

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

CSD 371

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course proposal: CSD 371 Neurological Bases of Communication

See attachments

Rationale: The national trend is to strengthen the science basis for communication sciences and disorders. Thus, most CSD programs across the country offer a required neurological basis course that is specific to CSD. Graduate programs are increasingly requiring this course as a deficiency for incoming graduate students.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³				Provost	President
					TEC	UGEC	UUAC	GRAD		
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							President	Board of Trustees		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD			Provost	Faculty
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³							President	Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty		
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u><i>Lynette Austin</i></u> Signature	<u>11/14/19</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u><i>D. R.</i></u> Signature	<u>12-2-19</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u><i>D. R.</i></u> Signature	<u>12-2-19</u> 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

Application for a New Course v10.7

Course ID (<i>Subject and Number</i>)	CSD 371
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Denise Barnett and Terry Baggs
2	Course Instructor	Denise Barnett
3	Course Title	Neurological Bases of Communication
4	Course Abbreviation for Banner if title is more than 30 characters	Neuro Bases of Communication
5	College	CEHS
6	Department or School	CSD
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)

16	Maximum Enrollment	36
17	Catalog Description (50 words or less)	A survey of the neuroanatomy and neuro-physiological processes related to speech, language cognitive, and swallowing. Includes normal structure and function of the nervous system in human communication and resulting disorders that occur due to neurological dysfunction.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Admission to the CSD major; CSD 381
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.

25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: COMP 440 201630 13 COMP 440 201730 18 CSD 440 201930 16
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Will currently be offered as an elective, therefore will not affect the degree plan.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Speech-language pathologists need a strong foundation in neuroanatomy and neurophysiology in order to synthesize knowledge of neurological disorders with the establishment of the most appropriate treatment plan(s) for their patients. While the topic is briefly covered in the current anatomy and physiology course, we have determined that this introduction is not enough to equip our students for graduate studies. In addition, other universities are now requiring a full neuroanatomy and neurophysiology course as a prerequisite for admission to their graduate programs.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is designed for junior level CSD majors who have previously completed CSD 381: Anatomy and Physiology for Communication Sciences and Disorders.

2. State the overarching course goal(s) in performance terms.

Students will gain the knowledge necessary to explain the development and functioning of a normal nervous system and the effect(s) of neurological dysfunction on systems involved in speech, language, and swallowing.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Demonstrate a comprehensive knowledge and understanding of basic neuroanatomy terms. CFCC Standard: IV-B	Learning Activities and Exam (80%) 1. Explain basic neuroanatomy terminology.
2	Identify which area(s) of the brain are involved in a particular neurogenic disorder of speech or language. CFCC Standard: IV-B, IV-C	Learning Activities and Exam (80%) 1. Describe the anatomy related to attention. 2. Describe the anatomy related to emotion, personality, memories, and learning. 3. Name and describe the twelve cranial nerves, particularly those related to speech, language, hearing, and swallowing.
3	Describe the critical function(s) of each of the major systems in the brain CFCC Standard: IV-B, IV-C	Learning Activities and Exam (80%) 1. Discuss the importance of blood circulation to the brain. 2. Describe the function of the CSF system. 3. Describe the mechanisms of nervous system communication. 4. Discuss the other cortical and subcortical structures and pathways related to receiving, analyzing, and storing information. 5. Discuss the differences among the pyramidal, extrapyramidal, and cerebellar motor subsystems. 6. Describe cortical and subcortical structures specifically related to motor functions.
4	Apply the neuroanatomy concepts and terms learned in this course to critical clinical issues. CFCC Standard: IV-B, IV-C	Learning Activities and Exam (80%) 1. Describe how brain-behavior relationships are assessed.

		2. Describe the motor functions of the cranial nerves related to communication. 3. Discuss the differences between the upper and lower motor neurons. 4. Perform an oral-facial examination related to the cranial nerves.
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3. Text and Resources

Undergraduate:

Rouse, M. (2020). *Neuroanatomy for speech-language pathology and audiology* (2nd ed.). Burlington, MA: Jones and Bartlett.

