Longwood University Online Institute   Spring 2026

PCSD 455: Neurology in Human Communication – Syllabus

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Information on Accommodations & Disability Resources, Sex
Crimes/Offenses/Misconduct, Mental Health Resources, and Protecting Intellectual
Property may be found at syllabus statements, here:
http://www.longwood.edu/academicaffairs/secondary-menu/syllabus-statements/

Information @ a Glance:

1) The time zone for this course is Eastern Standard Time or EST. A time zone
converter may be found here: https://www.thetimezoneconverter.com/

2) All work for this course may be submitted early. All work is due by the due date
stated in the syllabus, by 11:59PM EST.

3) Formatting instructions for all written work: Use TNR or Arial Fonts, 12 point only,
double spaced, in Word only.

4) Spelling, Use of Professional Terminology, Mechanics, Grammar, Punctuation: 5
points will be deducted from any assignment that contains 2+ errors in the above. Proof
your work carefully. ==Work submitted as a PDF file will NOT be accepted and will be
given a grade of "0".==

5) All of the information in the syllabus is important. ==Pay particular attention to anything
highlighted in yellow.==

Important Dates:

Course Start Date: January 14, 2026
Course End Date: May 8, 2026
Last Day to Add/Drop: January 22, 2026 by 5pm EST
Last Day to Withdraw with No Academic Penalty (all tuition and fee charges will still
apply): April 4, 2026 by 5pm EST

Course Description: An overview of neurology as it relates to communication and
communication disorders. 3 credits. Pre-requisites: CSDS/PCSD 313

Special Note: Successful completion of this course or other SLP online courses will not guarantee admission to graduate school. Your performance in this course will not affect your undergraduate GPA, unless you are enrolled in a bachelor's program at Longwood University. If you are transferring this course to another university, you should contact that university to understand the impact of your grade on your GPA at that university.

Required Textbook:

Seikel, J. A., Konstantopoulos, K., & Drumright, D. G. (2018). *Neuroanatomy and neurophysiology for speech and hearing sciences.* San Diego, CA: Plural Publishing. ISBN 9781635500714.

A used copy of this text is fine. Purchase of a new copy will give you access to the Plural + Companion Website and Neuroquest. You do not need Neuroquest in order to be successful in this course.

Note: Additional materials are available on Canvas.

Accessibility Resources Office

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc.), you must register with the Accessibility Resources Office, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Technology Requirements:

1) All course content is housed in Canvas, a web-based portal that is accessed via Internet. You will need access to a stable (i.e., reliable), high-speed Internet service in order to access Canvas and participate in the course.

2) Windows Media Player and/or Adobe Flash Player and/or QuickTime Player will be necessary in order to view any video clips. These are available as free downloads and may be located by completing a Google web search for the player you need for your computer system.

3) You will need Microsoft Office, including PowerPoint and Word. If you do not have Microsoft Office, you may find it by performing a Google web search and then selecting the suite you need for your computer.

4) You may need the ability to save documents in a PDF format. See the assignments for details.

5) You may need the ability to scan or copy and save images. There may be some assignments that may require drawings to be submitted; see the assignments for details. In addition, some assignments may be easier to complete by hand and then scanned and submitted.

6) Assignments must be submitted as Microsoft Office document – for example, PowerPoint and Word. Extensions that are excepted are .doc, .docx, .ppt, and .pttx.

7) Google Chrome is the best browser to use for this course. You will need it to take online assessments. You can locate a free download for Google Chrome by performing a search for it in Google and then following the directions to download it to your computer.

Other helpful tips in participating in online learning:

1) You don't need a great deal of technical expertise to participate in online learning.

2) You will need the ability to use email with attachments, save files using common software such as Microsoft Office, and the ability to use a keyboard.

3) You are strongly encouraged to back up all of your files for this course. For example, I typically back up all of my files on an external hard drive, a portable USB, and in Dropbox. Dropbox is a web- based storage system; a free version is available.

Assessments Require the Use of LockDown Browser:

A quick start guide may be found here:
https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructure-Student.pdf

LockDown Browser is a locked browser for use with exams and quizzes in Canvas. It prevents you from printing, copying, going to another URL, or accessing other applications during an assessment. All exams in this course require the use of LockDown Browser. You must first install LockDown Browser by going to the link provided in Canvas.

