California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 221 Neurogenic Language Disorders	Section: 01 Course ID #164901 Class # 32982
Meeting Days: Monday/Wednesday	Meeting Times: 9:00-10:50 AM	Location: M - Folsom Hall, CSAD Clinic, Room #2206B W - Folsom Hall, Room #2604
Instructor: Dr. Darla K. Hagge CCC-SLP	Email: hagge@csus.edu	Phone: 916/278-6695, office 714/749-2799, cell phone

Office Location: Folsom Hall CSAD Department Office #2405	Office Hours/Appointments:		
	Day	**Start Time**	**End Time**
	Monday	11:00 a.m. 01:00 a.m.	12:00 p.m. 02:00 p.m.
	Wednesday	01:00 p.m.	02:00 p.m.
	Contact professor by email or text for immediate/unscheduled appointment.		

[*Note: Syllabus was last updated on 1/5/2026*]

Catalogue Course Description:

CSAD 221.   Neurogenic Language Disorders.   **4 Units**
Term Typically Offered: Spring only
In-depth study of language and cognitive disorders in adult, secondary to cerebrovascular accident, dementia, and/or traumatic brain injury. Assessment and intervention strategies are covered with particular emphasis on functional outcomes.

Place of Course in Program

This four-unit graduate seminar focuses on the cognitive, linguistic and social-emotional aspects of right and left-hemisphere stroke, traumatic brain injury, and dementia. Assessment procedures and intervention strategies will be discussed. In this course you will analyze ideas and make critical evaluations, understand and apply research literature, and demonstrate professional communication skills. To enhance learning, students will be given the opportunity to work directly with adults with acquired communication disorders in the assigned mandatory weekly lab meetings through NeuroService Alliance.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: *Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.*	**Y**
Communication: *Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.*	**Y**
Critical thinking/analysis: *Demonstrate the ability to be creative, analytical, and critical thinkers.*	**Y**
Information literacy: *Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.*	**Y**
Professionalism: *Demonstrate an understanding of professional integrity.*	**Y**
Intercultural/Global Perspectives: *Demonstrate relevant knowledge and application of intercultural and/or global perspectives.*	**Y**

Course Learning Outcomes:

GRADUATE

Mastery of each student-learning outcome listed below is indicated by a grade of B 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 B. 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 (see table on next page).

CSAD 221 SPECIFIC STUDENT LEARNING OUTCOMES:

1. Review/introduce location and function for neuroanatomical structures related to language and cognition.

2. Review/introduce relevant national and international policies, scope of practice and theoretical perspectives related to linguistic and cognitive-communication disorders.

3. Introduce neuropathologic and neuroanatomic explanations of aphasia and related disorders.

4. Review/introduce the neurologic assessment including cranial nerves and clinical signs/symptoms.

5. Introduce general principles for assessment of adults with acquired neurogenic cognitive-communication disorders.

6. Introduce standardized and nonstandardized assessment of the four language modalities for adults with acquired cognitive-communication disorders including verbal expression, auditory comprehension, reading, and writing.

7. Introduce assessment of Functional Communication and factors related to Quality of Life for adults with acquired cognitive-communication disorders.

8. Introduce the context for treatment of cognitive-communication disorders including multidisciplinary approach, candidacy for treatment, clinical decision making, online data and documentation, generalization, and social validation.

9. Introduce the treatment of aphasia and related disorders including process-oriented treatment, functional and social approaches to intervention, and group treatment.

10. Introduce assessment of cognitive processes including attention, memory, and executive function for adults with acquired cognitive-communication disorders.

11. Introduce right-hemisphere syndrome for adults with acquired cognitive-communication disorders including impairment, formal and informal assessments, and intervention approaches.

12. Introduce traumatic and nontraumatic brain injury for adults with acquired cognitive-communication disorders including pathophysiology, prognostic indicators, assessment, intervention, group treatment, and community integration.

13. Introduce the dementias, etiologies, progression, assessment, intervention, and management.
14. Review/introduce principles of evidence-based practice as it relates to adults with acquired cognitive-communication disorders.

