

Application for a New Course v10.1

Course ID	OCCT 631 Neuroanatomy
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Hope Martin, OTR, PhD, CHT/Sam Brinkman, PhD
2	Course Teacher	Sam Brinkman, PhD
3	Course Title	Neuroanatomy
4	Course Abbreviation (if title is over 30 characters)	Neuroanatomy
5	College	College of Education and Human Services
6	Department	Occupational Therapy
7	Number of Credit Hours	4
8	Instructor Workload	
9	Catalog Description (50 words or less)	OCCT 631 provides the student with knowledge regarding identification, evaluation and intervention using the occupational therapy process for restoration of function for patients with physical disabilities.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	Life Span Development and OCCT 603
11	List any co-requisites	
12	How often will it be offered? Fall	
13	How often will it be offered? Spring	Spring
14	How often will it be offered? Summer	
15	How often will it be offered? Fall	
16	Frequency?	Every Year
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, SP 640 – Neuroanatomy, 24 students, Spring, 2015

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The student will: demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical science (B.1.1) provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception). (B.5.6)
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course is part of the new Occupational Therapy program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate MSOT students
2	State the overarching course goal(s) in performance terms.	The overarching goal for this course is to identify neural structures, functions of the human body to articulate and apply neurological knowledge toward the application of the practice in neural dysfunction in occupational therapy.

2. Competencies and Measurements

Competencies and Measurements:

Topic	Assignment	Percent of Grade	Lab
Introduction to Neuroanatomy	Martin Ch. 1 Gutman Section 2		None
Cranium, Meninges, Vascular Structures	Martin Ch. 1, 3 Gutman Sections 5, 6, 27		Models of Cranium, Meninges and Vascular Structures; review content

			Need to know Circle of Willis Major arteries
Ventricular System, CSF, Glia, Myelin, Subcortical White Matter	Martin Ch. 1, 3 Gutman Section 4		Model review of Ventricular system; review function of CSF
Neurons and Synapses, Neurotransmission and Turnover, Synaptic Plasticity	Gutman Section 10, 29		Review Models associated with Martin Ch 1 and 3 EXAM REVIEW
Exam 1. Architectonics, Laminar Structure of Cortex	Handout	Exam counts for 30% of grade for course.	No Lab
Brainstem, Cerebellum	Martin Ch. 2, 13 Gutman Section 22, 24		Models of Brainstem and Cerebellum; review Martin Ch 2 and 13
Spinal Cord, Peripheral Nervous System, Autonomic Nervous System	Martin Ch. 2 Gutman Section 7, 13, 14, 18		Review model of Spinal column and Martin Ch 2
Cerebral Hemispheres: Diencephalon, Subcortical Structures	Martin Ch. 10, 14 Gutman Section 22, 24		Review Models of Cerebral Hemispheres; Diencephalon; and subcortical structures Martin Ch 10.14
Cerebral Hemispheres: Limbic System, Cerebral Cortex, Association and Commissural Fibers	Martin Ch. 16		Hemispheres continued and Martin Ch. 16 EXAM REVIEW
Exam 2. Sensory Systems 1: Somatosensory	Martin Ch. 4, 5, 6	Exam counts for 30% of grade for course.	No LAB
Sensory Systems 2: Auditory, Vestibular, Visual	Martin Ch. 7, 8, 12		Sensory Systems
Sensory Systems 3 : Chemical Senses, Integration Systems	Martin Ch. 9,		Sensory systems, Cont.
Motor Systems	Martin Ch. 10		Motor Systems
Integration Systems: Structures of Internal and External Regulation	Martin Ch. 15		Integration of Symptoms
Aging and the CNS	Gutman Section 33		EXAM REVIEW
Final Exam		Exam counts for 40% of grade for course.	