Please note that you cannot take an exam using a standard web browser. Detailed instructions for accessing any exam are below. LockDown Browser should only be used for taking exams in Canvas; it should not be used in other areas of Canvas.

BEGINNING AN EXAM:

1) Close all programs, unless one is used to connect you to the Internet.

2) Locate the "LockDown Browser" shortcut on the desktop and double-click it. For Mac users, launch "LockDown Browser" from the Applications folder.

3) If prompted, either close a blocked program (e.g., instant messaging) by choosing **YES**, or close LockDown Browser and close the blocked program before restarting LockDown Browser.

4) Log into Canvas.

5) Navigate to the exam within the course and begin the exam or quiz.

6) Once an exam or quiz has been started with LockDown Browser, you cannot exit until the exam or quiz has been submitted for grading.

7) You are required to use LockDown Browser with a webcam that will record you during an online exam or quiz. The webcam feature is sometimes referred to as Respondus Monitor. Your computer must have a functioning webcam and microphone. A broadband connection is also required.

8) The webcam check will confirm that your webcam and microphone are working properly. The webcam may require you to scan your ID, scan the room in which you are taking an exam or quiz, etc. You will need to follow the steps of the Startup Sequence.

9) If you encounter a problem, select the **It's Not Working** link for troubleshooting tips and access to 24/7 Live Chat Help.

Note: The use of any resources, including but not limited to other people including classmates, textbooks, online resources such as websites, etc., is prohibited during all exams.

The American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Standards applicable to this course include:

1) Standard III-B: Demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

2) Standard III-C: Demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including their etiologies, characteristics, anatomical/physical, acoustic, psychological, developmental, and linguistic and cultural correlates.

3) Standard III-D: Possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Objectives: **The American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Assessment (KASA) Standards applicable to this course are below.** Through the successful completion of this course, the student will gain a working knowledge of the neurology of human communication:

1. The student will describe and summarize the organization of the brain, including lateralization, lobes, brainstem, and cerebellum, and subcortical structures (Standard III-B, III-C, III-D).

2. The student will describe and summarize hemisphere dominance for language as well as the contributions of the non-dominant hemisphere and various subcortical structures to language functions (Standard III-B, III-C, III-D).

3. The student will be able to describe and summarize the neurologic structures and pathways associated with speech production (Standard III-B, III-C, III-D).

4. The student will describe and summarize the function of cranial nerves associated with human communication, voice, swallowing, mastication, and facial expression (Standard III-B, III-C, III-D).

5. The student will describe and summarize the functional categorizations of the nervous system (Standard III-B, III-C, III-D).

6. The student will describe and summarize actions and outcomes of neurons, axons, dendrites, and the role of numerous neurotransmitters (Standard III-B, III-C, III-D).

7. The student will describe and summarize the cerebrovascular system, including the Circle of Willis (Standard III-B, III-C, III-D).

8. The student will describe and summarize afferent and efferent pathways (Standard III-B, III-C, III- D).

9. The student will describe and summarize normal aging and its impact on the central nervous system (Standard III-B, III-C, III-D).

10. The student will describe and summarize the impact of various neurological disorders, diseases, and trauma on the brain (Standard III-B, III-C, III-D).

Contacting the instructor: Email is the best and fastest way to reach me; I typically respond by the end of the day. If you have not heard from me within 1-2 business days, resend the email. Allow 48 hours for a response if you email over a weekend or holiday. **heplertc@longwood.edu**

Canvas and course content: All course documents, including PowerPoint (PPT) slides, videos, spelling guides, outlines, etc., are posted on Canvas; verify that you can access this portal. Review these items online or print them. Additional information

regarding assignments, expectations, updates, and announcements will be posted on Canvas as needed. Check Canvas several times per week for any updated information. **In-class reminders of changes are unlikely to be made**.

Make-up and extra credit: None.

Grade dispute: You must earn grades in this course; I do not give them out as gifts! If you feel that an assignment has been graded in error, then you must contact me via email within 48 hours of receiving the grade so that I can recalculate it. Beyond 48 hours, no adjustment in grade will be made. I only review grades when you feel that I have made a mathematical error.

