

RECEIVED

JAN 21 2014

Course Information

Date Submitted: 4/17/2013

Current Prefix and Number: CSD - American Sign Language, CSD 571 NEURAL BASES OF SPEECH,
LANGUAGE/HEARINGOFFICE OF THE
SENATE COUNCIL

Other Course:

Proposed Prefix and Number: CSD 571

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Health Sciences

b. Department/Division: Communication Disorders

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Richard Andreatta

Email: randr2@email.uky.edu

Phone: 218-0523

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: NEURAL BASES OF SPEECH, LANGUAGE, AND HEARING

Proposed Title: no change

c. Current Transcript Title: NEURAL BASES OF SPEECH, LANGUAGE/HEARING

Proposed Transcript Title: same

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Detailed investigation of the neuroanatomy and neurophysiology of speech, language, and hearing from a communication sciences perspective. Emphasis on anatomy and physiology of the central nervous system, neurodevelopment, and normal neural substrates involved in speech, language, and hearing.

Proposed Course Description for Bulletin: same as above

2j. Current Prerequisites, if any: Prereq: CD 378 or permission of the instructor.

Proposed Prerequisites, if any: same as above

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Richard Andreatta

Instructor Email: randr2@email.uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students and faculty will have real-time chats at scheduled intervals throughout the semester. These will be conducted via Blackboard. Students will be encouraged to visit the course site at least once per day to receive updates and messages from the instructor. The use of email and test messaging to communicate as needed with the instructor will be encouraged. The instructor will post virtual office hours and be available electronically during that times posted

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Content of the course is not being altered relative to required textbooks and readings, course objectives and learning outcomes. The instructor will use all available technological tools to ensure that the absence of real time lecture delivery is not an obstacle, seeking guidance and technical assistance via the DL office and UK IT as needed.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Blackboard will be used for exchange of assignments and is password protected. All UK policies regarding academic integrity remain in place and are spelled out in the syllabus. Exams will be delivered via Bb as well and students will be asked to sign an honor statement prior to taking the exam that includes the declaration that they have completed the assignment/exam according to directions provided (e.g., with materials from the course but without assistance from another person or classmate). Discussions, forums and collaborative wiki's will operate through Bb requiring secure log-in via LinkBlue.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Via resources presented in the syllabus and in compliance with University policies on DL. DL students will have access to DL library services. Students can contact campus support services via phone or e-mail.

6. How do course requirements ensure that students make appropriate use of learning resources? Assigned readings will ensure that students avail themselves of the DL Library Resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The course does not require any special laboratory or use of facilities. Hardware/software descriptions are provided in the syllabus.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Via the syllabus and course website or directly through e-mail

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Richard Andreatta

SIGNATURE|CPTHUR0|Christopher P Thuringer|CSD 571 CHANGE Undergrad Council Review|20140103

SIGNATURE|JKUPE0|Janice M Kuperstein|CSD 571 CHANGE Dept Review|20130417

SIGNATURE|PNASH|Phyllis J Nash|CSD 571 CHANGE College Review|20130617

SIGNATURE|ZNNIK00|Roshan N Nikou|CSD 571 CHANGE Graduate Council Review|20140121

SIGNATURE|JDLIND2|Jim D Lindsay|CSD 571 CHANGE HCCC Review|20130718

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 2771	CSD 571 syllabus - DL version revised - 2.pdf

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	CSD - American Sign Language CSD 571 NEURAL BASES OF SPEECH, LANGUAGE/HEARING	Proposed Prefix & Number:	CSD 571
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not i in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or s alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Health Sciences	
b. Department/Division:		Communication Disorders	
c.* Is there a change in "ownership" of the course?		<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...	
e.* * Contact Person Name:		Richard Andreatta Email: randr2@email.uky.edu Phone: 218-0523	
* Responsible Faculty ID (if different from Contact):		Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR Specific Term: 4	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b. Full Title:		NEURAL BASES OF SPEECH, LANGUAGE, AND HEARING Proposed Title: * no change	
c. Current Transcript Title (if full title is more than 40 characters):		NEURAL BASES OF SPEECH, LANGUAGE/HEARING	

