



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan	Section: 50
Meeting Days: T, Th	Meeting Times: 3:00-4:15	Location: Folsom Hall 2604
Instructor: Dr. Lisa D'Angelo	Email: dangelo@csus.edu	Phone: (530) 400-1970 text preferred
Office Location: Folsom Hall 2316 and home	Office Hours/Appointments: Drop In and by Appointment Wednesday 2:30-3:30 Thursday 11:30-1:30	

Catalogue Course Description:

CSAD 125. Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

3 Units

Prerequisite(s): CSAD 112, CHDV 30, PSYC 2, STAT 1, and DEAF 51.

Term Typically Offered: Spring only

Language disorders and the dynamic, reciprocal relationships between the disability, the client, his/her family, and the environment. Developmental and acquired neurogenic language disorders from infancy through adulthood will be covered including neurophysiology and neuropathology.

Place of Course in Program

The focus of this 3-unit undergraduate seminar is on language disorders across the lifespan, including the dynamic and reciprocal relationship of the disorders among the following: the child, adolescent, or adult, his/her family, and the environment. Diagnostic categories discussed will include: Intellectually Disability, Language Delay, Developmental Language Disorder (DLD), Language Learning Disability (LLD), Autism Spectrum Disorder (ASD), Traumatic and Acquired Brain Injury (TBI/ABI), Neglect and Abuse, Right and Left Hemisphere Cerebrovascular Accident (CVA), and Progressive Disorders (e.g., the Dementias).

<u>Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)</u>	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Y
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Y
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Y
Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester.

CSAD 125 SPECIFIC STUDENT LEARNING OUTCOMES:

Segment 1:

1. Identify the historical roots and purpose of studying brain science in speech-language pathology.
2. Identify basic medical terminology including direction, planes, and anatomic orientation
3. Discuss policy and theoretical perspectives including the ASHA Scope of Practice, the World Health Organization's *International Classification of Functioning*, history of persons with disabilities, and the Medical and Social Model Approaches to Disability.
4. Identify structures and systems within the Central Nervous System (CNS).
5. Identify structures and systems within the Peripheral Nervous System (PNS) and the Autonomic Nervous System and discuss the development of the Nervous System, and relevant principles of Neurologic Organization.
6. Identify structures of the neuronal function in the nervous system, including physiology, cellular potential, myelin development and related disorders, and central nervous system regeneration. Discuss and interpret the Triune Model of Brain Development.
7. Critically evaluate the relevance genetic and epigenetic factors in understanding language disorders in children and adults.
8. Distinguish among the multiple causes of language disorders and discuss complicating factors to language development (such as environment, stimulation, hearing deficit, cognitive deficit, etc.).
9. Recall and explain symptoms associated with a continuum of language disorders, categorize symptoms, and determine areas of greatest needs for intervention. Discuss associated etiology and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates. Identify and discuss relevant cognitive and social aspects of communication. Discuss prevention of language delays.
10. Design assessment plans to evaluate oral and written language, drawing from formal and informal testing procedures as appropriate.
11. Identify and explain issues pertaining to parents' and caretakers' challenges in learning about and living with language disorders across the lifespan.
12. Identify and explain issues pertaining to teacher's challenges in working with children with language disorders/cognitive-communication disorders.
13. Identify basic processes used in research about language disorders and the integration of research principles into evidence-based clinical practice.
14. Recognize and discuss the difference between a language difference and a language disorder. Discuss cultural considerations to language development.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-7	Exam 1, 2 , HW 1	
8, 9	Exam 1, HW 2, 3,	
10-14	Exam 1, HW 3, 4, 5	

Segment 2

Student will:

1. Identify the neurosensory organization of speech and hearing including the anatomical structures and clinical examination.
2. Identify the structures of the pyramidal and extrapyramidal systems, and the cerebellar system and related clinical signs.
3. Identify the cranial nerves including the names, structure, innervation, testing procedures, and signs of abnormal function.
4. Identify the clinical speech syndromes of the motor systems including dysarthria type, etiology, and associated neurologic characteristics.
5. Identify models of neurological language function and disorders.
6. Describe neuroplasticity and its role in habilitation and rehabilitation.
7. Identify acquired adult disorders of language (e.g., linguistic disorders and cognitive-communication disorders) in terms of definition, description, etiology, incidence & prevalence, clinical signs/symptoms, and progression by accessing/reviewing the literature and citing references using APA format.
8. Describe assessment and treatment approaches for adult neurological disorders.
9. Discuss the Social Determinants of Health and the WHO-ICF in relation to adult neurological disorders, and the role of the SLP.