Pinel, J.P.J. (2008). *A colorful introduction to the anatomy of the human brain: A brain and psychology coloring book* (2nd ed.). New York, NY: Pearson Publishing.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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.

8	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.
9	Justification — Attach any documents to which you refer in Section II-B.

ABILENE CHRISTIAN UNIVERSITY
College of Education and Human Services
Department of Communication Sciences & Disorders
CSD 371: Neurological Bases of Communication (3 hrs.)
MWF 9:00 – 9:50
Don Morris 117
Spring 2020

University Mission Statement

To educate our students for Christian service and leadership throughout the world.

College Mission Statement

The mission of the College of Education and Human Services is to equip students for global service and leadership through exemplary practice in education and human services, informed by a Christian perspective.

Department Mission Statement

To equip students with the knowledge and skills in Speech-Language Pathology for ministry to individuals with communication disorders through a Christian world view.

Professor: Denise Barnett, Ph.D.
 Associate Professor
 Phone: 325-674-2420 (office)
 325-370-1678 (cell)
 E-mail: barnettd@acu.edu

Office: Don Morris 115C
 Office Hours: Monday 4:00 – 5:00
 Wednesday 1:00 – 3:00
 Thursday 1:00 – 5:00
 Additional times available upon request

Our Christian Perspective

The ability to communicate and learn about communication disorders requires a community of people. Thus, our learning involves unique individuals who learn in a Christian environment. We applaud our unique gifts and encourage each member in our learning community to utilize their gifts for the benefit of the individual and the group. According to 2 Corinthians 3:18, we understand that we "all reflect the Lord's glory, are being transformed into his likeness with ever-increasing glory, which comes from the Lord."

Catalog Description

A survey of the neuroanatomy and neuro-physiological processes related to speech, language cognitive, and swallowing. Includes normal structure and function of the nervous system in human communication and resulting disorders that occur due to neurological dysfunction. Admission to the CSD major required.

Intended Audience

This course is designed for junior level CSD majors who have previously completed CSD 381: Anatomy and Physiology for Communication Sciences and Disorders.

Required Text

Rouse, M. (2020). *Neuroanatomy for speech-language pathology and audiology* (2nd ed.). Burlington, MA: Jones and Bartlett.

Pinel, J.P.J. (2008). *A colorful introduction to the anatomy of the human brain: A brain and psychology coloring book* (2nd ed.). New York, NY: Pearson Publishing.

Student Learning Outcomes

At the completion of this course, the student should be able to:

Course Level Objectives	CFCC Standard	Measurement	Criteria
Demonstrate a comprehensive knowledge and understanding of basic neuroanatomy terms.	IV-B	Learning Activities and Exam 1. Explain basic neuroanatomy terminology.	80% score
Identify which area(s) of the brain are involved in a particular neurogenic disorder of speech or language.	IV-B, IV-C	Learning Activities and Exam 1. Describe the anatomy related to attention. 2. Describe the anatomy related to emotion, personality, memories, and learning. 3. Name and describe the twelve cranial nerves, particularly those related to speech, language, hearing, and swallowing.	80% scores
Describe the critical function(s) of each of the major systems in the brain.	IV-B, IV-C	Learning Activities and Exam 1. Discuss the importance of blood circulation to the brain. 2. Describe the function of the CSF system. 3. Describe the mechanisms of nervous system communication. 4. Discuss the other cortical and subcortical structures and pathways related to receiving, analyzing, and storing information. 5. Discuss the differences among the pyramidal, extrapyramidal, and cerebellar motor subsystems. 6. Describe cortical and subcortical structures specifically related to motor functions.	80% scores
Apply the neuroanatomy concepts and terms learned in this course to critical clinical issues.	IV-B, IV-C	Learning Activities and Exam 1. Describe how brain-behavior relationships are assessed. 2. Describe the motor functions of the cranial nerves related to communication. 3. Discuss the differences between the upper and lower motor neurons. 4. Perform an oral-facial examination related to the cranial nerves.	80% scores

Course Format: Course material will be presented through lecture reinforced by hands on activities.