Late work: Work should be submitted on or before the due date indicated in this syllabus. You may always submit work early. All work is due by 11:59 PM EST on the date indicated.

Notify me as soon as possible if you have problems with an assignment. If you are having computer problems and/or become locked out of any assignment, take a screen shot and send it to me. Adaptations to the schedule are at the discretion of the instructor. Submission of documentation does not guarantee that an adaption will be granted.

Late work is accepted but incurs the following penalty: **I will deduct ten percent (10%) of the total point value of the assignment for every day, including weekends and holidays, that the work is not submitted. No work is accepted if it is three (3) or more days late. No work is accepted after the last day of class – December 10, 2025 by 5pm EST. Work submitted after this date will receive a grade of "0."**

Honor code: All students are expected to abide by the Honor Code, and to respect the intellectual property and copyright of others. The following Honor Code Statement must be included on all written work: *I have neither given nor received help on this test, quiz, etc., nor am I aware of any infraction of the Honor Code.*

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any violation will be investigated, and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board.

Longwood's Honor Code: http://www.longwood.edu/studentconduct/12011.htm

The academic pledge: http://www.longwood.edu/studentconduct/12021.htm

Religious observations: The instructor will accommodate adjustments to the schedule due to dates that conflict with a student's religious observations, **if informed in writing by the end of the first week of class.** Also, keep in mind that all course content,

Format of This Course: All course content and assignments that are due for a grade, including assessments, are open and available to you from the first day of class. The class is intentionally designed this way so that **you can work ahead if you need to** in order to accommodate for any plans you may have – the birth/adoption of a child, a wedding, vacation, family reunion, etc. This course is self-paced, and you are free to work as slowly or as quickly as you wish. Plan your time accordingly. Modules should be completed in order.

Course Modules: There are seven modules for this course. Modules VI and VII only are grouped together. Each module has a start and end date, but keep in mind that **ALL modules are open from the first day of class**. Assignment due dates are listed in each module. You can complete any or all assignments early, but once the due date passes (see below), then the opportunity to submit an assignment will close.

Assignments will not be reopened unless extraordinary circumstances prevail – for example, a computer glitch where you send me a screenshot of the problem via email, a hospitalization, etc. Failure to plan your time so that you have sufficient time to finish is not a valid reason to miss a due date. The advantage of working online is the flexibility of your study time. You should plan to spend at least 10-15 hours per week, if not more, on studying and completing all assignments. **Do not underestimate the amount of time it may take to complete the work for this course.**

Due Dates for Work: All assignments are due by 11:59 PM EST on the date noted on the course calendar. Work may be submitted early. Once you have submitted an assignment, I will grade it; you cannot resubmit work in hopes of getting a better grade once you have turned it in. I reserve the right to make alterations to the course schedule as needed to accommodate the class.

Work that Must Be Completed but is Not Graded:

1) A signed **Assurance Statement** must be submitted via Canvas during the first week of class.

2) A **Course Overview Quiz** contains questions about information in this syllabus, course policies, and course navigation.
3) You are required to **Introduce Yourself** via a Discussion Board post.

Work that Must Be Completed for a Grade:

Five (5) Discussion Posts	150 points (30/each)
Three (3) Exams	300 points total
Exam 1:	100 points

Exam 2:	100 points
Exam 3:	100 points
Five (5) Consider This! Tasks	250 points (50/each)
Time for Discharge! Activity	150 points
Concomitant Conditions Task	150 points

TOTAL POINTS: **1000 points**

Five Discussion Posts   150 points (30/each)

There are five discussion assignments throughout the semester. You are required to **make one initial post** on the topic on the appropriate discussion board. Responding to other posts is optional, but strongly encouraged.

Posts should be written in complete sentences, with ideas and information appropriately sequenced. Use professional terminology and a formal style of writing. Posts should be free from grammatical, spelling, and punctuation errors. All posts must be made on the appropriate discussion board; do not submit any post as a Word or PDF document. Posts submitted as a document will receive a grade of "0".