Course Learning Outcome	Components Indicating Competence	Grades Received
1-3	Exam 2, HW 1	
4	Exam 2, HW 6, 7	
5-9	Exam 2, HW 8, 9, 10	

Textbooks and Materials:

Burns, M. S. (2020). *Cognitive and communication interventions: Neuroscience applications for speech-language pathologists*. Plural Publishing. **FREE on CSUS Library, digital text**

Hoepner, J. K., & Blake, M. L. (2025). *Acquired neurogenic communication disorders : an integrated clinical approach*. Plural Publishing, Inc. **I am working on getting this free/digital on library.**

Recommended Readings:

Sacks, O. (1998). *The man who mistook his wife for a bat*. New York, NY: Touchstone.

Online Resources:

Internet connection

Access to CANVAS Web site

Access to a computer/SMART device

Course Requirements/Components:

Laptop, netbook, iPad, or another device with internet capability (if device is not available, student(s) should let me know to access IRT needs (free), ASAP)

Download, bring relevant in-class learning activities and other documents, as uploaded to CANVAS by the instructor

Grading Policy:

CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

Grading Policy: A total of 700 points are possible. Your final grade will be calculated as a % of points out of 700 points. Points possible are assigned as follows:

Segment 1:	
Exam 1	150 points
In Class Lab Case Studies	100 points
Segment 2:	
Project	100 points
Exam 2	150 points
Homework Assignments	200 points(20 points each)
Total possible points:	700 points

Letter grades are assigned according to the following scores

Points

Letter

94.5 - 100	A
89.5 - 94.4	A-
86.5 - 89.4	B+
83.5 - 86.4	B
79.5 - 83.4	B-
76.5 - 79.4	C+
73.5 - 76.4	C
69.5 - 73.4	C-
66.5 - 69.4	D+
63.5 - 66.4	D
59.5 - 63.4	D-
Below 59.5	F

Course Policies/Procedures:

Attendance: This course involves verbal interaction among the students and the instructor. You cannot really “get” what was covered in class via classmates’ notes. Class attendance is required. Report absences to the instructor in person or via voice mail or email *prior to class meeting*. Working as a Speech-Language Pathologist requires being present, on time, and prepared. Practicing those skills now will prepare you for what this career will be like. If you do need to miss a class, you are responsible for all materials covered in your absence.

Class meetings and participation: Lecture + discussion + observation format will be followed. Active listening and problem solving is expected. In class polling will be utilized for integration of material. We will also employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas.

Readings: You are responsible for all reading materials assigned. Not all assigned readings appear on this syllabus, as some short readings may be added during the course of the semester.

Exams: A total of two (2) exams will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Exams may include multiple choice, true/false, short answer, fill-in, and/or essay. Exams will be in-person in a paper format. *No make-up examinations or quizzes are given unless there is a documented medical emergency for which you have written proof provided by a doctor. Any approved make-up exams will be scheduled in the Testing Center and may be administered in essay format. You will need to make the appointment to take the test at the Testing Center and there is a nominal cost to use that service (\$6.00).*

Homework and Project: There are 10 homework assignments throughout the semester that relate to the topics. There will be one project due at the end of the semester. The details regarding these homework assignments and the project will be discussed in class and/or posted on CANVAS. Late submissions will lose points.

In-person Lab Case Studies: There will be one in the first half of the semester and one in the second half. You will work in small group in class to answer questions about the case and then we will discuss as a group. If you have an unexcused absence, you will get a zero.