Course Requirements

Participation: Students are encouraged to complete all reading assignments and homework prior to each class in order to participate in discussions and group activities.

Learning Activities (20% of final grade). These activities are designed to assist the student in learning relevant information in courses readings. Specific instructions are in Canvas.

Exams (80% of final grade). Reading quizzes will be administered at the onset of each class meeting to ascertain knowledge gained from assigned readings. There will also be four exams during the semester, including a final examination.

Grading

- A = 90 – 100; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = 50 – 59

Proportion of Course Requirements for Final Grade

Learning Activities	30%
Exams	70%

Course Policies

Attendance

- Students will begin the course with a 100 attendance grade.
- Attendance will be taken for each class session with 5 points deducted for each unexcused absence.
- An absence will be excused under the following circumstances:
 - 1) student illness (must have doctor's note),
 - 2) death of a family member,
 - 3) participation in a University sponsored event, or
 - 4) absence resulting from an event deemed by the professor to be unavoidable.
- After 5 absences, a 'U' will be assigned on the Essential Skills and Functions (see pp. 6-7) and a remediation plan will be established with the chair of the department.
- Please do not be tardy as this interrupts the flow of the class. If the professor has initiated discussion or prayer requests when a student arrives, the student is tardy. Two tardies equal one absence.
- It is the student's responsibility to obtain notes and assignments missed due to an absence.
- Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. See <http://www.acu.edu/community/offices/academic/registrar/withdrawing.html> for the University Policy. The last day to withdraw from any class is Friday of the 12th week of classes.

Late Work

- Assignments are due at the onset of class unless otherwise specified.
- In-class assignments missed due to unexcused absences cannot be made up.
- A 10% deduction will be applied to assignments submitted late (within one week of the due date) unless otherwise specified by the grading rubric for an assignment.
- Assignments one week past the due date will NOT be accepted.
- The professor may grant exceptions under extenuating circumstances.

Missed Examinations

- No make-up for missed exams unless:
 - 1) the student presents the professor with a legitimate excuse *prior to* the exam date. The professor will be the sole determiner of whether the excuse is legitimate. Catching flights, going home, other exams on the same day, etc. are NOT considered legitimate excuses.
 - 2) Student presents written verification of illness (from a doctor) or of a death in the family.

- If a student misses an examination and meets one of the above criteria, he/she will schedule a make-up exam with the professor within one class period following the original exam date. The format for all make-up exams can be essay and/or short answer.
- If a student misses an examination and does not fall under the above criteria, he/she will receive a score of zero for the exam.

Electronic Media Usage

- Technology (cell phones, lap tops, iPads) may be used for certain activities.
- Inappropriate use of technology during class activities will be verbally addressed.
- Laptops may only be used during group activities or when designated by the professor.
- Cell phones are to be OFF (NOT on vibrate) and in backpacks.
- Phones seen on the desk or in a student's lap are considered in use and result in an email warning from the professor.
- A second observation of such behavior will result in a 'U' being assigned for the Professionalism section of the Essential Skills and Functions.
- A second observation of non-CSD students will result in 5 points being deducted from the overall course grade.

Proprietary Nature of Course Materials

- All course materials (PowerPoints, lecture notes, class lectures that have been recorded) are the property of the instructor and may be copyrighted material.
- Students are NOT permitted to post these materials to social media sites or to otherwise distribute materials to individuals outside the class via email, etc.
- Violation of this rule will result in disciplinary action.

Dress code

- Students in this major are preparing to enter a career that will require professional dress and behavior. As such, the ACU Dress Code will be enforced and reads as follows:

All members of our community are responsible for the way they present themselves and how the decisions they make communicate what they value. Through the way they dress, students are encouraged to reflect their God-given worth and professional aspirations. ACU believes that God has uniquely designed each person and as God's creation, we are called to respect ourselves and our bodies. There is nothing shameful about the human body. However, the university is a professional and educational environment seeking to prepare students for their chosen careers. Part of the educational process, then, is learning to dress professionally and teaching students that from the first day at ACU, the way you present yourself to faculty, staff, visitor, future employers, and fellow students' matters.