Three Exams   **300 points (100/each)**

Three exams scattered throughout the semester. Exams consist of short answer, true/false, and multiple-choice questions. Honorlock must be enabled.

Five Consider This! Tasks   **250 points (50/each)**

Consider This! Tasks are designed to get you to think about the practical, clinical application of neurology. Responses should be written as complete sentences, using professional terminology. Answers should be carefully proofed for misspelled words, and punctuation, grammar, and mechanical issues. Formatting instructions must be followed: TNR or Arial font only, 12 point only, double spaced, in Word only. Documents submitted as PDF files will be given an automatic grade of "0."

Time for Discharge! Assignment   **150 points**

You will assemble a packet of information for a patient with a neurological illness or trauma (i.e., Parkinson's disease, stroke, traumatic brain injury, amyotrophic lateral sclerosis, etc.) and his/her family. The packet must contain the following:

- Information about the patient's condition, written in laymen's terms.
- A one-page document that gives tips for a successful transition to home.
- Pretend the patient is on a modified diet (this link on dysphagia may help: https://iddsi.org/). Select a modified diet and then prepare a one-page document that lists the types of foods and liquids that the patient may consume and a list of foods/liquids that the patient must AVOID.

- Select a real town or city (i.e., Richmond, VA; NYC; Dinwiddie, VA; Norman, OK, etc.). Then identify at least one support group that your patient and his/her significant others could attend. Briefly describe the purpose and activities of the group you identified, then write a one-page document on the importance of a support group following neurological illness/injury.

Concomitant Conditions Assignment   150 points

A concomitant condition is a condition that occurs at the same time as something else. For example, high blood pressure is a concomitant condition that may occur with stroke. On Canvas, go to Modules then Concomitant Conditions. There are 15 conditions listed. Define each condition and then state 1-2 ways in which that condition may impact recovery from a neurological illness or trauma. Here is an example:

Hypercholesterolemia: High cholesterol, which is elevated levels of cholesterol in a person's bloodstream that places that person at increased risk for stroke and heart attack. Non-compliance with dietary modifications and taking statin medication daily may place a person at an elevated risk for having another stroke or heart attack.

TOTAL POINTS FOR ALL GRADED ASSIGNMENTS: 1000 POINTS

Grading Scale:

940 – 1000 A	730 – 779 C
900 – 939 A-	700 - 729 C-
880 – 899 B+	680 – 699 D+
830 – 879 B	630 – 679 D
800 – 829 B-	600 – 629 D-
780 – 799 C+	0 – 599 F

The course schedule for modules, their assignments, and due dates is on the next page.

Dates	Reading	Items Due
Module I: Course Overview & Basics of the Nervous System (NS)		
August 25 – September 11	Chapters 1, 2, 6, 8	**Due January 19, 2026** ☐ Assurance Statement ☐ Introduction to the Course Quiz **Due January 21, 2026** ☐ Introduce Yourself on the Discussion Board **Due February 6, 2026** ☐ Module I Consider This #1 ☐ Module I Exam #1 ☐ Module I Discussion Board Post #1
Module II: The Cerebral Cortex		
September 12 – October 2	Chapters 4, 5, 10	**Due February 20, 2026** ☐ Module II Discussion Board Post #2 ☐ Module II Consider This #2 **Due February 27, 2026** ☐ Module II Exam #2
Module III: Cranial Nerves		
October 3 – October 16	Chapter 7	**Due March 20, 2026** ☐ Module III Consider This #3 ☐ Module III Discussion Board Post #3
Module IV: The Spinal Cord		
October 17 – October 30	Chapter 9	**Due April 3, 2026** ☐ Module IV Discussion Board Post #4 ☐ Module IV Consider This #4
Module V: The Neurology of Cognition		
October 31 – November 20	Chapter 11	**Due April 17, 2027** ☐ Module V Consider This #5 ☐ Module V Discussion Board Post #5 **Due April 24, 2026**

		□ Module V Concomitant Conditions Assignment
Module VI: Neurological Disorders		
November 21 – December 10	No assigned readings from text; see supplemental information under Module VI on Canvas.	**Due May 1, 2026** □ Module VI Time for Discharge Assignment **Due May 6, 2026** □ Module VI Exam #3