Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	
	Deans Council Approval Decision Number	2/3/24/2023
	The Date of the Deans Council Approval Decision	23/01/2023
	Number of Pages	06

1.	Course Title	**Studies in Speech Sound Disorders**
2.	Course Number	**1804701**
3.	Credit Hours (Theory, Practical)	**3 (theory)**
	Contact Hours (Theory, Practical)	**3 (theory)**
4.	Prerequisites/Corequisites	**------**
5.	Program Title	**MSc in speech language pathology**
6.	Program Code	**1804**
7.	School/Center	**Rehabilitation Sciences**
8.	Academic Department	**Hearing & Speech Sciences**
9.	Course Level	**Graduate/First year**
10.	Year of Study/Semester	**2025/2026, First semester**
11.	Program Degree	**Graduate**
12.	Other Departments involved in Teaching the course	**None**
13.	Main Teaching Instruction	**English**
14.	Learning Types	☑ Face to Face ☐ Blended ☐ Fully Online
15.	Online Platform(s)	☑ **Moodle** ☑ **Microsoft Teams**
16.	**Issuing Date**	**01/10/2025 (new plan)**
17.	**Revision Date**	**01/10/2025**

18. Course Coordinator

Hanady Bani Hani.   Contact hours: : Wednesday12:30-1:30 or by appointment

Office number: 430

Email: h.banihani@ju.edu.jo

19. Other Instructors

None

20. Course Description

As stated in the approved study plan.

The course is a detailed study of speech sound disorders in children. Typical and atypical speech sound development will be emphasized as well as assessment and diagnostic procedures and treatment approaches of phonetic and phonemic speech disorders. Collecting a speech sample, phonetic transcription, speech sample analysis, and writing case reports will also be practiced.

21. Program Learning Outcomes

Program Learning Outcomes Descriptors (PLOD)

PLO	National Qualification Framework Descriptors*		
	Knowledge (A)	Skills (B)	Competency (C)
1. Demonstrate understanding of advanced concepts in speech pathology, including diagnosis of various disorders, assessment protocols, therapeutic procedures, and intervention methods.	☒	☐	☐
2. Demonstrate comprehensive knowledge of advanced diagnostic frameworks and methodologies to accurately assess speech, language, and swallowing disorders in diverse populations.	☒	☐	☐
3. Develop knowledge of the most current evidence-based practice used for assessing and treating speech, language, and swallowing disorders.	☒	☐	☐
4. Apply advanced assessment and therapeutic methods to address specific speech, language, and swallowing disorders effectively.	☐	☒	☐
5. Execute a range of therapy procedures based on evidence-based practice to obtain accurate data and optimize patient care outcomes.	☐	☒	☐
6. Design and conduct scientific research projects, producing well-structured and organized scientific papers in the field of speech-language pathology.	☐	☒	☐

7. Critically assess and implement advanced therapeutic strategies and information technology tools tailored to individual patient needs.	☐	☐	☒

*Choose only on descriptor for each PLO; either knowledge, or skills, or competencies.

22. Course Learning Outcomes: By the end of this course, the student is expected to achieve the following Learning outcomes:

1. **Explain** the theoretical foundations and developmental processes underlying typical and atypical speech sound acquisition across languages.
2. **Differentiate** between various types of speech sound disorders, including articulation and phonological disorders, childhood apraxia of speech, and dysarthria, based on their characteristics and underlying causes.
3. **Apply** appropriate assessment tools and procedures to identify and analyze speech sound errors in children and adults with suspected SSDs.
4. **Interpret** assessment data to develop accurate diagnostic statements and evidence-based intervention goals.
5. **Design** and **implement** individualized, evidence-based intervention plans targeting speech sound production and phonological processes.
6. **Critically evaluate** current research and clinical approaches related to the assessment and treatment of speech sound disorders to support best practices in clinical decision-making.

Matrix of Course Learning Outcomes according to National Qualification Framework Descriptors

CLO Number	Knowledge		Skills				Competencies
	Remember	Understand	Apply	Analyze	Evaluate	Create	
1		x					
2				x			
3			x				
4					x		
5						x	
6			x				x

23. Matrix linking Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

PLO* / CLO	1	2	3	4	5	6	7	**Descriptors		
								A	B	C
1.	x							X		
2.		x							x	
3.				x					x	
4.		x							x	
5.					x				x	
6						x				x

*Map each Course Learning Outcome to ONLY one Program Learning Outcome based on Courses Matrix

** Descriptors are assigned based on (PLO) that was chosen and specified in the program learning outcomes matrix in item (21)

23. Topic Outline and Schedule:

Week	Topic	ILO/s Linked to the Topic	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	Course introduction; syllabus preview		Face to face	Moodle	**Synchronous**	Class discussion	
2	Basic Terms & Concepts	1	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 1 (ch 1)
3	Phonetics-articulatory	1	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings+ videos	Ref 1 (ch 2) Ref 2 (ch 3)

