Accardo, P. J. (2000). *Attention Deficits and Hyperactivity in Children and Adults: Diagnosis, Treatment, Management*. Marcel Dekker.
- American Psychiatric Association. (2015). *Neurodevelopmental Disorders: DSM-5® Selections*. American Psychiatric Pub.
- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders. *BMC Med*, 17, 133-137.
- 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.
- Bledsoe, R., Smith Myles, B., & Simpson, R.L. (2003). Use of a social story intervention to improve mealtime skills of an adolescent with Asperger Syndrome. *Autism*, 7, 289-295.
- 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.

- Chapman, R.S. & Hesketh, L.J. (2001). Language, cognition, and short-term memory in individuals with Down syndrome. *Down Syndrome Research and Practice*, 7, 1-7.
- Chawarska, K. & Volkmar, F.R. (eds.).(2008). *Autism Spectrum Disorders in Infants and Toddlers Diagnosis, Assessment and Treatment*. New York and London: The Guildford Press
- Howlin, P., Gordon, K.R., Pasco, G., Wade, A., & Charman, T. (2007). The effectiveness of Picture Exchange Communication System (PECS) training for teachers of children with autism: a pragmatic randomised controlled trial. *Journal of Child Psychology & Psychiatry*, 48, 473-481.
- Lawson, W. (2001). *Understanding and Working with the Spectrum of Autism*. London and Philadelphia: Jessica Kingsley Publishers
- Matson, J. L. (2009). *Applied Behavioral Analysis for Children with Autism Spectrum Disorders*. Springer
- Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental psychology*, 49(1), 45.
- Papavasiliou, A. S. (2009). Management of motor problems in cerebral palsy: a critical update for the clinician. *european journal of pediatric neurology*, 13(5), 387-396.
- Patel, D.R., Greydanus, D.E., Omar, H.A. & Merrick, J. (2011). *Neuro-developmental Disabilities-Clinical care for children and young adults*. New York: Springer
- Rosenbaum, P. (2003). Cerebral palsy: what parents and doctors want to know. *Bmj*, 326(7396), 970-974. *Academy of Child & Adolescent Psychiatry*, 35(5), 579-587.
- Tager-Flusberg, H. (2009). Atypical Language Development: Autism and Other Neurodevelopmental Disorders. In Hoff, Erika and Shatz, Marilyn (eds.) *Blackwell Handbook of Language Development*. Oxford: Wiley-Blackwell. 432-453
- Wilson, J. M., & Marcotte, A. C. (1996). Psychosocial adjustment and educational outcome in adolescents with a childhood diagnosis of attention deficit disorder. *Journal of the American*
- আরিফ, হাকিম [সম্পা.] |২০১৫। বাংলাভাষী অটিস্টিক শিশুর ভাষাসমস্যা। ঢাকা: অবেষ্য প্রকাশন
- আরিফ, হাকিম ও নাসরীন, সালমা। ২০১৩। আমাদের অটিস্টিক শিশু ও তাদের ভাষা। ঢাকা: নবযুগ প্রকাশনী

16.22Course Number and Title

BSLP.3504: Clinical Practicum-1: Pediatrics and Audiology
(ক্লিনিক শিক্ষানবিশি-১: শিশুরোগ ও শ্রতিতত্ত্ব)

16.22.1 Credit Hours: 04

16.22.2 Course Description

This course provides a practical experience of speech and language disorders associated with pediatrics and audiology. 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. This course is designed to learn techniques and procedures used in the context of hearing as well as developmental language therapy.

16.22.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the clinical issues and queries related to therapy of audiology and developmental 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.

16.22.4 Course Intended Learning outcome

At the end of this practicum, the students will be able to—

1. Acquire knowledge of the facilities and activities of the clinical setup.
2. Acquire knowledge of the terminology used in the assessment and therapy in the clinical setup and develop proficiency in usage.
3. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.22.5 What to do

Students will spend 10 hours per week in a hospital/clinic not only to observe clinical conditions but also to collect pathological linguistic data of patients with hearing and developmental language disorders.

16.22.6 Required Assignment

1. Assess 6 clients with hearing and developmental language disorders.
2. Offer therapy for these patients.

16.23 Course Number and Title

BSLP. 3605: Medical Technology and Assessment in Speech and Language Pathology
(চিকিৎসা প্রযুক্তি ও রোগনির্ণয় পদ্ধতি: বাচন ও ভাষাপ্যাথলজি))

16.23.1 Credit Hours: 04

16.23.2 Course Description

This course is introduced to provide students different methods and techniques of medical technology used to diagnose pathological linguistic data. In this course, students will learn various appropriate diagnostic methods and techniques of analysis to make the data suitable for further interpretation.