c.	Proposed Transcript Title (if full title is more than 40 characters):	same																														
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR Currently ² Cross-listed with (Prefix & Number): none																														
	Proposed – ADD ² Cross-listing (Prefix & Number):																															
	Proposed – REMOVE ^{2d} Cross-listing (Prefix & Number):																															
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.																															
	Current:	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Lecture</td> <td>Laboratory²</td> <td>Recitation</td> <td>Discussion</td> <td>Indep. Study</td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clinical</td> <td>Colloquium</td> <td>Practicum</td> <td>Research</td> <td>Residency</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar</td> <td>Studio</td> <td colspan="3">Other: Please explain:</td> </tr> <tr> <td></td> <td></td> <td colspan="3"></td> </tr> </table>	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study	3					Clinical	Colloquium	Practicum	Research	Residency						Seminar	Studio	Other: Please explain:							
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Seminar	Studio	Other: Please explain:																														
f.	Current Grading System:	ABC Letter Grade Scale																														
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale																														
g.	Current number of credit hours:	3																														
	Proposed number of credit hours:*	3																														
h.*	Currently, is this course repeatable for additional credit?	<input type="radio"/> Yes <input checked="" type="radio"/> No																														
	* Proposed to be repeatable for additional credit?	<input type="radio"/> Yes <input checked="" type="radio"/> No																														
	If YES: Maximum number of credit hours:																															
	If YES: Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No																														
i.	Current Course Description for Bulletin:																															
	Detailed investigation of the neuroanatomy and neurophysiology of speech, language, and hearing from a communication sciences perspective. Emphasis on anatomy and physiology of the central nervous system, neurodevelopment, and normal neural substrates involved in speech, language, and hearing.																															
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j.	Current Prerequisites, if any:																															
	Prereq: CD 378 or permission of the instructor.																															
	* Proposed Prerequisites, if any:																															
	same as above																															
k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience																														

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiator undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e-learning course utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CSD 571	Date: 4/17/2013
Instructor Name: Richard Andreatta	Instructor Email: randr2@email.uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based
 Interactive Video
 Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

Students and faculty will have real-time chats at scheduled intervals throughout the semester. These will be conducted via Blackboard. Students will be encouraged to visit the course site at least once per day to receive

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course go assessment of student learning outcomes, etc.
Content of the course is not being altered relative to required textbooks and readings, course objectives and learning outcomes. The instructor will use all available technological tools to ensure that the absence of real

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad offense policy; etc.
Blackboard will be used for exchange of assignments and is password protected. All UK policies regarding academic integrity remain in place and are spelled out in the syllabus. Exams will be delivered via Bb as well

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?
No

Which percentage, and which program(s)?

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se Via resources presented in the syllabus and in compliance with University policies on DL. DL students will have access to DL library services. Students can contact campus support services via phone or e-mail.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
Assigned readings will ensure that students avail themselves of the DL Library Resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
The course does not require any special laboratory or use of facilities. Hardware/software descriptions are provided in the syllabus.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Via the syllabus and course website or directly through e-mail

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said te

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Acc which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/ibpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Richard Andreatta

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/AJIT/Help>)

Revised 8/09

¹²¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

¹²² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹²³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹²⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

¹²⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

¹²⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

¹²⁷ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

CD 571 - NEURAL BASES OF SPEECH, LANGUAGE & HEARING (3 HRS.)

FALL 20XX

TUES & THURS XX PM – XX PM

CTW XXX

Faculty: Richard D. Andreatta, Ph.D.

E-mail: richard.andreatta@uky.edu

Bldg/Office: CTW - Rm. 120-F

Office Phone: (859) 218-0523

Virtual Office Hours: by appointment

UK BULLETIN DESCRIPTION:

Detailed investigation of the neuroanatomy and neurophysiology of speech, language, and hearing from a communication sciences perspective. Emphasis on anatomy and physiology of the central nervous system, neurodevelopment, and normal neural substrates involved in speech, language, and hearing. Prereq: CD 378 or permission of the instructor.

