CSAD 220: COGNITIVE-COMMUNICATION ACROSS THE LIFESPAN

In Workflow

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Approval Path

1. 2026-09-22T17:17:59Z
   Darla Hagge (hagge): Approved for CSAD Committee Chair
2. 2026-09-22T23:49:17Z
   Darla Hagge (hagge): Approved for CSAD Chair
3. 2026-10-07T18:16:46Z
   Scott Thompson (irwin.thompson): Approved for HHS College Committee Chair
4. 2026-10-13T01:25:58Z
   Aishah Patterson (patterson): Approved for HHS Dean

New Course Proposal

Date Submitted: 2026-09-08T19:35:39Z

Viewing: CSAD 220 : Cognitive-Communication Across the Lifespan

Last edit: 2026-09-08T19:35:37Z

Changes proposed by: Laura Gaeta (219773451)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:
Cognitive-Communication Across the Lifespan

Class Schedule Title:
Cog Comm Lifespan

Academic Group: (College)
HHS - Health & Human Services

Academic Organization: (Department)
Communication Sciences and Disorders

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
CSAD - Communication Sciences and Disorders

Catalog Number: (course number)
220

Course ID: (For administrative use only.)
TBD

Units:
2

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Spring term only

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
The Department of CSAD requests approval to add two additional units to the M.S. curriculum to support the proposed new course, Cognitive Communication Across the Lifespan, rather than reallocating units from existing courses.
The additional units are warranted for the following reasons:
• Accreditation Requirements: The content addressed in Cognitive Communication Across the Lifespan is required within the ASHA accreditation standards and supported by CTC standards (see Appendix A & B, below). A dedicated course ensures sufficient curricular depth and systematic coverage of this required area.
• Consistency with California Graduate Programs: Graduate CSD/CSAD programs in California range substantially in required units, approximately 36–76 units. A 60-unit M.S. curriculum therefore remains well within the range of graduate program requirements across the state (see Appendix C, below, for comparison data).
• Preservation of Existing Curriculum: Reducing units from established courses would require corresponding reductions in approved learning outcomes, instructional content, and/or learning activities. Reallocating existing units would therefore address one curricular need by diminishing other components of the established graduate curriculum (See Appendix D).
• Minimal Impact on the Typical Student Program: The M.S. program is currently published as requiring 58–60 units, with 60 units associated with completion of a thesis or project and 58 units associated with the comprehensive examination option (see https://catalog.csus.edu/colleges/health-human-services/communication-sciences-disorders/ms-in-communication-sciences-and-disorders/). Because only a negligible number of students complete a thesis or project, adding two units would result in a 60-unit program for the substantial majority of students, remaining within the program's currently published 58–60 unit range.
In summary, adding two units provides the most academically sound approach to incorporating required accreditation content while preserving the integrity of the existing approved curriculum. The proposed change accommodates an identified curricular requirement without reducing established learning outcomes and results in a 60-unit program for most students. This unit number is already represented within the program's published unit range and consistent with graduate CSD/CSAD programs throughout California.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
Nature and development of cognitive-communication and disorders. Assessment, treatment, and prevention of acquired and developmental cognitive-communication disorders including pediatric and adult traumatic brain injury (TBI) and mild traumatic brain injury (mTBI), right hemisphere syndrome/apragmatism (RHS), and dementia. Emphasis on neurobiological, neuroplasticity principles of habilitation and rehabilitation, differential diagnosis and theories, and evidence-based research pertaining to clinical management in line with WHO-ICF principles.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
CSAD 218, CSAD 223

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
2

Is this a paired course?
No

Is this course crosslisted?
No

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe normal neuroanatomy, neurophysiology, and development of cognition and cognitive aspects of communication—including language organization, attention, memory, sequencing, problem solving, and executive function	Midterm, article reviews 1 and 2, neuroplasticity lab, discussion posts
2	Describe impaired neuroanatomy and neurophysiology stemming from brain injury; demonstrate a working knowledge of prevention for brain injury/neurological injury, developmental diagnoses that include cognitive-communication aspects, and degenerative diseases	Midterm, article reviews 1 and 2, neuroplasticity lab, discussion posts
3	Apply the concept of neuroplasticity as it relates to neuro-habilitation and rehabilitation for cognitive-communication disorders across the lifespan	Midterm, article reviews 1 and 2, neuroplasticity lab, discussion posts

4	Describe the classification, characteristics, and etiologies of the different types and manifestations of cognitive-communication impairments across a range of diverse populations and diverse cultures including attention, memory, working memory, executive functions, reasoning/problem solving, social pragmatics, and overall interaction with communication	discussion posts, cognitive-communication lab, reflection on experience, midterm
5	Define the World Health Organization international classification of functioning and disability (WHO-ICF) as it pertains to acquired cognitive-communication deficits across a variety of acquired neurologic disorders, disabilities, and cultural considerations	discussion posts, cognitive-communication lab, reflection on experience, midterm
6	Evaluate and diagnose developmental and acquired cognitive-communication impairments and the impact those impairments have on participation in life activities	discussion posts, cognitive-communication lab, reflection on experience, midterm
7	Devise and implement appropriate evidence-based treatment plans for acquired cognitive-communicative disorders across ages, impairment, activity, participation levels and integration of the Social Determinants of Health along with the WHO-ICF including restorative and compensatory approaches	Assessment plan, treatment plans, patient and family education materials, final exam, discussion posts
8	Compare/contrast models of rehabilitation and disability as they pertain to prevention, assessment, and treatment of acquired cognitive-communication disorders across diverse populations and including consideration of a person's anatomy, physiology, neurology, psychology, development, language, and culture with a focus on patient-and family-centered care	Assessment plan, treatment plans, patient and family education materials, final exam, discussion posts
9	Demonstrate the ability to effectively communicate, both orally and in written form, with patients, families, and professionals in a responsive and responsible manner.	Assessment plan, treatment plans, patient and family education materials, final exam, discussion posts

Attach a list of the required/recommended course readings and activities:

CSAD 220 readings and activities.docx

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:
MS in Communication Sciences and Disorders

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

Yes

If yes, attach a description of resources needed and verify that resources are available:

CSAD_MS_CurriculumProposalSummary.pdf

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge

Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

This course change does not impact the currently written Common Standards document.

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 15595