Learning Outcomes Table		
Student Learning Outcomes	**Components Indicating Competence**	**Grades Received**
1	Quiz #1 – 25% Mid-Term – 10%	
2	Quiz #1 – 25% Mid-Term – 10%	
3	Quiz #1 – 25% Mid-Term – 10%	
4	Quiz #1 – 25% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
5	Quiz #2 – 25% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
6	Quiz #2 – 25% Mid-Term – 10% Language Assessment Notebook, Parts A & B – 100%	
7	Quiz #2 – 25% Mid-Term – 10%	
8	Quiz #2 – 25% Quiz #5 – 100% Course & Lab Attendance & Participation – 25% Mid-Term – 10%	
9	Quiz #3 – 50% Mid-Term - 20% Final Examination – 10%	
10	Quiz #3 – 50% Cognitive Assessment Notebook – 100% Final Examination – 20%	
11	Quiz #4 – 50% Final Examination – 20%	
12	Quiz #4 – 50% Final Examination – 20%	
13	Quiz #5 – 50% Final Examination – 20%	
14	Quiz #5 – 50% Course & Lab Attendance & Participation – 25% Final Examination – 10% Cognitive & Communication Partner Training Modules – 100%	

Textbooks and Materials:

Required Text:

Brookshire, Robert (2015). *Introduction to Neurogenic Communication Disorders*. 8th edition, Mosby: St. Louis.

Recommended Texts: [For your learning edification only – not required]

Chapey, R. (Ed.) (2008). *Language intervention strategies in aphasia and related neurogenic communication disorders*, 5th Ed. Lippincott Williams & Wilkins: Philadelphia.

Hux, K. (Ed.) (2010). *Assisting survivors of traumatic brain injury: The role of speech-language pathologists*, 2nd Ed. Pro-Ed: Austin, TX.

Kennedy, M. R. T. (2017). *Coaching College Students with Executive Function Problems*. The Guilford Press: New York.

Miller, B. L., & Cummings, J. L. (2018). *The Human Frontal Lobes: Functions and Disorders (*3rd Ed.). The Guilford Press: New York.

McMartin, H. H., (2019). *The Visual Brain: Peripheral Reading and Writing Disorders*. Slack Incorporated: New Jersey.

Sacks, O. (1985). *The Man Who Mistook His Wife for a Hat and Other Clinical Tales*. Simon & Schuster: New York.

Shewan C. M., & Bandur, D. L. (1986). *Treatment of Aphasia: A Language Oriented Approach*. College-Hill Press: San Diego.

Sohlberg, M. M., & Mateer, C. A. (2001). *Cognitive rehabilitation: An Integrative Neuropsychological Approach*. The Guilford Press: New York.

Sohlberg, M. M., & Turkstra, L. S. (2011). *Optimizing Cognitive Rehabilitation: Effective Instructional Methods*. The Guilford Press: New York.

Tuokko, H. A., & Smart, C. M. (2018). *Neuropsychology of Cognitive Decline: A Developmental Approach to Assessment and Intervention*. The Guilford Press: New York.

Winson, R., Wilson, B. A., & Bateman, A. (2017). *The Brain Injury Rehabilitation Workbook*. The Guilford Press: New York.

Zitter, J. N. (2017). *Extreme Measures: Finding a Better Path to the End of Life*. Penguin Random House: New York.

Other Readings:

Additional readings, articles, information, and resources will be available on the course web site (CANVAS) environment.

Required Materials:

Students should bring the following to each class meeting:

Required textbook
Laptop, netbook, iPad, or other device with internet capability (if device is not available,
        student(s) should arrange to share with a classmate, *in advance of class meeting*)
Paper, pens, pencils
Download, print, and bring relevant in-class learning activities and other documents, as uploaded to
        CANVAS by the instructor(s)
Bring flashlight for practice cranial nerve examination, if applicable

Course Requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to SacCT/Web site/Other
- Access to a computer and printer.

CSUS CSAD MS PROGRAM LEARNING OUTCOMES

The course must provide Competency Enriched Activities (e.g., content and opportunities) for students to learn so that each student can **demonstrate professional attributes and abilities.** To that end, identifying and articulating the ASHA Professional Competencies and Foundational Knowledge, and/or clinical skills that you acquire in this course and during your time at Sac State are critical to becoming career ready and your success both as a student and post-graduation. In this syllabus, assignments, readings, in-class activities, and exams are all opportunities where you can enhance and gain the professional and foundational competencies and skills that employers are seeking and the field requires. This will occur throughout this course including class conversations and will contribute to your ability to identify and articulate these competencies and skills when applying for leadership roles, internships, employment, doctoral programs, fellowships, and more. Note: Failure to meet professional competencies may result in an A-PIP or C-PIP.