COURSE OVERVIEW

CD 571 is a lecture-style introductory neuroscience course designed to provide senior undergraduates and pre-requisite majors in Communication Sciences & Disorders with an overview of current principles in molecular through systems neuroscience. During the semester, specific emphasis will be paid to neural regulation of the human vocal tract during communication and vocalization. Select disorders will also be discussed to highlight the effects of breakdowns in normal neurophysiology and control during behavior. The areas to be covered in CD 571 include the following (w/ time permitting):

- Gross structure of the human nervous system
- Motor systems (Direct and Indirect systems)
- Neural substrate of speech, voice, & language
- Basic principles of neural plasticity
- Cellular neurobiology & synaptic transmission
- Brainstem systems and the cranial nerves
- Sensory transduction and perception
- Central auditory & visual pathways

LEARNING OBJECTIVES (ASHA Standard met in parentheses – See Appendix for details on satisfying standards)

- Demonstrate the ability to comprehend, conceptualize, and integrate the basic underlying principles of neuroanatomy and neurophysiology. (III-A)
- Demonstrate comprehension & correct use of standard neuroscience terminology. (III-A)
- Comprehend, integrate, relate, & explain the basic principles of neuromotor control and somatosensation. (III-A)
- Demonstrate the ability to memorize, visually identify, and verbally describe the location and function of all neuroanatomical areas and systems, along with their substructures, in general and for speech and/or vocalization. (III-B)
- Demonstrate the ability to analyze, synthesize, and evaluate the importance of relationships that exist among motor and sensory systems during functional control of the human vocal tract (from idealization to production). (III-B)
- Appreciate and explain the comparative diversity of human neuroanatomy and neurophysiology as it pertains to vocalization in different species, age group populations, and genders and across populations with differing levels of health, trauma, disease, or disorder. (III-B; III-D)

- Be able to relate and integrate your knowledge of normal neuroanatomy and neurophysiology to appreciate and explain the pathophysiology of speech and non-speech disorders due to brain injury, and certain progressive disease processes. (III-C: III-D)

BLACKBOARD (Bb)

- Open your preferred web browser and go to the following URL: <http://elearning.uky.edu/>. This web page contains all the necessary links and information that you will need to correctly log on and navigate around our course Bb website.
- Alternatively, you may access Bb via your student LinkBlue account and portal.
 - The Bb site will contain lecture outlines and graphics for you to download, along with accessibility to your current grades and links to associated websites in anatomy.
 - Please be sure to check the announcements section of the Bb site frequently. I will post reading assignments and other class-related assignments in this area of the website.
 - Generally speaking, the downloads on our Bb site will be organized into folders by topic, with a typical folder holding an MS Word file with the lecture outline and a PDF file with graphics. Other files such as web links, audio, video, etc... may appear as needed.

TECHNICAL REQUIREMENTS FOR DISTANCE DELIVERY

- General information on technical requirements and recommendations for a successful distance learning experience can be found at <http://www.uky.edu/DistanceLearning/online/technical.php>
- Check your computer's software and hardware compatibility with Blackboard here: [Bb9 Hardware and Software Requirements](#)
- For this course you will need the following hardware and software:
 - Software:
 - Internet Browser: Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled) or other Blackboard compatible browser.
 - PDF reader such as Adobe Acrobat Reader
 - Selected apps:
 - Java
 - Flash
 - Check your computer for app and plug-ins installed by going to [Browser Eye Chart](#)
 - Video camera, such as an "eyeball" camera or computer's built-in camera
 - Headset/microphone
 - High speed internet connection (e.g., DSL, cable or other). You can check the speed of your connection here: [Speed Test](#)

REQUIRED TEXTBOOKS & RECOMMENDED SUPPLIES

1. LaPointe (2012). Atlas of neuroanatomy for communication science and disorders. Thieme: New York.
2. Computer (PC or MAC), with reliable Internet connectivity and e-mail access.
3. Recommended: Any medical dictionary of your choice (Tabers, Stedmans, etc).
4. Twitter or Facebook – Which do you prefer?

GRADING & ASSESSMENT PROCEDURES

Exams - (270 out 300)*

- **Four exams** will be given during the semester. Exam 1 is worth 45 points and the remaining three are worth 75 points each. Questions will include multiple choice, fill-ins, matching, true-false, labeling figures, short essays, figure or flowchart drawing.
- Questions will be derived from lectures, outlines, textbook readings, and any other outside materials that are assigned.
- BTW, my general answer to the most often asked question, "Hey, what's on the exam?" is "Everything".
 - Because neuroscience is so integrative, all the content we do in class is equally important, but in different ways and to differing degrees at different times.
 - This course is VERY additive in that your understanding of new concepts depends strongly on your understanding and retention of past material.