16.23.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the fundamental issues and queries related to medical technology;
2. demonstrate an ability to analyze and discuss core aspects of such technology relevant to speech and language disorders;
3. demonstrate an ability to apply techniques and procedures of medical technology in the context of communication disorders.

16.23.4 Course Intended Learning Outcomes

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

- CIL01.** **Analyze** and **articulate** the nature, structures and types of medical technology associated with speech and language disorders;
- CIL02.** **Apply** techniques and methods of this technology in the field of communication disorders;
- CIL03.** **Demonstrate a clear understanding** of the roles and functions of medical technology in speech and language disorders.

16. 23.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.23.6 Course Content

Diagnostic method: introduction and concept

Importance of diagnostic method in speech and language therapy

Medical technology and pathological linguistic data

Necessity, relation, neurohistorical procedures

Techniques of speech processing and analysis

Tools and techniques for diagnostic methods

Event-related potentials (ERP) techniques

Behavioral measures (Dichotic listening)

Magnetic Imaging (MRI, fMRI, MEG)

Electrophysiological procedures (evoked potentials, EEG, EMG, etc)

Imaging of brain metabolism (RCBF, SPECT, PET, etc)

CSF studies

Tachistoscopic presentation

Laryngeal stroboscopy

16.23.7 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

Hall, J. W. (1992). *Handbook of Auditory evoked responses*. Massachusetts: Allyn& Bacon

Handy, T.C. (ed.) (2005). *Event-Related Potentials A Methods Handbook*. Cambridge: The MIT Press

Millman. II (1972). *Integrated Electronics*. Tokyo: McGraw Hill

Oppenheim and Schafer .(1989). *Digital signal processing*. New Delhi: Prentice-Hall of India

Robinette, M. S. & Slanke. L. L. (eds.).(1997). *Otoacoustic emissions Clinical applications*. New York: Thieme.

Sekerina, I.A. Fernández, E.M. & Clahsen, H. (2008). *Developmental Psycholinguistics*. Amsterdam / Philadelphia: John Benjamins Publishing Company

Silverman, D.H.S. (2009). *PET in the Evaluation of Alzheimer's Disease and Related Disorders*. New York: Springer

16.24 Course Number and Title

BSLP. 3606: Neurogenic Communication Disorders
(ন্যায়ুগ্রামিত সংজ্ঞাপন বৈকল্য)

16.24.1 Credit Hours 04

16.24.2 Course Description

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

16.24.3 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.

16.24.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, characters and types of different neurogenic communication disorders;

CIL02. **Apply** the procedure and techniques to extract Bengali persons with this disorder;

16.24.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.24.6 Course Content

Neurogenic language disorders: definition, goal, scope

Essential features of neurogenic language disorders

Types of brain injury: stroke, TBI, trauma

Types of neurogenic language disorders

Aphasia and aphasiology

Definitions, characters, history

Types of aphasia

Linguistics impairments of aphasia

Investigations and assessment procedures

Management and rehabilitation

Other neurogenic language disorders

Dyslexia, Dysgraphia

16.24.7 References

- Arif, H. (2014). *Clinical Linguistics and Child Language*. Baden-Baden: Deutscher Wissenschafts-Verlag (DWV)
- DEVINSKY, O. & D'ESPOSITO, M. (2004), *Neurology of Cognitive and Behavioral Disorders*. Oxford University Press
- Duchan, J. F. and Byng, S. (2004). *Challenging Aphasia Therapies*. Psychology Press
- Goodglass, H. (1993). *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.
- MODY, M. & SILLIMAN, E.R. (2008). *Brain, Behavior and Learning in Language and Reading Disorders*. New York and London: The Guilford Press
- Papathanasiou, I., Coppens, P. & Potagas, C. (2013). *Aphasia and Related Neurogenic Communication Disorders*. Burlington, MA: Jones & Bartlett Learning
- PARADIS, M. (ed.) (1998). *Pragmatics and Neurogenic Communication Disorders*. Pergamon
- Paradis, M.(ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.
- Peach, R.K. & Shapiro, L.P. (2012). *Cognition and Acquires Language Disorders An information processing approach*. Elsevier Mosby
- Whitaker, A.H., (ed.) (1997). *Agrammatism*. California: Singular Publishing Group Inc.
- Whitworth A. Webster J. & Howard D. (2005). *Assessment & Intervention in Aphasia*. Psychology Press
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16.25 Course Number and Title

BSLP. 3607: Clinical Phonetics and Motor Speech Disorders
(চিকিৎসা ধ্বনিবিজ্ঞান ও পেশি-সংঘালক বাচন বৈকল্য)

16.25.1 Credit Hours: 04

16.25.2 Course Description

This course is concerned with the study of speech disorders caused by the disability of motor speech organs. The long-term goal of the course is for students to learn the characteristics, types, causes and classifications of different motor speech disorders and related pathological phonetic features. This course is designed to cover basic concepts of clinical phonetics to transcribe pathological speech data of patients too.