3. Text and Resources

Required Texts:

- Martin, J.H. (2012). *Neuroanatomy: Text and Atlas* (4th ed.). New York: McGraw Hill.
- Gutman, S. A. (2008). *Neuroscience for Rehabilitation Professionals* (2nd ed.). Thorofare, NJ: SLACK, Inc.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name OCC T 631 Neuroanatomy

Primary Department


Department Chair

2-3-15
Date


Dean of the College

2.05.2015
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>J Bruce Scott</u>	<u>2.5.2015</u>
Signature	Approval date
_____	_____
Signature	Approval date

College Academic Council(s)	
<u>J Bruce Scott</u>	<u>2.5.2015</u>
Signature	Approval date
_____	_____
Signature	Approval date

Dean(s)	
<u>J Bruce Scott</u>	<u>2.5.2015</u>
Signature	Approval date
_____	_____
Signature	Approval date

Teacher Education Council	
_____	_____
Chair's signature	Approval date

General Education Council	
_____	_____
Chair's signature	Approval date

Undergraduate Academic Council	
_____	_____
Chair's signature	Approval date

Graduate Council	
_____	_____
Chair's signature	Approval date

Provost	
_____	_____
Signature	Approval date

Faculty	
_____	_____
Chair of faculty senate	Approval date

President	
_____	_____
Signature	Approval date

Neuroanatomy



College of Education and Human Services

Department of Occupational Therapy

OCCT 631 Neuroanatomy

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Master of Science in Occupational Therapy Mission Statement: To prepare occupational therapy students to think and act critically, missional, and globally in Christian service and leadership throughout their respective communities.

Credit Hours: 4

Instructor and Contact Information

Lecture: Sam Brinkman, PhD

Lab: Emmy Watson, Graduate Assistant

Class time and location: TBD

Lecture Wednesdays 8:00 - 11:00 AM

Lab Thursdays 9:00 AM – 12:00 PM

About the Students

OCCT 631 is a graduate course in the Master of Science in Occupational Therapy degree.

Prerequisite

Life Span Development and OCCT 603 Foundations of OT

Course Content

Course Description

The course content includes basic information on neuroanatomy, neurophysiology, and disorders of the human nervous system. The course emphasizes the relationship between structure and function in the nervous system.

Relationship to Curriculum Design

OCCT 631 provides the student with knowledge regarding identification, evaluation and intervention using the occupational therapy process for restoration of function for patients with physical disabilities. This course is one of 4 courses (other courses: OCCT 635; OCCT 651; and OCCT 661) that addresses the theories utilized to evaluate and implement occupational therapy treatment.

This course is offered in concurrence with OCCT 639 Adult Evaluation, Assessment and Implementation; OCCT 641 Health Conditions Seminar; and OCCT 690 Physical Disabilities Fieldwork in order to reinforce Neuroanatomical structures and functions as they relate to the human body.

Course Scripture

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well." **Psalm 139:14**

Course Objectives

ACOTE	SLO's	Assignments
B.1.1.	Students will demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical science	Exams # 1 and #2 Tests will include case studies and scenarios for the student to apply to therapeutic situations.
B.5.6.	Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception).	Exam #3 – Final exam: The student will look at a plan for a patient with a neurological diagnosis and explain the plan and/or suggest changes that allow for development, remediation, or compensation of visual, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, and proprioception.

Teaching/Learning Methods

Special Requirements

- You may access the Margaret and Herman Brown Library and its resources through the following link: <http://guides.acu.edu/ot>

Required Texts:

Martin, J.H. (2012). *Neuroanatomy: Text and Atlas* (4th ed.). New York: McGraw Hill.

Gutman, S. A. (2008). *Neuroscience for Rehabilitation Professionals* (2nd ed.). Thorofare, NJ: SLACK, Inc.

Supporting Course Documents:

Competencies and Measurements:

Course Schedule

**** Please note: This schedule is tentative and is subject to change**

Date	Topic	Assignment	Percent of Grade	Lab
Session 1	Introduction to Neuroanatomy	Martin Ch. 1 Gutman Section 2		None
Session 2	Cranium, Meninges, Vascular Structures	Martin Ch. 1, 3 Gutman Sections 5, 6, 27		Models of Cranium, Meninges and Vascular Structures; review content Need to know Circle of Willis Major arteries
Session 3	Ventricular System, CSF, Glia, Myelin, Subcortical White Matter	Martin Ch. 1, 3 Gutman Section 4		Model review of Ventricular system; review function of CSF
Session 4	Neurons and Synapses, Neurotransmission and Turnover, Synaptic Plasticity	Gutman Section 10, 29		Review Models associated with Martin Ch 1 and 3 EXAM REVIEW
Session 5	Exam 1. Architectonics, Laminar Structure of Cortex	Handout	Exam counts for 30% of grade for course.	No Lab