Because bright line rules are often needed when we talk about dress, the following outlines a few guidelines that will allow our community to address these issues with grace and respect. Implementation and enforcement of the dress code are the responsibility of the entire university community. In addressing these issues, it is usually best for a member of the same gender to talk to another member of that gender. These guidelines apply to all on or off campus university-sponsored activities including class, chapel, and athletic events. Colleges, Departments, faculty, staff and specific facilities may adopt additional guidelines or expectations based on professional standards, decorum or need.

Clothes should fit appropriately to cover private areas when sitting, standing, and walking.

- Some extremes are **not acceptable**, including halter-tops; any shirts that reveal chest, torso, or midriff; shorts with less than a 3 inch inseam; and/or revealing skirts or top.
- Shirts should be worn in public at all times including outdoor exercise.
- Athletic clothing appropriate for sports or recreation may be worn while participating in classes/activities in designated athletic or recreational areas or going to or from those areas.
- Clothing with offensive, vulgar, or inappropriate advertising, pictures and/or slogans or that promote drugs or alcohol are contrary to ACU's mission and should not be worn.
- Pajama pants or sleepwear are not appropriate for the university environment & should not be worn to class.
- Leggings may not be worn without a top garment completely covering the area between the waist and buttocks.

Students attending class in clothing judged by the professor to be inappropriate according to the University policy will receive a verbal warning. Should a student attend class dressed inappropriately after first violation, he/she will be required to leave class and be assigned an unexcused absence.

Communication

- Please check ACU email regularly for class related information.
- Students are encouraged to schedule an appointment with the professor to discuss specific questions or problems that may arise in the course of the semester. I am very accessible outside of class.
- If you are having difficulties, please schedule an appointment with me.

ADA COMPLIANCE

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. If you have a documented disability and wish to discuss academic accommodations, please call 674-2667 for an appointment with the Director of Disability Services. 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.

UNIVERSITY STATEMENT ON HARRASSMENT

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our Anti-Harassment Policy outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment.

ACADEMIC INTEGRITY

In accordance with the Abilene Christian University Student Integrity Policy, the Department of Communication Sciences and Disorders addresses violations of integrity through a documented meeting held with the student, faculty member(s), and the department chair for the purpose of discussing the offense and the consequences.

First Departmental Offense: Disciplinary action may include lowering the grade on an assignment up to and including an F in the course for a first offense.

Second Departmental Offense: A second violation will result in an F in the course and a recommendation of immediate suspension from the University.

Course Outline and Schedule*(Schedule Subject to Change)*

Dates	Topic	Readings
Jan. 13 Jan. 15 Jan. 17	Introduction to Neurology	Ch. 1
Jan. 22 Jan. 24	The Neurological Exam	Ch. 2
Jan. 27 Jan. 29 Jan. 31	Navigation, Organization, and Development of the Nervous System	Ch. 3
Feb. 2 Feb. 5 Feb. 7	The Cells of the Nervous System	Ch. 4
Feb. 10 Feb. 12 Feb. 14	The Spinal Cord, Brainstem, & Cerebellum	Ch. 5
Feb. 17 Feb. 19 Feb. 21	Diencephalon, Basal Ganglia, and Brain Ventricles	Ch. 6
Feb. 24 Feb. 26 Feb. 28	The Cerebrum: A Survey	Ch. 7
March 2 March 4 March 6	The Cerebrum: Cerebral Function	Ch. 8
March 16 March 18 March 20	Consciousness and Disorders of Consciousness	Ch. 9
March 23 March 25 March 27	The Neurology of Hearing and Balance	Ch. 10
March 30 Apr. 1 Apr. 3	The Neurology of Speech	Ch. 11
Apr. 6 Apr. 8 Apr. 10	The Neurology of Language	Ch. 12
Apr. 13 Apr. 15 Apr. 17	The Neurology of Swallowing	Ch. 13
Apr. 20 Apr. 22 Apr. 24	The Neurology of Cognition	Ch. 14
Apr. 27 Apr. 29 May 1	The Neurology of Emotion	Ch. 15
TBD	FINAL EXAM	

Essential Skills and Functions

Graduates are expected to have acquired the knowledge and skills delineated by the American Speech-Language-Hearing Association (ASHA) that are necessary for the Certificate of Clinical Competence (CCC). These standards include skills related directly to clinical work and an array of personal and interpersonal skills expected of professionals engaged in clinical practice. The faculty in the department has the ultimate responsibility for evaluating student progress both in the classroom and clinical settings and recommending graduates for ASHA certification and/or state licensure. To that end, the faculty has adopted the following list of essential skills and functions for students. These are mandatory for completion of the training program. Students who do not meet these expectations may receive an unsatisfactory rating and will be required to complete a remediation plan.