16.25.3 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 disorders;
3. demonstrate an ability to transcribe pathological speech data of patients with speech and language disorders.

16.25.4. Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of motor speech disorders;

CIL02. **Apply** different theories and methods to unfold the nature and types of Bengali patients with motor speech disorders;

CIL03. **Demonstrate a clear understanding** of transcribing speech data of these patients.

16.25.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.25.6 Course Content

<i>1. Clinical Phonetics</i>	<i>50</i>
Clinical Phonetics	
Characteristics and basic properties	
Transcribing phonetic data	
Transcribing disordered speech	
Articulatory instrumentation	
Articulatory analysis of disordered speech	
Acoustic instrumentation	
Acoustic analysis of disordered speech	
Auditory and perceptual instrumentation	
Auditory and perceptual analysis of disordered speech	
IPA for transcribing pathological speech	
<i>2. Motor Speech Disorders</i>	<i>50</i>
Motor speech disorder: definition, characteristics	
Causes of motor speech disorders	
Models of speech processing in motor speech disorders	
Types of motor speech disorders	
Dysarthria	
Characteristics; assessment; differential diagnosis; management- (Prosthetic, surgical, medical and Behavioral-facilitatory and compensatory)	
Issues related to vegetative therapy/sensory-motor training for oral musculature	
Role of AAC in dysarthria	
Apraxia	
Characteristics; assessment; differential diagnosis; management	
Acquired apraxia of speech for adults	
Children apraxia of speech	
Current issues and trends regarding apraxia prognosis	
Role of AAC in apraxia	

16.25.7 References

- Ball, M. J. and Lowry O. M. (2001).*Methods in Clinical Phonetics*. London and Philadelphia: Whurr Publishers.
- Caruso, F. J. and 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.
- G. G. Weismier (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. l. & 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.

16.26Course Number and Title

BSLP. 3608: Clinical Practicum-2: Neurology
 (ক্লিনিক শিক্ষানবিশি-২: মায়ুতত্ত্ব)

16.26.1 Credit Hours: 04

16.26.2 Course Description

This course provides a practical experience of speech and language disorders associated with neurology. 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. This course is designed to learn techniques and procedures used in the context of hearing as well as developmental language therapy.

16.26.3 Course Objectives

This course will enable students to:

4. demonstrate an understanding of the clinical issues and queries related to therapy of different acquired language disorders;
5. demonstrate an ability to analyze and discuss core aspects of such therapy;
6. demonstrate an ability to apply techniques and procedures of such therapy in a relevant context.

16.26.4 Learning outcome

At the end of this practicum, the students will be able to—

4. Acquire knowledge of the facilities and activities of the clinical setup.
5. Acquire knowledge of the terminology used in the assessment and therapy in the clinical setup and develop proficiency in usage.
6. Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.26.5 What to do

Students will spend 10 hours per week in a hospital/clinic not only to observe clinical conditions but also to collect pathological linguistic data of patients with acquired language disorders.

16.26.6 Required Assignment

3. Assess 6 clients with acquired language disorders.
4. Offer therapy for these patients.

16.27. Course Number and Title

BSLP. 4701: Alternative and Augmentative Communication
(বিকল্প ও সহায়ক সংজ্ঞাপন)

16.27.1 Credit Hours: 04

16.27.2 Course Description

This course provides both 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 basic concepts, forms and techniques of alternative and augmentative communications.

16.27.3 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.

16.27.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the nature, structures and functions of alternative and augmentative communications;

CIL02. Apply pragmatic communication modalities for Bengali patients with speech and language disorders;

CIL03. demonstrate a clear understanding of the theories and methods of this communication in the context of Bengali.