Session 6	Brainstem, Cerebellum	Martin Ch. 2, 13 Gutman Section 22, 24		Models of Brainstem and Cerebellum; review Martin Ch 2 and 13
Session 7	Spinal Cord, Peripheral Nervous System, Autonomic Nervous System	Martin Ch. 2 Gutman Section 7, 13, 14, 18		Review model of Spinal column and Martin Ch 2
Session 8	Cerebral Hemispheres: Diencephalon, Subcortical Structures	Martin Ch. 10, 14 Gutman Section 22, 24		Review Models of Cerebral Hemispheres; Diencephalon; and subcortical structures Martin Ch 10.14
Session 9	Cerebral Hemispheres: Limbic System, Cerebral Cortex, Association and Commissural Fibers	Martin Ch. 16		Hemispheres continued and Martin Ch. 16 EXAM REVIEW
Session 10	Exam 2. Sensory Systems 1: Somatosensory	Martin Ch. 4, 5, 6	Exam counts for 30% of grade for course.	No LAB
Session 11	Sensory Systems 2: Auditory, Vestibular, Visual	Martin Ch. 7, 8, 12		Sensory Systems
Session 12	Sensory Systems 3 : Chemical Senses, Integration Systems	Martin Ch. 9,		Sensory systems, Cont.
Session 13	Motor Systems	Martin Ch. 10		Motor Systems
Session 14	Integration Systems: Structures of Internal and External Regulation	Martin Ch. 15		Integration of Symptoms
Session 15	Aging and the CNS	Gutman Section 33		EXAM REVIEW

Session 16	Final Exam		Exam counts for 40% of grade for course.	
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Grade Criteria

Grade	Percent
A	90-100
B	89-80
C	79-70
D	69-60
F	59-50

Course Policies

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call extension 2667 for an appointment with the Director of Disability Services.

Attendance:

As stated in the ACU Course Catalogue, class attendance is expected. Attendance is imperative for development of understanding and meeting course objectives; therefore, attendance will be recorded. Zeros will be recorded for any quiz, exam or assignment due during or completed in class when a student is absent (only exception: see University Sponsored Events). A student who notifies the instructor when he/she is ill or foresees an absence (NOT University sanctioned) is not excused from the class without appropriate documentation (i.e. physician documentation).

University Sponsored Absences:

It is the student's responsibility to:

1. Arrange to take tests, labs etc. more than 48 hours PRIOR TO THE UNIVERSITY SPONSORED ABSENCE.
2. CHECK before returning to class to determine if an in-class assignment was assigned during University sponsored absence.

Attire and Professionalism:

At all class meetings, attire should be comfortable, but in good taste and reflecting professional demeanor. Hats/caps, for males or females, are not to be worn during any test, quiz or other evaluation period.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Cell Phones, Calculators and other Electronic Devices:

1. Unless being utilized for academic purposes as instructed by the professor, to prevent disruption of classes, all cell phones must be turned to the OFF or vibrate (w/out sound) setting and put away during class time. No cell phone is to be answered inside the classroom or in close proximity to the classroom door – be courteous with usage just outside the class.
2. With the possibility that sensitive information can be accessed, students are not to leave their phones in sight during examinations. Likewise, students are cautioned that inappropriate use of a cell phone outside of the classroom shall be construed as cheating and result in associated penalties.

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment Policy

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: February 2, 2015
TO: Dr. Hope Martin
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal, OCCT 631 – Neuroanatomy

The library has examined the course proposal and is able to support the proposed course. Please contact your librarian liaison, Mark McCallon (mccallonm@acu.edu), if additional library resources are needed to support the proposed course. Thank you.

Thursday, January 29, 2015
Hope Martin
Abilene Christian University

Re: OCCT 631 Application

Dear Hope,

The Adams Center has completed the review OCCT 631: Neuroanatomy. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds the expectations described in these guidelines.

The only suggestion is to not to use red text for emphasis, as many people who have color blindness do not see red as a different color.

Questions to be ready to answer for the Graduate Council include:

- What is the rationale for all grades being determined by exams? You may want to provide a rationale for not using other graded assignments to determine final grades.
- How will faith be integrated into this class?

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

OCCT 631 Neuroanaton

Reviewer

David Christlanson

Developer

Hope Martin

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☐ Phone numbers
- ☐ Email address
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☐ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☐ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☐ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Be careful not to use red for emphasis, as many people who have color blindness do not see red as a different color.
What is the rationale for all grades being determined by exams? You may want to provide a rationale for not using other graded assignments to determine final grades.
How will faith be integrated into this class?

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