CSUS CSAD MS Program Learning Outcomes		
Competency Area:	**Examples of Skills to be Demonstrated:**	**Competency Enriched Activity (CEA)**
Accountability:		
•Adhere to the professional codes of ethics, the speech-language pathology scope of practice documents, professional fiduciary responsibility for each client/patient/student served, and federal state, and institutional regulations and policies related to the profession of speech-language pathology and its services, including compliance with confidentiality issues related to the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).	• Comply with all HIPAA and FERPA requirements. • Comply with all of ASHA's code of ethics.	**This Course:** • Apply HIPAA and FERPA to members of NeuroSA • **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences • All CSU Compliance Trainings, completed by the end of the first week of the semester
• Differentiate service delivery models based on practice sites (e.g., hospital, school, private practice).	• Demonstrate understanding of SLP service differences between employment settings. • Demonstrate understanding of differences between levels of care in medical SLP services.	**This Course:** • Recognize differences between levels of care including, acute, outpatient, and community-based services during class discussions and on tests **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate an understanding of the effects of their actions and make appropriate changes as needed.	• Demonstrate awareness, understanding, and ability to perform professional problem solving, communication repair, and resolution including on-time behaviors for clinic, notes, assignments, meetings, orientations, misunderstandings, etc.	**This Course:** **The Program**: • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Explain the health care and education landscapes and how to facilitate access to services in both sectors.	• Demonstrate understanding and ability to advocate for clients/loved ones across the lifespan. • Educate and facilitate client/family self-advocacy knowledge and skills.	**This Course:** • Identify when and how to refer based on members and their families of NeuroSA as well as class discussions • **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE)Learning Experiences

Effective Communication Skills		
• Demonstrate the ability to communicate in a responsive and responsible manner with clients/patients/students, communities, and interprofessional team colleagues and other professionals.	• Demonstrate active listening skills, respect, and understanding of multiple perspectives in all written and/or oral communications. • Respond to others in a timely, thoughtful, considerate, reflective, and respectful manner.	**This Course:** • Will use individualized Communication Partner Training with members of NeuroSA, as needed • Will maintain professional behaviors and written/oral communication with peers, members of NeuroSA and their loved ones **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Evidence-Based Practice		
• Access and critically evaluate information sources, apply information to appropriate populations, and integrate evidence in provision of speech-language pathology services.	• Identify, discuss, use, and integrate EBP into all aspects of clinical work and plan of care including assessments, therapeutic approaches, goals, education, counseling, etc..	**This Course:** • Will complete independent training modules regarding PWA and individuals with TBI **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
Professional Duty		
• Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of the individuals and populations served.	• Understand the role that an SLP performs in all clinical services • Demonstrate understanding and ability to provide the highest level of care in meeting the needs of clients including the provision of education, resources, home exercise programs, counseling, etc.	**This Course:** • Will demonstrate understanding during class discussions/exams as well as participation and reflection in NeuroSA **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of interdisciplinary/ interprofessional assessment and intervention and be able to interact and coordinate care effectively with other disciplines and community resources.	• Identify the four domain areas of IPE (CERT). • Recognize and model respect, teamwork, collaboration, and professionalism with other disciplines. • Educate and advocate for the profession with other disciplines during all interactions.	**This Course:** • Identify CERT as well as need and purpose of Dual Professional Identity, and interdisciplinary bias. **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences
• Demonstrate knowledge of the roles and importance of individual and collective (e.g., local, national organizations) advocacy for clients/patients/students' right to care.	• Understand and perform the role of an advocate • Advocate at all levels for those that our profession serves.	**This Course:** • Identify need for self-advocacy/advocacy for members and their loved ones of NeuroSA **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

• Demonstrate knowledge of the role of clinical teaching and clinical modeling as well as supervision of students and other support personnel.	• Understand, acknowledge, respect, and learn from clinical instructors and supervisors. • Model and perform professionalism when interacting with all clinic assistants and staff.	**This Course:** • Will engage professionally and with accountability for those peers who refer their LIII clients to NeuroSA **The Program:** • Clinic Orientation • Internship Orientation • Professional Development Series • Interprofessional Education (IPE) Learning Experiences