Homework Assignments (Will be posted to Canvas)

- 1) Neuroanatomy and Physiology Review Packet
- 2) Neurological Language Development and Processes
- 3) Language disorders: What is a disorder of form? Content? Function?
- 4) Compare Reports
- 5) Language Sample
- 6) SMART goal for language
- 7) Motor Speech Disorder: Injury and presentation
- 8) Adult Language Disorders
- 9) Cognitive-Communication Disorders
- 10) Adult Neurogenic Case Studies

Project: A project will be assigned. The details will be discussed in class and/or posted on Canvas. You will be creating an educational brochure or pamphlet/handout about a disorder and share with your class. Late submissions will lose points.

Cellphones/Smartphones/Audio Recording: Allowed.

TENTATIVE Course Schedule/Outline:

Tentative Course Schedule: PLEASE NOTE: Subject to change

DATE	TOPIC	ASSIGNED READINGS	Assignments/Activities
Week of: 1/26/26	Introduce Syllabus and Canvas Info Neuroscience overview	Ch 1 Burns book	Review packet on A & P
	Neuroscience overview, Packet completion		
Week of: 2/2/26	WHO ICF History of disabilities Neuroimaging	Ch 2 Burns	Lecture/PPT
	The Study of the Brain: the history and the basics review	Homework due 2/4/26	Lecture/PPT

<i>Week of:</i> 2/9/26	Neuroscience Now, Networks and Connectomics Neurodevelopment, Neurogenetics, Neuroplasticity, Environmental Factors	Homework due 2/11/26 Ch 4 Burns	Lecture/PPT
<i>Week of:</i> 2/16/26	Neurodevelopment, Neurogenetics, Neuroplasticity, Environmental Factors		Lecture/PPT
<i>Week of:</i> 2/23/26	Language Disorders: DLD, LLD, LD, ASD FAS, Prenatal Drug Exposure, Genetic DX Controversies: NVIQ, Dialects, ELL	Homework due 2/24/26 Ch 6 Burns	Lecture/PPT
<i>Week of:</i> 3/2/26	Fundamentals of Assessment Standardized Assessment Language Sampling	Homework due 3/4/26	Lecture/PPT
<i>Week of:</i> 3/9/26	Fundamentals of treatment EI/Preschool Intervention	Homework due 3/11/26	Lecture/PPT
	School Age Intervention CSHA week!		Lecture/PPT
<i>Week of:</i> 3/16/26	Midterm: Exam 1 Start Adult Neurological Disorders	Homework due 3/16/26	
<i>Week of:</i> 3/23/26	SPRING BREAK!!!!	Wooooohooo!!	Sleep, eat!
<i>Week of:</i> 3/30/26	Adults Neurological Disorders *Fundamentals of Assessment and Treatment of Acquired Language and Speech and Cognitive- Communication Disorders *Neuroplasticity	Homework due 3/26/25 Ch 7 Burns	Overview Lecture /PPT
<i>Week of:</i> 4/6/26	Speech and Language Disorders, Left Hemisphere, Aphasia		
<i>Week of:</i> 4/13/26	Right Hemisphere Syndrome Subcortical and Cerebellar injuries	Handout Burns Ch 7	Lecture/PPT
<i>Week of:</i> 4/20/26	Cognition-Communication Disorders Cognitive-Communication Disorders Acquired Brain Injuries, TBI, Concussion	Burns Ch 7, Webb Homework due 4/22/26	Lecture/PPT

Week of: 4/27/26	Pediatric/School-Age TBI and Concussions Dementias, Progressive Disorders, Cardiac Patients Start Disorder Brochure Presentations	Burns Ch 7 Posted articles Homework due 4/29/26	Lecture /PPT
Week of: 5/4/26	Disorder Brochure Presentations	Posted articles and Burns Ch 7, Webb Homework due 5/6/26	Lecture/PPT
Week of: 5/11/26	Final Examination: Exam 2	TBD	Per University schedule

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty, ethics, and conduct
- Be proud to be Sac State Hornets.