Exam 1 (45 pts)	September 20 th
Exam 2 (75 pts)	October 16 th
Exam 3 (75 pts)	November 8 th
Exam 4 (75 pts)	Dec 13 th - 10:30 am - 12:30 pm

**In unforeseen circumstances, a change in exam date maybe needed. Such changes will be negotiated with the class and reflect the nature of the circumstances necessitating the change. For example, a severe winter storm causing cancelation of classes on exam day would necessitate a change in the exam date or perhaps result in a take-home exam.*

Participation - (30 out of 300)

- To encourage active visitation to the Bb course site, an incentive system will be used that can earn you an addition **30 points** toward your final grade. A discussion board and Wiki will be developed to allow for peer-to-peer interactions. Points will be awarded based on the following schedule:
 - 15 contributions to the discussion board and/or Wiki = 30 pts
 - 12 to 14 contributions to the discussion board and/or Wiki = 25 pts
 - 10 to 11 contributions to the discussion board and/or Wiki = 20 pts
 - 8 to 9 contributions to the discussion board and/or Wiki = 15 pts
 - 5 to 7 contributions to the discussion board and/or Wiki = 10 pts
 - 2 to 4 contributions to the discussion board and/or Wiki = 5 pts
- Contributions to the discussion board and/or Wiki will occur at a rate of 1 per week though out the semester, beginning during the second week of classes.

FINAL GRADES

- The course is graded on a linear whole-number point scale rather than on percentages. **Please do not translate your point score into a percentage.** The main reason I use a point scale is to avoid the dreaded "rounding up or down" issue associated with percentages.
- As such, your final grade for this course will be based on a grand total of **300 points** summed across all of your exam and the participation scores.
- For undergraduate students, point totals will be translated into letter grades as follows:
A = 270 - 300; B = 240 - 269; C = 210 - 239; D = 180 - 209; E = 179 and below
- For graduate students, point totals will be translated into letter grades as follows:
A = 280 - 300; B = 250 - 279; C = 220 - 249; E = 219 and below

DISTANCE LEARNING ASSURANCES

Staying in touch with the course faculty

- Because the majority of the course will be delivered via Blackboard, students must have access to personal computers in order to access course materials. In the event that an enrolled student has technical problems with access or does not have access, we will provide support through the resources of the College of Health Sciences.
- The instructor will be available via virtual office hours once per week and available via e-mail at other times. I will respond to e-mail comments and questions within 24 hours of receiving a message, excluding weekends and holidays.
- Assignments and exams will be graded and scores posted to Bb within 5 working days after the due date.
- Finally, at least 2 real-time chats will be scheduled with each student during the semester to field any issues with management of the course.

Help with Delivery and/or Receipt of the Course

- We all appreciate the flexibility afforded via distance classes and at the same time acknowledge that technology can sometimes fail or be frustrating to work with. Should you encounter difficulties relating to ANY aspect of the technological delivery of this contact, please DO NOT PANIC! Simply email (preferred) or phone the instructor and he/she will work with you and UKIT to resolve problems. You will not be penalized for a breakdown in technology.
- The following UK resources are also available for any questions or technical problems that may arise.
 - Teaching and Academic Support Center: <http://www.uky.edu/TASC/index.php>
 - 859.257.8272
 - Information Technology Customer Service Center: <http://www.uky.edu/UKIT>
 - 859.257.1300

Information on Distance Learning Library Services

- Information on library services for distance learning can be found at Distance Learning Library Services
- The Distance Librarian is Carla Cantagallo and she can be reached at 859.257.0500 ext. 2171 or long distance 1.800.828.0439 (option 6). Email her at : dllservice@uky.edu
- Distance Learning Interlibrary Loan services: [Distance Learning ILL](#)

COURSE POLICIES SPECIFIC TO THIS CLASS

- If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Students will receive a midterm grade posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)
- No extra-credit assignments are provided, even if your final course score is 1 point away from a breakpoint on the grading scale.