Online Resources:

CANVAS

Please view the course CANVAS website for a large collection of resources including websites, articles, documents, and more

Course Requirements/Components:

Course Structure:

This course will incorporate a variety of in-class learning experiences including direction instruction (lecture), active learning activities, small/whole group discussions, multimedia viewing, NeuroService Alliance as a lab component, and possible guest presentations from adults at the chronic stage of living with acquired communication disorders. Due to the breadth and depth of the course content, students will be assigned weekly readings and will be quizzed regularly on the assigned readings and course lectures, discussions, and activities. All assignments (e.g., Midterm Examination, Language/Cognitive Evaluation Notebook, quizzes, weekly prep for NeuroSA, final examination) are carefully constructed and assigned for the purpose of enhancing student learning and preparing for future clinical success.

Course Methods:

Students will meet the objectives listed above through a combination of the following activities including:

- Attend all class meetings (see attendance policy)
- Participate in small/whole group discussions and in-class active learning activities including case studies, assessment writing, goal writing, plan of care, etc.
- Serve as a trained communication partner and provide services to adults with acquired communication disorders in NeuroService Alliance as a lab component including completing weekly prep prior to each NeuroSA Monday morning meetings and signing a roster sheet before the beginning of the lab each week
- Complete and pass quizzes, Mid-Term, and a final examination
- Design a Language (Part I) and Cognitive (Part II) Evaluation Notebook based on the literature

METHODS OF EVALUATION: **Grading Policy:** A total of 700 points are possible. Your final grade will be calculated as a % of points out of 700 points. Missing assignment(s) will result in final grade reduction by one full letter (e.g., B to a C grade). Points possible are assigned as follows:

Methods of Evaluation:		
Assignment	**Point Value**	**Date Scheduled**
Attendance and Participation Each class meeting Weekly NeuroSA Prep 15 weeks x 10 pts. per week (**Note**: the 15-week count does not include Spring Break week or the week of Finals)	150	• NeuroSA weekly prep is required to be submitted to CANVAS by Saturday midnight BEFORE each Monday morning program; students should make recommended edits • Students should email NeuroSA members meeting reminders each Sunday night/Monday morning with Zoom invitation. • Students will sign roster sheet before each Monday morning class meeting • Students will upload NeuroSA Notes every Monday by midnight. • Students will complete other in-class activities/assignments, as assigned.
Cognitive-Communication Disorders: 2 Independent Learning Modules & Quizzes: (1) TBI & Cognitive Deficits (2) Communication Partner Training (CPT) (25 pts x 2 training modules)	50	Learning modules and quizzes on Canvas **Due Date: All due by Sunday, February 8, 2026 at 11:59 p.m.**
5 quizzes (20 pts/quiz x 5)	100	Quizzes to be taken on CANVAS by 11:59 p.m., outside of class: **#1 - 3/15** **#2 - 3/22** **#3 - 4/12** **#4 – 4/26** **#5 - 5/10**
Mid-Term Mock ICR One mock ICR report of one NeuroSA member	100	Mock ICR based on one of your NeuroSA members (see CANVAS for instructions) **Mid-Term Mock ICR Report Due Date: 3/29/2026 by 11:59 p.m.**
Informal Assessment Binders Parts A – 100 points Part B – 100 points (100 pts each)	200	Part A Informal Language Assessment **Language Informal Assessment Binder Due date: 3/8/2026 by 11:59 p.m.** Part B Informal Cognitive Assessment **Cognitive Informal Assessment Binder Due: 5/3/2026 by 11:59 p.m.**
Final Exam Cumulative	100	**Week of 05/18/2026** (*TBD: per University's official final examination schedule*)
Total possible points	**700**	

Note: Failure to submit an assignment will result in the final grade being reduced by one full letter grade for each missing assignment.

Letter grades are assigned according to the following scores. Please note that unexcused tardiness and absences may result in the reduction of one letter grade. Please see the above-reported grading policy.