Week	Topic	ILO/s Linked to the Topic	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
4	phonetic transcription	1	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings+ videos	Ref 1 (ch 3)
5	Typical development of speech sounds Rama & Rand Shafei	1,2	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 1 (ch.5) and ref 2 (ch.3) *Focus on The Acquisition of Arabic Consonants
6	Factors Related to Speech Sound Disorders	1,2,3	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 2(ch.4)
7	Assessment and Appraisal Collection of Data & Decision making and Diagnosis Leen and Israa	2,3,4	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 1 (ch.6,7) and ref 2 (ch.3,7) Ref 3 (videos) *Focus on assessment tools in Arabic
8	Case analysis & Assessment report	**2, 3,4**	Face to face	Moodle	**Synchronous**	Discussion and presentations (each student will present an assessment report)	Ref 4 assessment reports presentations (half of students)

Week	Topic	ILO/s Linked to the Topic	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
9	Midterm Exam		Face to face	Moodle	**Synchronous**	Written exam	All material
10	Classification and Comorbidity in Speech Sound Disorders (with focus on Apraxia)	2,3,4	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 2(ch.5), ref 6 Interactive online learning (1) Invited speaker (apraxia)
11	Speech sound errors in disorders	2,3,4	Face to face	Moodle	**Synchronous**	Class discussion	Ref 1 (Ch 11)
12	Motor-Based Treatment Approaches	**5,6**	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 2 (ch9) Invited speaker
13	Linguistically Based Treatment Approaches	5,6	Face to face	Moodle	**Synchronous**	Class discussion & activities & assigned readings + videos	Ref 2(ch.9) Presentation
14	TREATMENT PLAN	**1;2;6**	Face to face	Moodle	**Synchronous**	Class discussion & presentations (each student will present a treatment plan)	Ref 5 And Ref 4 videos of treatment approaches And treatment plans presentations (half of students)
15	Project presentations	1-6	Face to face	Moodle	**Synchronous**	Class discussion + presentations	Students presentation slides

Week	Topic	ILO/s Linked to the Topic	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources

25. Evaluation Methods:

Course Evaluation Plan							
Evaluation Activity	**Mark***	**Course Learning Outcomes**					
		1	**2**	**3**	**4**	**5**	**6**
First Exam (mid exam)	30	X	X	X	X		
Second Exam	----						
Final Exam 30 written 10 handout of presentations and certificate of online activity	40	x	x	x	x		
Classwork	---						
Evaluation of Semester work — Projects\Reports (one of the following) - Create treatment application for chosen speech sounds - Create step by step **videos** on assessment and intervention for a specific set of sounds or speech disorder on an actual case	20	x	x	x	x	x	x

	Research\Worksheets	---						
	Fieldwork visits							
	Clinical and practical performance							
	Portfolio							
	Presentations Students will choose a topic from a suggested list and find related studies in Arabic (At least two presentations per semester for each student)	10	x	x	x	x			
	Simulation/Modeling	---						
	Discussion							
	Quizzes (							
	Exercises	---						
	Interviews	---						
	Conferences	---						
	Any other evaluation activities approved by the faculty committee	---						
Total Marks (100%)		100						

* According to the instructions for granting a bachelor's degree

**According to the instructions of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Mid-term exam descriptions table*

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%

* A table of descriptions is added in the case of courses that require a second exam.

Final exam descriptions table

CLO no.	CLO Weight	Total no. of questions	Total exam mark	No. of questions per CLO	No. of questions/ cognitive level					
					Remember 30%	Understanding 20%	Applying 20%	Analyze 10%	Evaluate 10%	Create 10%

26. Course Requirements

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform…etc.):

Equipment that will be used:
- Computer
- Overhead projector
- Speakers

Websites that will be used for readings:
- The University of Jordan website (E-Learning).
- American Speech, Language, and Hearing Association website
- Using audio- visual materials when possible (e.g., power point, DVDs, audio tapes)

Note:
Please make sure to check the E- Learning website a day before the lecture, download and print the worksheets or the reading material uploaded for the session.

27. Course Policy

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.

- Students are expected to attend and actively participate in all classes.

- Students are expected to be on time.

- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail or phone.

- Repeated tardiness or leaving early will not be accepted.

- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from class members who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class (es).
- An absence of more than 15% of all the number of classes, which is equivalent of (2) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

B- Absences from exams and submitting assignments on time:

- The instructor will not do any make-up exams.

- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).

- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be

taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a zero.

- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students might be in direct contact with patients during this course and hygiene protocols will be followed

- Students are not expected to use any heavy tools or equipment that might impose health and safety issues during this course.

- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.

- Students should understand the importance of and be able to maintain confidentiality.