- Policy on On-line Behavior & Decorum:
 - It is hoped that your interactions in any on-line discussion forums will create a community that supports you in your learning. Learning communities are characterized by respect for diverse points of view and the unique contributions of community members. Please convey your respect to your classmates and their learning efforts in all your communications. Refer to the “How to give appreciative feedback” guidelines on the Bb site.
 - On-line communications should be limited to content that relates to the course. Use of obscenity, personal attacks and other uncivil behavior will not be tolerated. Posts that the instructor considers inappropriate will be removed and the instructor will contact you to discuss your behavior and determine whether you will be allowed to continue in the course.
- Please refer to your current student bulletin and the [UK Schedule of Classes](#) for details about drop/add dates, course withdrawal, and other general UK academic course policies.

ILLNESS AND ABSENCE POLICY FOR EXAMS

- Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.
- For sudden illnesses, documentation must be in the form of an excuse slip or written note from the UK Health Center or from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required, such as a note from your parents. In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by e-mail or in person.
- For an excused absence, students missing any graded work due bear the responsibility of informing me about their excused absence within one week following the period of the absence (except where prior notification is required), and of making up the missed work. The student will have the opportunity to make up the work and/or missed exams due to an excused absence, during the semester in which the absence occurred.
- Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

RELIGIOUS OBSERVANCES

- Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).
- In the unlikely event that a course requirement (assignment or exam) falls on the date of a religious observance, you will be given the opportunity to make up work and/or the exam if you notify the instructor that religious observances prevent you from doing the work at its scheduled time.
- You must notify the course instructor at least two weeks prior to such an absence in order to be allowed to make up the assignment or exam.

ACADEMIC HONESTY & INFORMATION

- Part of your training in CSD involves understanding ethics and ethical behavior in practice and research. Information on academic honesty is the first step toward this goal. Therefore, as a member of this class and a student at UK, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- The University of Kentucky's Code on Academic Honesty will be STRICTLY followed for this course. In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The University of Kentucky Code of Student Rights and Responsibilities defines academic offenses and details procedures for dealing with them. All students are expected to be familiar with the content of the Code of Student Rights and Responsibilities. The Code can be viewed electronically on the University's web site: <http://www.uky.edu/StudentAffairs/Code/index.html>
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- A few examples of academic dishonesty specific to this course are:
 - Using references or detailed information from the internet without properly crediting or citing original authorship and passing this information off as your own original work.
 - Cutting and pasting work from the WWW without appropriate citation to the work.
 - Working collaboratively with other students to develop and complete a homework. In other words, two or more students working together to come up with a single argument that each person then uses for their assignment.

EXPECTATIONS

- Always remember, "Don't study harder... Study smarter!".
- Take responsibility for your own learning. Be proactive by:
 - Seeking out help early when something is not clicking,
 - Introducing yourself to me and being sure to come to office hours,
 - Brainstorm different ways to take notes in class or study for assignments,
 - Challenge yourselves to integrate information across **ALL** of your CD classes.
- I will be expecting you to:
 - Think about and integrate the information we are working on, do not simply memorize it.
 - Evaluate the context in which that information was presented to you,
 - Be able to explain clearly how information fits together with other things we are learning.
 - Memorization is the first step in the learning process, not the only step.
- I expect you to ASK QUESTIONS IN CLASS. I cannot emphasize this expectation enough.
- There is NO such thing as a stupid or silly question, so... Please ask if something is not clear.
- You will be expected to develop mastery of anatomical sites, labels, terminology and basic principles of nervous system function as the semester progresses.
 - You'll find that the class picks up speed and starts moving at a pretty good clip, especially as we start delving into the systems portion of the course. Be prepared for the speed of the course, because there is a lot of information to cover.

- College level organization, grammar, punctuation, syntax, etc. are expected from all students on any form of writing assignment. By default, always refer to the APA manual (latest edition) for any needed writing or stylistic conventions.
 - If these mechanics remain a difficulty for you, please see me toward the start of the semester so that we can work on strategies to help you improve your writing skills.
- I hope that when you finish this course you are,
 - Reading differently, and writing differently,
 - Thinking differently, and organizing your time differently.