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

Course Policies/Procedures:

Attendance: This course involves verbal interaction/discussion among the students, the instructor, and possible guest presenters. You cannot really "get" what was covered in class via classmates' notes. Class and interprofessional education event attendance and participation are **required.** Students should report absences or late arrivals (due to emergency and/or medical issues only) to the instructor in person or via voice mail or email *prior to class meeting.*

TWO (**2) unexcused absences will result in your final grade dropping one letter grade.**

Successful completion of a graduate internship or working as a speech-language pathologist requires being present, arriving on time, and being prepared. Practicing those skills now will prepare you for the expectations of this career. If you do need to miss a class, you are responsible for all materials covered in your absence. This means you must get any materials handed out during your missed session from a classmate.

Format of Course: This graduate level course contains (a) a traditional, didactic component (e.g., lectures, in-class activities, etc.) and (b) an experiential learning component which is defined as authentic, hands-on activities **along with** reflective activities. Blending theory and textbook readings along with authentic, hands-on experience with the different neurogenic populations is a best practice approach for interprofessional education along with the use of literature-based teachings strategies and pedagogies/andragogies for adult learners. To that end, students must prepare and prep for Monday's NeuroService Alliance meetings and Wednesday's didactic instruction. Together, students will be prepared to successfully complete the Adult Neuro Language III Clinic.

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Class meetings/participation: Lecture + discussion + observation format will be followed. Active listening and problem solving are expected. We will employ a somewhat Socratic method to facilitate critical thinking, stimulate discussion, and illuminate ideas. This means that you may be called on at random to answer questions or add to a model being presented on the board … please be prepared! When you are listening to another student present his/her ideas, you should take notes and offer suggestions. Comments such as "I agree" or "great idea," are okay. Substantive participation (e.g., comments that help advance the discussion, or that help develop a new angle on a problem) is considered to be far more meaningful participation. Speech-language pathology is a profession in which you need to actively problem solve at all times. *For this reason, exams will definitely cover material that have been discussed in class. This includes videos, review of materials, lab experiences, etc. Be aware that you aware that you must be "present to win" this knowledge.*

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. You are expected to have completed the assigned readings *prior to class time* on topic discussion dates so that you are able to participate in discussion and ask questions. This course is designed to provide each student with the foundation necessary for success in Language III Clinic, successfully completing a medical-based internship and procuring employment as a medical-based speech-language pathologist, clinical fellow – if desired.

Students are expected to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. As previously stated, if you are absent from class, you are responsible for all material covered.

Additionally, students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity.
To that end, cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted Canvas resources or documents. Checking email and other non-course online activities are not acceptable and do not align with professional behavior.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

Class Attendance and Participation: Students are responsible for prepping ahead of time before the lab component (Monday's NeuroService Alliance meetings). A reflective writing assignment or other activities may be assigned and may need to be submitted into CANVAS to collect these assigned points.

Exams and Quizzes: A total of two (2) examinations and five (5) quizzes will be given during the semester. You are responsible for materials covered in required readings, classroom discussions, and handouts. Quizzes may include case studies, multiple choice, true/false and/or fill-in questions. All quizzes, midterm examination, and the final examination will be taken through CANVAS.

Project: A total of one (1) two-part project will be assigned: The Informal Assessment Notebooks, Part A and Part B. The details regarding this project will be discussed in class and/or posted on CANVAS. Scores on late submissions will drop by one letter grade *per day* beyond the due date.

Use of Artificial Intelligence (AI) in This Course

For some of the assignments in this course (e.g., the Informal Language and Cognitive Assessment Binders **only**), you are welcome to use generative artificial intelligence (Ai) models (Poe.com, You.com, Copilot, ChatGPT-o, DALL-E-3, Claude, Bard, Perplexity, etc.) with correct acknowledgment (you can ask the AI to cite itself in APA7 to help you). However, you should note that all large language models, image generators, and chatbots have a tendency to locate incorrect facts and submit them as fact, make incorrect citations, perpetuate biases, create offensive products, and may violate copyright. Therefore, be sure that you consider ethical AI usage, data privacy and security, addressing potential biases in AI algorithms, and appropriately balance technology with human interaction as you will be responsible for any inaccurate, biased, offensive, or unethical content you submit, regardless of its orgin (you or the AI).

AI tools should support, not replace, your learning. Think critically about all of your assignments but particularly if you choose to use AI. AI should enhance learning, not substitute critical thinking and knowledge construction.

Note: For this course, use of AI is entirely voluntary and optional.