Commitment to Integrity: As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures: "The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<http://www.csus.edu/umannual/student/stu-0100.htm>

Definitions

At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution." Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Use of Artificial Intelligence in CSAD Classes

<Insert text here.>

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E

for images. This policy governs all such tools, including those released during our semester together. There are certain assignments where you may use generative AI tools on assignments in this course. The instructor will specify when AI is permitted on assignments. This will be included in the assignment instructions and/or rubric. If you do use generative AI tools on specified assignments in this course, you must properly document and credit the tools themselves; this requires a citation. Additionally, with the citation, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in this course. If you use generative AI tools to complete assignments in this course, in ways that have not been explicitly authorized, the CSUS Academic Integrity Policy will be followed. Possible sanctions for Academic Honesty violations include failing the assignment, failing the course, dismissal from the program and/or suspension or expulsion from CSUS. Please be wary of unintentional plagiarism or fabrication of data and act with academic integrity. As of June 2023, APA style recommends citing the AI tool as the author, with in-text citations and references adapted from the reference template for software in Section 10.10 of the Publication Manual (American Psychological Association, 2020, Chapter 10).

Example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model].

<https://chat.openai.com/chat>

- Parenthetical citation: (OpenAI, 2023)
- Narrative citation: OpenAI (2023)

Non-registered Persons in CSAD Classes

The Department of Communication Sciences and Disorders and its faculty are supportive of student parents and families.

There are times when students may request that individuals who are not enrolled be permitted to attend Communication Sciences and Disorders (CSAD) classes. At this time, for the safety of our students and the confidentiality of students enrolled in the class (per FERPA guidelines), adults (individuals above the age of 17) are not permitted to attend CSAD classes.

In some situations that are due to unforeseen circumstances, students may request that minors (individuals aged 17 or below) be permitted to attend classes. At this time, students must request from their course instructor, in advance, if they can bring a minor individual to the class. It is up to the discretion of the individual instructor on whether or not they will permit a minor individual to attend the class. Faculty are not required to provide a reason to the student regarding why a minor may not attend. However, reasons may include client confidentiality, safety, risk, liability, or the nature of the class content.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a

major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage: <https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Disability Access Center (DAC), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DAC and meet with a DAC counselor to request special accommodation before classes start. Sacramento State Disability Access Center offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955(Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu

Inclusivity:

Students in this class are encouraged to speak up and participate through in-person, online, or discussion posts. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please contact me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Accessibility/Equity: The goal for all of our students is for access to all information and remove as many barriers as possible to learning. If you feel that you have difficulty accessing the information for WHATEVER reason, please talk to me. We have ways of lending technology (through IRT), helping with disabilities/learning differences and gaining accommodations (DAC), and emergency needs for housing, food, etc.. If it doesn't fall into those categories, please talk to me anyways: we can figure it out.

Basic Needs Support:

If you are experiencing challenges with food, housing, financial, or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES web page](#)

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops,

and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Title IX

Students and faculty each have responsibility for maintaining a safe and respectful space to express their reasoned opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age.

While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence. As your instructor, one of my responsibilities is to help maintain a safe learning environment on our campus. In the event that you choose to write, speak or otherwise disclose information about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a Sac State student, federal and state laws require that I, in my capacity as a “responsible employee,” must notify Sac State’s Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options and connect you with support resources, including possibilities for holding accountable the person who harmed you. Please be advised that you will not be forced to share information and your level of involvement will be your choice.

Sac State's Title IX Coordinator: Skip Bishop Director of Equal Opportunity Del Norte Hall 2005
william.bishop@csus.edu 916-278-5770

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially by contacting the following confidential resources:

* Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu

or phone Number: 916-278-5850 (during business hours) WEAVE 24/7 Hotline: 916-920-2952

Other Resources

Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at the WELL: <https://www.csus.edu/student-life/health-counseling/>

Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>

Crisis Assistance and Resource Education Support (CARES): <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Knowledge and Skills Acquisition (KASA) For Certification in Speech-Language Pathology

CSAD 125 Developmental and Acquired Neurogenic Language Disorders Across the Lifespan.

Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: hearing disorders (including the impact on speech and language including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, screening, and intervention regarding hearing, including the impact on speech and language.
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.