WEB-SITES FOR HELP AND INFORMATION

- CD Home Page: <http://www.mc.uky.edu/CommDisorders/>
- Black-Board Login and Student Resources: <http://elearning.uky.edu/>
- UK Office of Student Affairs: <http://www.uky.edu/StudentAffairs/index.html>
- UK Office of the Registrar: <http://www.uky.edu/Registrar/>
- UK Libraries: <http://www.uky.edu/Libraries/index.php>
- University Computing and Networking Services: <http://www.uky.edu/IT/CustomerService/>

APPS FOR NEUROANATOMY

For those of you who have an iPad or iPhone, there are some terrific apps available for studying neuroanatomy. The Following apps are available at the Apple App Store and are recommended for your use. Please see me for help with use of one of these apps.

- Brain Tutor (www.brainvoyager.com)
- iSurf BrainView (Netfilter.com.br)
- 3D Brain (Cold Springs Harbor Laboratory)
- Brain & Nervous System Pro (3D4Medical.com)

MEDICAL LIBRARY RESOURCES

Available for student use through the Medical Center Library is an e-book resource called Anatomy.TV. Within Anatomy.TV, there is a 3D Head & Neck Anatomy program available. Follow these directions to access the site.

- From the Medical Center Library Homepage – Click on MCL e-books button – Select the “E-books Dentistry” tab – Select “3D- Head & Neck Anatomy for Dentists” – Click on the Anatomy.TV splash banner that appears next – in the box entitled “Specialty Titles”, select “Dentistry” – Read the Quick Start Guides and explore the site!

TOPIC SCHEDULE AND READINGS

- Topic coverage is flexible and strongly influenced by the pace of the class. Changes in the pace of the course during the semester will be evaluated continuously by the instructor to maintain the flow of the course material.
- The course syllabus is only a **general plan** for the semester and deviations announced to the class by the instructor (verbally, through e-mails and/or through postings on the course website) may be necessary as the semester progresses.
 - Remember to consult the course Bb website **frequently** for updates and/or announcements.
 - Specific pages to read and figures to learn for each chapter of the textbook will be posted on the course website, announced in class, or sent out via e-mail.
- Remember to consult the course Bb website **frequently** for updates and/or announcements.

CD 571 Topic Sections	
<ul style="list-style-type: none"> • Syllabus and Foundations of Neuroscience. 	
Section 1 – The Basics	Weeks 1 through 6
<ul style="list-style-type: none"> • Gross neuroanatomy and structure of the human nervous system. • Basic neural substrate of speech, voice and language. • Brainstem & cranial nerve systems. • Basics of cellular neurobiology. 	
Section 2 – Neural Bases of Perception	Weeks 7 through 11
<ul style="list-style-type: none"> • Sensory transduction & perception • Somatosensory pathways • Principles of rehabilitation neuroplasticity (time permitting) • Central auditory pathway. 	
Section 3 – Neural Bases of Action	Weeks 12 through 16
<ul style="list-style-type: none"> • Principles of neuromuscular control of movement. • Descending motor control pathways. • Cerebellar systems and the coordination of movement. • Basal Nuclei and the initiation/termination of movement. 	

Appendix: How will ASHA Standard III be met in CD 571?

ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology consist of seven standards related to academic and clinical training as well as continuing education for individuals who wish to obtain/maintain certification. Of primary importance to academic course work is **Standard III: Program of Study — Knowledge Outcomes**.

This standard deals with academic preparation in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Hearing
- Swallowing
- Cognitive aspects of communication
- Social aspects of communication
- Communication modalities

Competency of these *knowledge outcomes* may be demonstrated in academic coursework.

Standard	Requirements/Objectives	Learning Activities	Evaluation Criteria
III-A	Knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.	Exams Lectures & Readings Participation	Instructor Grading
III-B	Knowledge of the basic human communication processes involving human communication including its neurological, psychological, developmental, linguistic, and cultural bases	Exams Lectures & Readings Participation	Instructor Grading
III-C	Knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.	Exams Lectures & Readings Participation	Instructor Grading
III-D	Knowledge of the principles and methods of intervention for people with <i>expressive and receptive language disorders</i> , including consideration of the physiological, psychological, developmental, linguistic, and cultural correlates of this disorder	Exams Lectures & Readings Participation	Instructor Grading