16.27.5 The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.27.6 Course Content

a. Theoretical aspects 60

Augmentative and Alternative Communication (AAC): definitions, goal 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

Access Methods

Message Storage and Retrieval Methods

Acceleration Techniques

Prediction Strategies

The Assessment Process

Components of an Assessment

Considerations for Selection

Training and Follow Up

Features of AAC Devices

The AAC System

Electronic Communication Device Features

Electronic Communication Device Examples

Matching Systems to People

AAC Strategies for Children with Developmental Disabilities

The Decision to Implement AAC

Developmental Apraxia of Speech

Autism and Pervasive Developmental Disorders

Dysarthria

16.27.7 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

16.28. Course Number and Title

BSLP. 4702: Stuttering and Other Fluency Disorders

(তোলামী ও অন্যান্য সাবলীলতা বৈকল্প)

16.28.1 Credit Hours: 04

16.28.2 Course Description

This course is designed to provide the students a description of stuttering and other fluency disorders. The long-term goal of the course is for students to understand the basics of the above disorders. This course is designed to learn the characteristics, types, causes and classifications of different fluency disorders along with stuttering.

16.28.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the characteristics, classifications and causes of stuttering and fluency disorders;
2. demonstrate an ability to analyze and discuss core aspects of these disorders;

3. demonstrate an ability to apply theories and methods of these disorders in the context of Bengali.

16.28.4 Course Intended Learning Outcomes

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

- CIL01.** **Analyze** and **articulate** the nature, structures and functions of stuttering and fluency disorders;
- CIL02.** **Apply** methods and techniques to improve stuttering and fluency disorders of Bengali patients;
- CIL03.** **demonstrate a clear understanding** of the roles and values associated with the above disorders.

16.28.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.28.6 Course Content

<i>1. Introduction to fluency disorders</i>	<i>25</i>
Fluent speech: Dimensions, factors, theoretical constructs	
Fluency disorders: Definition, goal, scope	
Anatomy and physiology of fluency disorders	
<i>2. Stuttering</i>	<i>50</i>
Stuttering defined	
Linguistics, auditory processing, articulatory dynamics, laryngeal dynamics, prosodic, speech motor control viewpoints in stuttering	
The biology and sociology of stuttering	
Who stutters?	
The severity of stuttering –theoretical foundations and methods	
Searching for a cure	
Assessment and diagnosis	
Efficacy measurements in stuttering therapy	
Spontaneous recovery	
Prevention, relapse of stuttering and related issues	
Review of therapy in stuttering and recent advances in the evidence-based management of children and adults with stuttering	
<i>3. Other fluency disorders</i>	<i>25</i>
Types of fluency disorders: developmental, childhood, adult	
Nature, characteristics, differential diagnosis, and current status of:	
Normal non-fluency	
Cluttering	
Neurogenic stuttering	
Drug-Induced stuttering	

16.28.7 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
- Nathan, L. (2003). *Understanding Stuttering*. Jackson: University Press Mississippi
- Onslow, M. & Packman, A. (1999). *The handbook of early stuttering intervention*. Singular pub. Group.
- Onslow, M. (1997). *Behavioral management of stuttering*. Singular Press
- 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
- Yairi, E.S. & Ambrose, N. (2005). *Early childhood stuttering. For clinicians by clinicians*. Pro-Ed, Austin, Texas

16.29 Course Number and Title

BSLP. 4703: Voice Disorders and Dysphagia
(স্বর বৈকল্য ও গলাধ়করণ সমস্যা)

16.29.1 Credit Hours: 04

16.29.2 Course Description

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

16.29.3 Course Objectives

This course will enable students to:

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

16.29.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of voice disorders and dysphagia;

CIL02. **Apply** theories and methods of these disorders in the context of Bengali;

CIL03. **Demonstrate a clear understanding** of the cause and effects of these disorders.

16.29.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.29.6 Course Content

a. Voice Disorders

50

Anatomy and physiology of the laryngeal system

Models of vocal fold vibration

Development of vocal fold

Mechanical properties of the vocal fold

Voice evaluation: perceptual and instrumental

Aerodynamic tests-vital capacity, mean airflow rate, the maximum duration of sustained blowing

Measurement of vocal fold vibration

Pathophysiological changes in different voice disorders

Different types of voice disorders

Pediatric voice disorders

Neurogenic voice disorders

Endocrinological voice disorders

Laryngectomy

Pathophysiology of larynx

Treatment-medical, surgical and therapeutic

Rehabilitation team of Laryngectomy

Consideration in rehabilitation

Acoustic, perceptual and physiological aspects of alaryngeal speech

Factors influencing intelligibility of alaryngeal speech

b. Dysphagia

50

Dysphagia – Anatomical & Maturational considerations, Role of respiration. Physiology of suck-swallow-breath sequence, an overview of phases of swallowing, Development of feeding skills, Alternate methods of nutritional intake

Normal swallowing and an abnormal swallowing

Disorders of swallowing in children and adults

Etiological classification: Medical, GI tract, respiratory, CNS/PNS damage, cardiac effects, structural, abnormalities and iatrogenic.