- Students should understand the importance of and be able to obtain informed consent.

- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.

- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive a zero for the assignment.

- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment for them will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.

- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.

- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points for variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the Faculty of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (Faculty of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

28. References

A- Required book(s), assigned reading and audio-visuals:

1. Bauman-Wrangler, J. (2020). Articulatory and phonological impairments: A clinical focus 6th Ed. Boston: Pearson, Allyn& Bacon.

2. John_E._Bernthal_Nicholas_W._Bankson_Peter_Flipsen_Jr._(2017). Articulation and Phonological Disorders Speech Sound Disorders in Children-Pearson

3. Koch, C. (2019). Clinical management of speech sound disorders : a case-based approach (C. Koch, Ed.). Jones & Bartlett Learning.

4. Shipley, K. G., & McAfee, J. G. (2021). Assessment in speech- language pathology, a resource manual. 6th ed. San Diego: Singular.

5. Roth, F, P and Worthington, C, K. (2021). Treatment Resource Manual for Speech-

Language Pathology. 6th ed. Delmar: USA.

6. Murray E, Iuzzini-Seigel J, Maas E, Terband H, Ballard KJ. Differential Diagnosis of Childhood Apraxia of Speech Compared to Other Speech Sound Disorders: A Systematic Review. Am J Speech Lang Pathol. 2021 Jan 27;30(1):279-300. doi: 10.1044/2020_AJSLP-20-00063. Epub 2020 Nov 5. PMID: 33151751.

Interactive online learning

- **Dysarthria and Apraxia: Overview, Assessment and Treatment**

https://alison.com/course/dysarthria-and-apraxia-overview-assessment-and-treatment

This free online psychology course explains how to diagnose and treat the speech disorders dysarthria and apraxia.

The motor speech disorder known as 'childhood apraxia of speech' (CAS) can afflict children as they learn to speak. This psychology course takes you through the causes, characteristics and symptoms of apraxia to show you how to assess and diagnose the disorder. We compare CAS to speech delay and discuss the role of speech therapy. We then move on to dysarthria, a slurring of speech caused by brain or nerve damage that affects the vocal muscles.

B- Recommended books, materials and media:

- American Speech, Language, and Hearing Association website: www.asha.org
- Shipley, K. G., & McAfee, J. G. (2021). Assessment in speech- language pathology, a

  resource manual. 6th ed. San Diego: Singular.

Articles:

Characteristics

- Rvachew S, Matthews T. Considerations for identifying subtypes of speech sound disorder. Int J Lang Commun Disord. 2024 Nov-Dec;59(6):2146-2157. doi: 10.1111/1460-6984.13108. Epub 2024 Sep 4. PMID: 39230254.

- Brosseau-Lapré F, Schumaker J. Perception of Correctly and Incorrectly Produced Words in Children With and Without Phonological Speech Sound Disorders. J Speech Lang Hear Res. 2020 Dec 14;63(12):3961-3973. doi: 10.1044/2020_JSLHR-20-00119. Epub 2020 Nov 16. PMID: 33197364; PMCID: PMC8608192.

Diagnosis and Assessment

- Fabiano-Smith, L. (2019). Standardized tests and the diagnosis of speech sound disorders. Perspectives of the ASHA special interest groups, 4(1), 58-66.
- Hanani, Abualsoud & Attari, Mays & Farakhna, Atta & Joma'A, Aseel & Hussein, Mohammed & Taylor, Stephen. (2016). Automatic Identification of Articulation Disorders for Arabic Children Speakers. 35-39. 10.21437/WOCCI.2016-6. (r sound)

Diagnosis and intervention

- Diepeveen, S., van Haaften, L., Terband, H., de Swart, B., & Maassen, B. (2020). Clinical reasoning for speech sound disorders: Diagnosis and intervention in speech-language pathologists' daily practice. American journal of speech-language pathology, 29(3), 1529-1549.

29. Additional Information

Concerns or complaints should be expressed in the first instance to the module lecturer ; if no resolution is forthcoming , then the issue should be brought to the attention of the module coordination (for multiple sections) who will take the concerns to the module representative meeting . Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and the ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.

• For more details on University regulations please visit:

http://www.ju.edu.jo/rules/index.htm

Name of the Instructor or the Course Coordinator: *Hanady Bani Hani*	Signature: *Hanady Bani Hani*	Date: 29\9\2025
Name of the Head of Quality Assurance Committee/ Department Dr. Hala Al Omary	Signature: … Hala Al Omary …………	Date: 5/10/2025
Name of the Head of Department Dr. Hala Al Omary	Signature: … Hala Al Omary …………	Date: 5/10/2025
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:

Lara khlaifat	L.K	2/11/2025
Name of the Dean or the Director	Signature:	Date:
Lara Khlaifat	L.K……	2/11/2025