I. Course Description

An introduction to anatomy and physiology of the speech mechanism including the nervous, respiratory, phonatory, articulatory/resonance, and auditory/vestibular subsystems in relation to speech and swallowing functions. Emphasizes will be placed on clinically-relevant information, and how it relates to pathologies commonly treated by speech language pathologist.

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

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

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Learning Outcomes:

I. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
II. The student will demonstrate knowledge of physiological processes utilized in communication.
III. The student will recognize and articulate the foundational skills related to normal speech and language development.
IV. The student will demonstrate understanding of the process of assessing communication disorders.
V. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
VI. The student will demonstrate professional writing skills appropriate for clinical management.
**Specific Student Learning Outcomes for Phonetics (SLO):**

1. The students will gain basic anatomical knowledge about respiratory, phonatory, articulatory/resonance, and auditory/vestibular subsystems.
2. The student will gain basic physiological processes that sets in motion set neuromuscular, aerodynamic, and acoustic events that result in speech.
3. The student will appreciate the relationship between various level of the production process.

**III. Course Assignments, Activities, Instructional Strategies & Use of Technology**

**Examinations:**
There will be three scheduled examinations. After each section there will be a short review of the material covered. Examination dates are listed on the course schedule, below.

**Quizzes:** There will be five pre- quizzes covering the “affix and part-word box” found at the beginning of each chapter. Following completion of each section there will be five post- quizzes. These will be announced and are tentatively scheduled for the dates listed below.

**Projects:**
There will be one major project in this course, requiring the construction of a model of a chosen subsystem. A more detailed handout outlining all the requirements will be given in class. There will also be an oral project in which you must express in both layman’s terms and anatomical terms how a chosen subsystem works.

**Coloring Pages:**
Throughout the course you will have 10 A&P coloring assignments. These will be a completion grade at 5 points each. They will not be accepted late.

**Participation:**
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion and/or making other relevant and timely comments. Diversions due to personal notes, visiting, working on day planners, etc. is not considered appropriate and will be addressed when observed. Cell phones are to be silent during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. Please be respectful and considerate of your peers and instructor.

**IV. Evaluation and Assessment (Grading)**

**Points for grade are as follows:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Three scheduled examinations @ 100 pts each</td>
<td>300</td>
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<td>Model Project</td>
<td>50</td>
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<td>Oral Project</td>
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<td>Ten quizzes @ 10 pts each</td>
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<tr>
<td>Coloring Pages @ 5 pts each</td>
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<tr>
<td><strong>Total Points:</strong></td>
<td><strong>550</strong></td>
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The course grading scale is as follows:

- 550 – 495 = A
- 495 – 440 = B
- 439 – 385 = C
- 384 – 330 = D
- 329 – 0 = F

Grade Calculation: (Points Earned to date) / (Points Possible to Date) x 100 = Current Grade

Avoid point penalties by attending class and by submitting assignments on time and according to the required formats. Late assignments are only accepted for excused absences or by the discretion of the instructor. Late work must be turned in at the next class period after an excused absence to receive credit. No late work will be accepted Finals Week without written permission from the instructor attached. Make-ups for scheduled exams will be allowed only in an extreme emergency including illness or death of a family member and documentation must be provided. You are responsible for scheduling the make-up exam with the instructor. This must be done within one week of your missed exam.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>T</td>
<td>Introduction, Terminology, and Basic Concepts</td>
<td>Ch 1 &amp; Ch. 2</td>
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<td>Th</td>
<td>Ch. 3 Pre- Quiz Medical Term Part Box Terminology and Basic Concepts</td>
<td>Ch. 3</td>
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<td>Week 2</td>
<td>T</td>
<td>The Structural Organization of Humans</td>
<td>Ch. 3</td>
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<td>Th</td>
<td>Post Quiz chapters 1-3 Review</td>
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<td>Week 3</td>
<td>T</td>
<td>Ch. 4-5 Pre-Quiz affixes and part-word box Anatomy and Physiology of the Nervous System</td>
<td>Ch. 4</td>
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<td>Th</td>
<td>Pathology of the Nervous System</td>
<td>Ch. 5</td>
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<td>Week 4</td>
<td>T</td>
<td>Post Quiz chapters 4-5 Review</td>
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<td></td>
<td>Th</td>
<td>Exam 1</td>
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<td>Week</td>
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<td>Topic and Study Material</td>
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<td>Week 5</td>
<td>T</td>
<td>Ch. 6-7 Pre-Quiz affixes and part-word box</td>
<td>Ch 6</td>
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<td>Anatomy of the Respiratory System</td>
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<td>Th</td>
<td>Physiology of the Respiratory System</td>
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<td>Week 6</td>
<td>T</td>
<td>Pathology of the Respiratory System</td>
<td>Ch. 7</td>
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<td>Post Quiz Ch. 6-7</td>
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<td>Review</td>
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<td>Week 7</td>
<td>T</td>
<td>Ch. 8-9 Pre-Quiz affixes and part-word box</td>
<td>Ch. 8</td>
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<td>Anatomy of the phonatory System</td>
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<td>Building the larynx</td>
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<td>Week 8</td>
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<td>Physiology of the Phonatory System</td>
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<td>Pathology of the Phonatory System</td>
<td>Ch. 9</td>
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<td>Week 9</td>
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<td>Post Quiz Ch. 8-9</td>
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<td>Review</td>
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<td>Exam 2</td>
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<td>Week 10</td>
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<td>Ch. 10-11 Pre-Quiz affixes and part-word box</td>
<td>Ch. 10</td>
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<td>Anatomy of the Articulatory System</td>
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<td>Physiology of the Articulatory System</td>
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<td>Week 11</td>
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<td>Pathology of the Articulatory System</td>
<td>Ch. 11</td>
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<td>Post Quiz Ch. 10-11</td>
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<td>Review</td>
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<td>Week 12</td>
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<td>Normal Swallowing</td>
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<td>Dysphagia</td>
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VI. Readings

Recommended texts and materials:

1. Fuller, Pimentel, Peregoy: Applied Anatomy & Physiology for Speech-Language Pathology & Audiology

VII. Course Evaluations

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

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

In addition to the electronic course evaluation you will be asked to complete at the conclusion of the semester, I welcome your comments, feedback and suggestions throughout the duration of the course.

VIII. Student Ethics and Other Policy Information

Important course related policies:

Academic Integrity (4.1)
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.

Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7
Resources

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**X: Additional Information Specific to Certification/Licensing Requirements in Texas:**

To complete licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for clinical experiences; your first background check is paid for you by the program; however, additional background checks (if needed) must be covered by you; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be
allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the PRAXIS exam (additional information available at https://www.ets.org/praxis/register/id. YOU must provide legal documentation to be allowed to take this mandated examination that is related to licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.