Assessment – Clinical examination, subjective evaluation of swallow function, feeding skills, GERD. Objective methods – Radiological and Instrumental evaluation

Multidisciplinary management of dysphagia– Issues and concerns, Medical and Non-medical treatment

16.29.7 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

BUTCHER, P, ELIAS, N. & CAVALLI, L. (2007). *Understanding and Treating Psychogenic Voice Disorders A CBT Framework*. Chichester: John Wiley & Sons Ltd

- Casper, J. K. and Colton, R. H. (1993). *Clinical Manual for Laryngectomy and Head and Neck Cancer Rehabilitation*. California: Singular Publishing Group Inc.
- Johnson, A. F. and Jakobson, B. H. (1998). *Medical Speech-Language Pathology*. New York and Stuttgart: Theime
- Perlman, A., and Schulze-Delrieu, K. (ed.). (2003). *Deglutition and Its Disorders: Anatomy, Physiology, Clinical Diagnosis, and Management*. Clifton Park, NY: Thomson Delmar Learning
- Rubin, J. S., Sataloff, R. T., Korovin, G. S. and Gould, W. J. (1995). *Diagnosis and Treatment of Voice Disorders*. NY: IGAKU-SHOIN Medical Publishers, Inc.
- Sataloff, R. T., Eller, R. T. and Hawkshaw, M. (2007). *Atlas of Laryngoscopy*. California: Plural Publishing, Inc.
- 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

16.30 Course Number and Title

BSLP. 4704: Clinical Practicum-3: Vocology
 (ক্লিনিক শিক্ষানবিশি-৩: স্বরতত্ত্ব)

16.30.1 Credit Hours: 04

16.30.2 Course Description

This course is designed to give students practical experience of speech and language disorders related to voice problems and dysphagia. Students of this course will go to the respective clinic or hospital to encounter patients with Dysphagia and voice disorders with a view to getting practical experience of theories and information they have learned in the classroom.

16.30.3 Course Objectives

Upon completion of this practical course, students will be able to-

- identify the causes of given speech and language disorders;
- diagnose people who are suffering from these impairments;
- provide appropriate therapy and treatment modules of these disorders.

16.30.4 Learning outcome

At the end of this practicum, the students will be able to—

- Acquire knowledge of the facilities and activities of the clinical setup.
- Acquire knowledge of the terminology used in the assessment and therapy in the clinical setup and develop proficiency in usage in the discussion.
- Acquire knowledge about normative aspects of speech and language and develop skills for perceptual and instrumental measurement.

16.30.5 What to do

Students will spend 10 hours per week in a hospital/clinic not only to observe clinical conditions but also to collect pathological linguistic data of patients with Dysphagia and voice disorders.

16.30.6 Required Assignment

5. Assess 6 clients with Dysphagia and voice disorders.
6. Offer therapy for these patients.

16.31 Course Number and Title

BSLP. 4805: Professional Development: Therapy and Treatment
(পেশাগত উন্নয়ন: থেরাপি ও চিকিৎসা)

16.31.1 Credit Hours: 04

16.31.2 Course Description

This course provides both a theoretical and practical study of the domain of therapy and treatment. The long-term goal of the course is for students to provide the basic knowledge and information of possible therapy and treatment of different speech and language disorders. This course is designed to learn theories and methods of various therapies and treatments to be applied to patients with speech and language disorders.

16.31.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic issues and queries related to therapy and treatment;
2. demonstrate an ability to analyze and discuss core aspects of therapy and treatment with special reference to speech and language disorders;
3. demonstrate an ability to apply theories and methods of therapy and treatment.

16.31.4 Course Intended Learning Outcomes

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

CIL01. Analyze and articulate the nature and types of therapy and treatment;

CIL02. Apply different forms and techniques of therapy and treatment with special reference to speech and language disorders.

CIL03. Demonstrate a clear understanding of the roles and value of therapy and treatment in the context of Bengali.