Professionalism

- Maintains contextually appropriate hygiene and dress
- Is punctual and maintains regular attendance in the classroom and clinical environments
- Completes assignments and documentation within designated time frames
- Holds the welfare of the patient of paramount importance
- Conducts oneself in an ethical and legal manner, considering both professional codes of ethics and the Health Insurance Portability and Accountability Act
- Understands the impact of his/her own communication skills and style in the classroom, on the therapy process, and potential occupational status
- Follows all university, department, and clinical facility policies and procedures

Collaboration

- Willingness and ability to work with other students, faculty, patients, and other professionals

Honesty/Integrity

- Demonstrates moral excellence and trustworthiness
- Submits assignments that reflect personal work
- Acknowledges authorities quoted, cited, or consulted in the preparation of written work
- Demonstrates responsible use of alcohol, pharmaceuticals, and technology in class, clinical sites, and personal life
- Reports violations of ethics and other policies to the appropriate offices and/or authorities

Respect

- Demonstrates respect for self and others with consideration and compassion, including students, instructors, supervisors, clinical team members, and patients and their families
- Participates as a team member in both academic and clinical contexts

Intellectual Ability, Communication Skills, and the Desire for Learning

- Demonstrates the capacity to learn and assimilate professional information
- Understands detailed written and verbal information
- Communicates in a professional manner in all modalities (spoken, written, nonverbal)
- Solves problems through critical analysis
- Maintains attention for sufficient length in the classroom and clinical settings
- Demonstrates a reverence for knowledge, experience
- Is prepared for academic and clinical responsibilities
- Demonstrates a desire to learn and participate in academic and related experiences

Social/Emotional Maturity

- Controls emotions by exhibiting appropriate social behavior in the classroom and clinic and during other departmental activities and interactions with others
- Understands and respects instructor and supervisory authority
- Receives constructive criticism and responds by appropriate modification of behavior
- Demonstrates affective skills and appropriate demeanor and rapport with others

Flexibility

- Accepts the need to be flexible within the environment and adapts to change
- Self-monitors behavior
- Modifies communication and therapeutic styles to meet diverse communicative needs

Physical ability

- Utilizes necessary equipment and materials in the assessment and treatment of the patient independently
- Demonstrates the physical ability and stamina to complete professional responsibilities for a specifically defined and contextually relevant work period
- Moves independently within the work environment
- Provides a safe environment for patients

Sensory/observational skills

- Identifies through both visual and auditory means (when contextually appropriate) typical and disordered communication and related areas to the scope of practice
- Fluency
- Articulation
- Voice
- Resonance
- Respiration
- Oral and written language
- Hearing
- Swallowing
- Cognition
- Social interactions/Pragmatics

Dr. Denise Barnett
Don Morris 115C
barnettd@acu.edu
(325)674 2420

November 8, 2019

Re: Review of COMP371

Dear Dr. Barnett,

Thank you for submitting COMP371: Neurological Bases of Communication. I have reviewed it based on the ACU Syllabus Guidelines. I find the syllabus to be meeting all requirements. I appreciate you giving me the opportunity to work with you and to incorporate my suggestions. I found your learning outcome format to be especially exemplary.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Berni H. Huf". The signature is fluid and cursive, with the first name "Berni" and the last name "Huf" being clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 11, 2019
TO: Dr. Denise Barnett
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CSD 371 – Neurological Bases For Communication

After reviewing the course syllabus and application, the library can adequately support the proposed course. Thank you for letting us examine the course proposal.