Artificial intelligence (AI) tools and generative AI platforms (such as ChatGPT, DALL·E, Bard, Copilot, and similar technologies) are increasingly discussed within the field of speech-language pathology, including professional publications such as ASHA practice guidance documents (see reference list below). These discussions acknowledge that AI has potential benefits for clinical efficiency, such as supporting documentation, generating educational materials, and organizing information, when used ethically and responsibly. At the same time, ASHA emphasizes that AI does not replace clinical expertise, professional judgment, or the human elements of client-centered care. In this graduate-level speech-language pathology course, AI is recognized as a tool that may support learning and professional preparation when used intentionally, transparently, and in alignment with course objectives. This course includes examination of the ethical and functional use of AI in clinical and academic contexts, including discussion of its benefits, limitations, and risks.

Because the learning goals of this course emphasize development of independent theoretical knowledge, clinical reasoning, and ethical decision-making, the use of generative AI to generate, revise, or paraphrase work submitted for grading is **permitted only when explicitly authorized by the instructor for a defined purpose**. When AI use is permitted, students must (a) disclose the nature and extent of AI use, (b) ensure that submitted work reflects their own analysis and professional judgment, and (c) verify the accuracy and appropriateness of any AI-assisted content.

If you use an AI model, its contribution **must be cited** ACCURATELY AND INCLUDE:

- What was your prompt?
- Was the Ai model your original output for your submission?
- Did you ask follow-up questions?

Do feel free to look at the following **AI Frameworks** for guidance:

1. AIEd Framework (AIK12, 2019) The Artificial Intelligence (AI) for K-12 initiative 5 https://ai4k12.org/
2. Long & Magerko's (2020) Framework (5 comps, 15 design, 17 lit)
https://dl.acm.org/doi/10.1145/3313831.3376727
https://olj.onlinelearningconsortium.org/index.php/olj/article/view/4426/1363
Student Frameworks:
3. ISTE's (2022) International Society for Technology in Education 7 standards using AI to become
https://iste.org/standards

Caution: Students must not enter any personally identifiable information, protected health information, or other sensitive data into AI tools, recognizing that most AI platforms are **not HIPAA compliant**. Use of AI to produce or revise work that is presented as the student's own without disclosure or instructor approval constitutes academic misconduct and will be addressed under university academic integrity policies.

ASHA References Regarding Use of AI

American Speech-Language-Hearing Association. (2023). Generative artificial intelligence for clinicians. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/

American Speech-Language-Hearing Association. (2023). AI considerations for CSD professionals. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/ai-considerations-for-csd-professionals/

American Speech-Language-Hearing Association. (2023). Supporting evidence-based practice with AI. https://www.asha.org/practice/generative-artificial-intelligence-for-clinicians/supporting-evidence-based-practice-with-ai/

The ASHA Leader. (2023). Artificial intelligence and speech-language pathology: Opportunities and cautions. https://leader.pubs.asha.org/

TENTATIVE Course Schedule/Outline (subject to change):

Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)				
Key for Readings: B = Brookshire, required text				
Week	Date – 2026 Week of:	Topic	Readings	Activities

1	1/26
	
	Note: Both class meetings this week are in our assigned classroom, not the clinic.
		*Introduction
		    Orientation
		    Syllabus Review
		    Student survey
		
		*History of persons with disabilities, a brief review, posted on Bb
		
		*ASHA Scope of Practice
		
		*WHO's ICF
		
		*Neuroanatomy &
		  Physiology
		  (*a brief review, posted on Bb*)
		
		***NeuroSA**
		*Complete the Communication Partner Training Modules, see CANVAS
		
		Teams
		
		Roles/Responsibilities
		
		*Begin working on informal language assessment binder, Part A, Auditory Comprehension
			B = Chapter 1
			-------------------------------- 	
			ASHA & Related Documents: Scope of Practice
			https://www.asha.org/siteassets/publications/sp2016-00343.pdf
			
			WHO's ICF
			http://www.who.int/classifications/icf/en/
			
			WHO's ICF, Available online:
			http://apps.who.int/iris/bitstream/10665/42417/1/9241545445_eng.pdf
			
			Overview of stroke management from ASHA website:
			https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/9d94b833-19f7-4ff5-8731-a48174a48a04
			