16.31.5 Course Materials

The main course material can be distributed into three sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.31.6 Course Content

Profession Development: Introduction, goal and scope

Speech and Language therapy and professional development

Speech and Language therapy and therapy& treatment

Ethics of therapy and treatment in speech and language therapy

Various therapies for speech and language disorders

Assessment and treatment of language disorders: Birth to age five

assessment and treatment of language disorders in school-aged children and adolescents

assessment procedures in clinical aphasiology
Management of aphasia therapy
Assessment Procedures of various speech and language disorders
Directed Clinical Assistantship

16.31.7 References

- Duchan J. F. & Byng S. (2004). *Challenging Aphasia Therapies*. Psychology Press
- Enderby, P., John, A. & Petheram, B. (2006). *Therapy Outcome Measures for Rehabilitation Professionals*. The Atrium, Southern Gate, Chichester: John Wiley & Sons Ltd
- Golper, L.A. C., & Brown, K. (2007). Applying evidence to clinical practice. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology*, 560-576. Clifton Park, NY: Thomson Learning
- Goldstein, S. & Naglieri, J.A. (2009). *Assessing Impairment From Theory to Practice*. New York: Springer
- Goodglass, H. (1993) *Understanding Aphasia: Foundations of Neuropsychology series*. California: Academic Press Inc.
- FRIEDBERG, R.D. & MCCLURE, J.M. (2002). *Clinical Practice of Cognitive Therapy with Children and Adolescents*. New York and London: THE GUILFORD PRESS
- Landis, K., Woude, J.V. & Jongsma, A.E.Jr. (2004). *The Speech-Pathology Treatment Planner*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Miller, T. (2007). Professional ethics. In R. Lubinski, L. A. C. Golper & C. Frattali (eds.), *Professional issues in speech-language pathology and audiology* (pp. 89-99). Clifton Park, NY: Thomson Learning
- Paradis,M.(ed.) (1995). *Aspects of Bilingual Aphasia*. Great Yarmouth: Galliard (Printers) Ltd.
- Wigram, T., Pedersen, I.N. & Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy*. London and Philadelphia: Jessica Kingsley Publishers

16.32 Course Number and Title

BSLP. 4806: Medical Speech-Language Pathology (Theory + Practical)
[চিকিৎসা বাচন-ভাষা রোগতত্ত্ব (তত্ত্বীয় + ব্যবহারিক)]

16.32.1 Credit Hours: 04

16.32.2 Course Description

This course provides both a theoretical and practical study of the domain of medical speech and language pathology. The long-term goal of the course is for students to make familiar with the concept of medical speech-language pathology – a very genre of speech and language therapy. This course is designed to learn not only learn theory and information of this specialized branch but also get its practical experience.

16.32.3 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 ability to apply techniques and methods of medical speech-language pathology in the context of Bengali.

16.32.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, structures and functions of medical speech-language pathology;

CIL02. **Apply** theories and methods of these aspects in the context of Bengali;

CIL03. **Demonstrate a clear understanding** of the topics of medical speech-language pathology.

16.32.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.32.5 Course Content

a. Theoretical aspects 50

Types of speech-language pathology

Introduction to Medical speech-language pathology

Speech-language pathology in medical settings

Communicating information and record-keeping

Vital signs and Physical examination

Mental status and neurologic examination

Nutrition, Hydration and Swallowing

Medical Genetics

Imaging Studies and Radiologic Oncology

Infectious disease and infection control

Neurogenic and Psychiatric disorders

Surgeries and other procedures

Rehabilitation Medicine and Geriatrics

Otolaryngology and the speech-language pathologist

Current issues in Health Care Delivery and the Speech-Language Pathologist

b. Practical 50

(Every student will be placed to the respective clinic or hospital to get practical experience of any of the above topics, and finally write a report of this experience.)

16.32.5 References

Johnson, A.J. & Jacobson, B. H. (1998). *Medical Speech-Language Pathology: A Practitioner's Guide*. New York and Stuttgart: Thieme

Golper, L. A. C. (2010). *Medical Speech-Language Pathology: A Desk Reference*. Clifton Park, NY: Delmar Cengage Learning

Miller, RM, & Gorher, ME (1990). *Medical Speech Pathology*. Rockville, MD: Aspen Publisher

16.33 Course Number and Title

BSLP. 4807: Diagnosis and Management of Articulation and Phonological Disorders
(উচ্চারণগত ও ধ্বনিতাত্ত্বিক বৈকল্য শনাক্তকরণ ও ব্যবস্থাপনা)

16.33.1 Credit Hours: 04

16.33.2 Course Description

This course provides a study of the domain of articulation and phonological 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 techniques of assessment and diagnosis to identify the persons suffering from articulation and phonological disorders and ensure proper management for them.

16.33.3 Course Objectives

This course will enable students to:

1. demonstrate an understanding of the basic nature and characteristics of articulation and phonological 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.

