I. Course Description: (brief paragraph)

The course is designed to give neuro-anatomical /Physiological underpinnings of Speech Communication processes. The course will build from the basic element of neural system – neuron and its function – to consider the organization of Central and Peripheral Nervous system. Specifically, the first half of the course will review vocabulary and basic concepts regarding structure and function and general principles of neural control of the body. The second half will deals somato-sensory system and neurological basis of speech communication processes as gleaned from different types of data base – Strokes and diseases, TBI, neurosurgical procedures, modern neuro-imaging techniques. This senior level undergraduate course is expected to serve as a basis for understanding the normative and pathological processes that affect human communication and to provide a foundation for advanced graduate level coursework in speech, language and cognitive functions. Classes will be primarily lecture-based, supplemented by videotapes, illustrations, handouts, in-class review activities, and Internet activities. Lectures will follow the text generally, but material not included in the text also will be presented during lectures.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

IIA. This course reflects the following core values of the College of Education:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
• Service that enriches the community.

IIB. This course also reflects the mission of the Dept. of Human Services: The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

IIC. This course supports the mission of the Speech-Language Pathology Program: The mission of the Speech-Language Pathology Program is to prepare knowledgeable professionals committed to enhancing the quality of life of persons with communication disorders. To meet this mission, the program emphasizes the importance of scientific study, critical thinking skills, interdisciplinary collaboration, ethical principles, the responsibility to educate the public about communication disorders, and the importance of continued professional development throughout one’s career.

IID. SACS OBJECTIVES: This course supports the Communication Sciences and Disorders Program Learning Outcomes (PLO) number five (below). These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

SLP Graduate Program Learning Outcomes:

I. Student learner outcome: The students will apply and analyze appropriate knowledge of normal speech, language, and hearing development.
II. Student learner outcome: The students will demonstrate the ability to identify and treat communication disorders.
III. Student learner outcome: The students will be able to apply knowledge of the anatomy and physiology of all the subsystems required for voice, speech, swallowing, language, hearing, and cognition through diagnosis and treatment of the wide variety of etiologies and pathologies found in this field.
IV. Student learner outcome: The students will perform and interpret the results of hearing screenings and evaluations and recognize the implications of audiological diagnostic information as it applies to their scope of practice.
V. Student learner outcome: The students will demonstrate an understanding of the research process and evidence-based practice.
VI. Student learner outcome: The students will demonstrate knowledge of issues related to the profession of speech-language pathology.
VII. Student learner outcome: The students will meet the academic and clinical requirements to obtain state licensure and national certification.

IIE. This course addresses aspects of the following knowledge outcome standard of the CFCC (Council for Clinical Certification of the American Speech-Language-Hearing Association (ASHA))

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

IIF. SPECIFIC LEARNING OBJECTIVES:

At the end of the course, students will be able to

1) Describe the biochemical processes underlying an action potential
2) Describe the basic processes involved in neural transmission from one neuron to another
3) Identify the major divisions of the human central nervous system.
4) Identify the lobes of the brain
5) Provide a list of four functions for each lobe.
6) Summarize the contribution of different lobes for formulation and execution of a Speech Motor Act
7) Identify and summarize the contribution of intra-and inter-hemispheric pathways for speech production
8) Delineate differences between Aphasias, Apraxias and Dysarthrias
9) Identify the Cranial nerves by their Roman numeral designations
10) Identify the significance of each Cranial nerve for Language and Speech functions
11) Identify Spinal nerves that are important for breathing functions
12) Delineate different feedback channels involved during speech production

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Typically, each class will begin with the discussion of issues and questions pertaining to previous class material. I will use Power-points other video and web resources for class presentation. It is imperative that you should be in class because slides do not necessarily include all the information that is part of course content. Active engagement is highly encouraged. **The classes may begin with POP-Quizzes (unannounced) in first 10 or 15 minutes. Performance on these quizzes will contribute 20 points towards the final grade. These quizzes are NOT going to be given later in the day (or a different day) if a student fails to be in the class at the time quiz is given.**
There will be five tests. Each test will be announced ahead of time and follow after the completion of specified course material (See Course schedule).

IV. Evaluation and Assessments (Grading):

Grades will be assigned as follows: (per university regulations):

A= 90-100%, B=80-89%, C=70-79%, D=60-69% and F=Below 60

Calculation of grades:

<table>
<thead>
<tr>
<th>TESTS</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop- Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

V. Readings (Recommended—including texts, websites, articles, etc.):


The relevant chapters and appendices (chapters 11 and 12 and, appendices F, G and H) will be focus of this course. In addition, the instructor will use many web resources to augment what is in the book. In all such cases the students will be provided with reference to or copies of additional material.

VI. COURSE SCHEDULE:
The content area will be divided into 5 sections. Each division will be followed by a test.

SECTION I

1. Structural and functional aspects of a Neuron
2. Overview of Nervous System – major divisions, methods of investigation of higher cortical functions.

TEST 1

SECTION II

3. Frontal lobe and Corpus Callosum
4. Parietal, Temporal and Occipital lobes

TEST 2

SECTION III

5. Cortical layers. White matter and major tracts
6. Pyramidal and Extra-pyramidal system
7. Cerebellum.

TEST 3

SECTION IV

8. Peripheral Nervous System

TEST 4

SECTION V

10. Ear and Hearing
11. Brain and Language & Communication

TEST 5

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
**LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once **LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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**VIII. Student Ethics and Other Policy Information:**

**Attendance:** Regular attendance is critical for mastering the course content. Unexcused absences is strictly discouraged.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity.**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ________________________ . If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText

LiveText is the data management system used by the Perkins College of Education (PCOE) for program improvement and accreditation. All PCOE majors and secondary education students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.