			Overview of aphasia on ASHA website
			https://www.asha.org/public/speech/disorders/aphasia/
			
			https://www.asha.org/practice-portal/clinical-topics/aphasia/
			
			Bilingual clients with aphasia on ASHA website
			https://apps.asha.org/EvidenceMaps/Articles/ArticleSummary/5e199838-2a06-4b96-b4ef-96a3cfe2d421
			
			Overview of apraxia of speech on ASHA website
			https://www.asha.org/public/speech/disorders/apraxia-of-speech-in-adults/
			
			Overview of Right hemisphere damage on ASHA website
			https://www.asha.org/practice-portal/clinical-topics/right-hemisphere-damage/
			
			Overview of TBI on ASHA website
			https://www.asha.org/practice-portal/clinical-topics/traumatic-brain-injury-in-adults/
			
			https://www.asha.org/public/speech/disorders/traumatic-brain-injury/
				*No Quiz
				
				*Direct Instruction/Lecture
				
				*Small/whole group Discussions:
				
				Lear
				
				Week #1 Small Group Assignment – An Overview
				
				*Active learning
				  Activities

			Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)	
			Key for Readings: B = Brookshire, required text	
Week	**Date – 2026 Week of:**	**Topic**	**Readings**	**Activities**
			Overview of dementia on ASHA website https://www.asha.org/practice-portal/clinical-topics/dementia/ https://www.asha.org/public/speech/disorders/dementia/ **Life participation approach to aphasia:** https://www.aphasiaaccess.org/about-lpaa/ https://leader.pubs.asha.org/doi/10.1044/leader.FTR.05032000.4	
2	2/2 Note: Both class meetings this week are in our assigned classroom, not the clinic.	*Case Study *Neuroanatomic Explanations of Aphasia and Related Disorders – A brief Review *Practice identifying presence of aphasia: In-class activity *Cranial Nerve Review, posted on Bb	**B = Chapter 8 Chapter 2** ---------------------------------- https://www.neuroskills.com/brain-injury/brain-function/	***No Quiz** *Direct Instruction/Lecture *Small/whole group Discussions *Active learning Activities
3	2/9 Note: NeuroSA begins meetings on Monday mornings! Class meets in **clinic** today and every Monday morning.	*Assessing Adults w/ Neurogenic Cognitive-Communicative Impairments *Assessing Language *(Verbal Expression, V/E; Auditory Comprehension, A/C)*	**B = Chapter 3** ---------------------------------- **B = Chapter 5** https://www.asha.org/siteassets/practice-portal/aatlanguagecognition.pdf	***Be prepared to share: 10 universal, culturally inclusive naming items** *Direct Instruction/Lecture *Small/whole group discussions *Active learning activities **ALL INDEPENDENT LEARNING MODULES & QUIZZES ARE DUE within CANVAS by 11:59 p.m. on 2/8/2026**
4	2/16	*Assessing Language *(Reading; Writing)* *Assessing Functional Communication & Quality of Life (QOL)	**B = Chapter 5** ---------------------------------- **B = Chapter 6** ----------------------------------	**Be prepared to share: Informal Assessment Binder, Verbal Expression Section** *Direct Instruction/Lecture *Small/whole group discussions *Active learning Activities *Assessment Review*
5	2/23	*The Context for Tx of Cognitive - Communication Disorders	**B = Chapter 7**	**Be prepared to share: Informal Assessment Binder, Auditory Comprehension Section** *Assessment Experience: Practice administering assessments *Small/whole group discussions *Active learning activities

		Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)		
		Key for Readings: B = Brookshire, required text		
Week	Date – 2026 Week of:	Topic	Readings	Activities
6	3/2	*Treatment of Aphasia & Related Disorders; Functional and Social Approaches	**B = Chapter 9**	**Be prepared to share: Informal Assessment Binder, Writing Section** *Direct Instruction *Small/whole group discussions *Active learning activities
7	3/9	*Assessing Cognition	**B = Chapter 4**	**Be prepared to share: Informal Assessment Binder, Reading Section** **Due: Language Assessment Binder, 3/8/2026, 11:59 p.m.** *Direct Instruction *Small/whole group discussions *Active learning activities
8	3/16	*Assessing Cognition, continued *Right Hemisphere Syndrome 3/12 – Library Assignment See CANVAS for additional details (Note: CSHA Convention, March 13-15, 2026)	**B = Chapter 4**	***Quiz 1, Aphasia (CANVAS) Due by 3/15/2026, 11:59 p.m.** ***Quiz #2, Assessing Cognition (CANVAS). Due by 3/22/2026, 11:59 p.m.** *Direct Instruction *Small/whole group discussions *Active learning Activities
9	**3/23**	**Spring Break March 23 - 27**	**No Classes**	**No Classes**
10	3/30	*Right Hemisphere Syndrome, cont. Characteristics, Assessment, & Intervention	**B = Chapter 10**	***Mid-Term Mock ICR Report due, 3/29/26 by 11:59 p.m.** *Direct Instruction *Small/whole group discussions *Active learning activities
11	4/6	*Traumatic Brain Injury (TBI): Etiology and Characteristics	**B = Chapter 11**	**Be prepared to share: Informal Cognitive Assessment Binder, Right Hemisphere Section** *****Direct Instruction *Small/whole group discussions *Active learning activities
12	4/13	*TBI: Prognosis and Recovery	B = Chapter 11	***Quiz #3, RHS, CANVAS Due by 4/12/2026, 11:59 p.m.** *Direct Instruction *Small/whole group discussions *Active learning Activities

Tentative Lecture/Activity Schedule (*subject to change, per instructor's discretion*)				
Key for Readings: B = Brookshire, required text				
Week	**Date – 2026 Week of:**	**Topic**	**Readings**	**Activities**
13	4/20	*TBI: Intervention	B = Chapter 11	**Be prepared to share: Informal Cognitive Assessment Binder, Memory Section**
14	4/27	*TBI: Group Tx and Community Integration	B = Chapter 11	**Quiz #4, TBI/NTBI, CANVAS Due by 4/26/2026, 11:59 p.m.** **Be prepared to share: Informal Cognitive Assessment Binder, Attention Section** *Direct Instruction *Small/whole group discussions *Active learning Activities
15	5/4 **Last NeuroSA meeting of the semester! Announce to your group members.**	*Types of Dementia; Assessment	B = Chapter 12	**Due: Cognitive Informal Assessment Binder 5/3/2026, 11:59 p.m.** **Be prepared to share: Informal Cognitive Assessment Binder, Problem Solving, Judgement, Orientation Sections** *Direct Instruction *Small/whole group discussions *Active learning Activities
16	5/11 **"Dead Week" No NeuroSA meetings** **Both class meetings will be conducted in our assigned classroom.**	*Dementia: Management and Intervention	B = Chapter 12	**Be prepared to share: Executive Function Section** ***Quiz #5, Dementia, CANVAS Due by 5/10/2026, 11:59 p.m.** **Dementia** *Direct Instruction *Small/whole group discussions *Active learning activities
17	5/18 Finals Week, May 18-22 Day/Time TBD: Per university final exam schedule	*Final Exam, Cumulative	Place/Time: Per University final exam schedule	On-campus (face-to-face) examination using CANVAS

Hornet Honor Code

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: https://sacramentostate.policystat.com/policy/11300038/latest

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.

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Prefer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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** Additional information can be found on the DAC website: https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Crisis Assistance & Resource Education Support (CARES) Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will

contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus

Phone Number: 916-278-6461

Website: https: https://www.csus.edu/student-life/health-counseling/counseling/

Campus Confidential Advocate Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

Other Resources

The Office of Student Affairs maintains a list of campus resources/centers: https://www.csus.edu/center/

Testing Center: https://www.csus.edu/testing/

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

Student Health and Counseling Services at The WELL: https://www.csus.edu/shcs/

Sacramento State Disability Access Center (DAC): https://www.csus.edu/student-affairs/centers-programs/disability-access-center/

Peer & Academic Resource Center: https://www.csus.edu/parc/

Student Academic Success and Education Equity Programs: https://www.csus.edu/saseep/

CHHS Student Success Center: https://www.csus.edu/college/health-human-services/student-success/

Reading & Writing Center: https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html

SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

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

ASHA Knowledge And Skills Acquisition (KASA) tracking for courses and clinics in the MS program can be found online in the student's CALIPSO account.

CSAD 221 Neurogenic Language Disorders

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: swallowing disorders (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction,) 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.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, 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, assessment, and intervention regarding swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction).
- 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).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary

professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: biological bases of human communication.
- 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: linguistic bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cultural bases of human communication differences.

Standard IV-B: Swallowing Processes

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