16.33.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the characteristics and types of articulation and phonological disorders.

CIL02. **Apply** theories and methods of these disorders in the context of Bengali;

CIL03. **Demonstrate** a clear understanding of the cause and effects of these disorders.

16.33.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.33.6 Course Content

a. Theoretical aspects

75

Articulation and Phonological disorders: features, etiologies and types

Articulation disorders: features, etiologies and types

Difference between articulation and phonological disorders

Assessment and diagnosis of phonological and articulation disorders

Treatment of phonological and articulation disorders

Management of persons with phonological disorders: Evidence-based management and others

b. Practical

25

(Every student will assess four persons with phonological/articulation disorders and provides management regarding this.)

16.33.7 References

Dodd, B. (2005). *Differential Diagnosis and Treatment of Children with Speech Disorder*. Wiley

Paul, R. Norbury, C. & Gosse, C. (2017). Language Disorders from Infancy through Adolescence. Mosby

McCauley, R., Fey, M. & Gillam, R. (2016). Treatment of Language Disorders in Children. Brookes Publishing

Rvachew, S. & Brosseau-Lapre, F. (2012). *Developmental Phonological Disorders: Foundations of Clinical Practice*. Plural Publishing

16.34 Course Number and Title

BSLT. 4807: Second Comprehensive (clinical aspects)
[দ্বিতীয় সর্বাত্মক (ব্যবহারিক বিষয়ক)]

16.34.1 Credit Hours: 02

16.32.2 Course Description

This course is designed to evaluate students' overall knowledge and skills that they have gained from the courses taught from the 5th semester 8th semester. At the same time, they will experience working with patients with various speech and language disorders in different clinics or hospitals.

16.34.3 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.

16. 34.4 Course Intended Learning Outcomes

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

CIL01. **Analyze** and **articulate** the nature, characteristics and importance of placement training of previously attained courses;

CIL02. **Apply** skills of placement training in the context of speech and language problems;

16. 34.5 Course Content

Contents of all compulsory courses taught from 5th semester to 8th semester.

16.34.5 References

No reference is specified.

Non-Credit Courses

16.35 Course Number and Title

BSLP. 0001: Bangladesh Studies (বাংলাদেশ অধ্যয়ন)

16.35.1 Credit Hours: N/A

16.35.2 Course Description

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.

16.35.3 Course Objectives

After completing this course students will be able to-

- a. describe politics, history, literature and culture of Bengali-speaking people.
- b. figure out the authenticity and uniqueness of Bengali as a nation.
- c. critically analyze linguistic nationalism and tradition of Bangladeshi people.

16.35.4 Course Content

Bangladesh Studies: definition, goal and scope

Bangladesh: geographical location and border and independent country

History of Bengal and Bangladesh

Political and economic aspects of Bangladesh

Ethnography of Bengali people

Culture of Bengal

Folklore of Bangladesh

Bengali Literature

Liberation war of Bangladesh

16.35.5 References

Iqbal, I. (2014). *State of Bangladesh Studies: An Exploration in Historical Literature*. Berlin: South Asia Chronicle

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
চক্ৰবৰ্তী, অমিতাভ (২০০৮)। বাঙালী মননসম্পূর্ণতা ও সাম্প্ৰদায়িকতা। কোলকাতা: উৰুদশ

চৌধুরী, হাসানজামান (২০০০)। বাংলাদেশের রাজনৈতিক সমাজতন্ত্র। ঢাকা: বাংলাএকাডেমী

মুৰাশিদ, গোলাম (২০০৫)। হাজার বছৱের বাঙালি সংস্কৃতি। ঢাকা: অবসর

শরীফ, আহমদ (২০১২)। সমাজ সংস্কৃতিৰ স্বৰূপ। দিতীয় সংস্কৰণ। ঢাকা: বিদ্যাপ্রকাশ

16.36 Counter Number and Title

BSLP. 0002: A Modern Language (একটি আধুনিক ভাষা)

16.36.1 Credit Hours: N/A

16.36.2 Course Description

This non-credit course is introduced to learn a modern language other than Bangla and English. This course will help the students to be more capable in the present competitive job market.

16.36.3 Course Objectives

After completing this course, the students will be able to-

- acquire basic skills of a modern language;
- be more capable of hunting international job;
- apply their outcomes in the research field of Communication Disorders.

16. 36.4 Selected Language

Students will take any one of the following languages:

Arabic, Chinese, Danish, Dutch, Finnish, French, German, Hindi, Italian, Japanese, Korean, Norwegian, Persian, Portuguese, Russian, Turkey, Sanskrit, Spanish, Swedish

16.36.5 References

No reference is specified.

16.37 Course Number and Title

BSLP. 0003: Introduction to Human Resource Management
(মানব-সম্পদ ব্যবস্থাপনার ভূমিকা)

16.37.1 Credit Hours: N/A

16.37.2 Course Description

This non-credit course is introduced to fundamentals of Human Resource Management (HRM) to the student of communication disorders. In this course, students will learn theories, methods and comprehensive procedures of HRM.

16.37.3 Course Objectives

This course will enable the students to-

1. demonstrate an understanding of the basics of Human Resource Management (HRM);
2. demonstrate an ability to analyze theories and methods of HRM ;
3. demonstrate an ability to apply the procedure and techniques of recruiting human resources to the clinic of communication disorders.

16.37.4 Course Intended Learning Outcome

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

CIL01. **Analyze** and **articulate** the nature, characteristics and important human resource management in communication disorders;

CIL02. **Apply** skills of recruiting suitable human resource in the clinic of communication disorders;

16.37.5 Course Materials

The main course material can be distributed into two sets:

First, a collection of presentation slides to be used in each lecture.

Second, a collection of readings, which provide additional discussion of the issues and analysis brought up during the lectures. These materials will be provided by the course teacher throughout the semester.

16.37.6 Course Contents

Introduction to HRM

Define management and its functions, define and evolution of Human Resource Management, Objective of Human Resource Management in organizations, HR practice in Bangladesh, HR Functions

HR Model, Challenges & HRIS

HRM cycle and model (ASTD), HR Challenges in the 21st century, Strategic HRM, Human Resource Information System (HRIS) and why it is important, Employee Handbook

Human Resource Planning

HR Planning and its different models, Various important steps of HRP, Factors Affecting HRP, Barriers to HRP, ways to manage a surplus of human resources

Job Analysis, Recruitment, Selection & Placement

Definition, Process of Job Analysis, Purpose of Job Analysis, Methods of Job Analysis, Meaning of Recruitment, Process of recruitment, Sources of recruitment, Selection, selection process, Selection devices and procedures, Barriers to the effective selection, designing and conducting an interview, Basic of Placement.

Training & Development: Definition, Training Process, Training methods, How to make training effective, Employee/ Management Development, Principles of learning. Career Development, Basic about Induction or Orientation

Performance Management: Performance Management System (PMS), conceptual framework and objectives of PMS, Process of PMS, methods of PMS, Designing a PA form, Job Evaluation,

Compensation & Benefits

Components of remuneration, Remuneration Model, Concept of wage, Intrinsic and extrinsic rewards, Financial Vs non-financial rewards, Factors determining pay structure, pay for performance, Incentive plans, Designing of compensation systems **Assignment submission**

& group presentation

HR Transitions

Definition, necessity, promotion, transfer, separation. The policy of promotion, transfer, separation, etc. Definition, facts regarding retirement, retirement policy and rules,

Assignment submission

Morale & Motivation

Definition of Motivation, Importance of Motivation. Motivational Theories, How you motivate employees of different levels as well as a stakeholder?

Employee relations, Welfare, Safety and Health

Definition, Scope of Employee welfare, Importance of Employee Welfare, Merits and Demerits of Welfare Measures, Types of Welfare activities, Basics of Safety and Health,

nature of employee's involvement, trade unions and CBA, Communication in HR,

Assignment submission & group presentation

Grievance Handling / Disciplinary Action

Definition, Importance, Process of grievance Handling, Disciplinary Actions; definition, purposes, steps, Measure gravity of the offense and reasons, Verbal/Written Advice/Warning, Show Cause/Suspension, Dismissal/Termination, Other forms of punishment, Separations: Forms and ways **Assignment submission & group presentation**

16.37.7 References

- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. London & Philadelphia: Kogan Page Limited
- Beardwell, I., Holden, L. & Claydon, T. (2004). *HUMAN RESOURCE MANAGEMENT A CONTEMPORARY APPROACH*. Essex: Pearson Education Limited
- Storey, J., Wright, P. M. & Ulrich, D. (2009). *The Routledge Companion to Strategic Human Resource Management*. New York: Routledge
- Tayeb, M. H. (2005). *International Human Resource Management A multinational company perspective*. New York: Oxford University Press.
- Torrington, D., Hall, L. & Taylor, S. (2008). *HUMAN RESOURCE MANAGEMENT*. Essex: Pearson Education Limited.