

Eastern Illinois University

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 5350
2. **Title (may not exceed 30 characters, including spaces):** Cog Comm
3. **Long title, if any (may not exceed 100 characters, including spaces):** Cognitive Communication Disorders
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-0-2
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:**
7. **Course description:** A comprehensive study of acquired, cognitive-based language disorders including traumatic brain injury, related cognitive communication sequelae, and dementia. Emphasis on assessment and treatment of cognitive communication disorders.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
N/A
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Graduate degree seeking status in Communication Disorders & Sciences.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Graduate degree-seeking status in Communication Disorders and Sciences.
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Undergraduates and non CDS majors.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course: NA

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

- 1.The student describes characteristics and etiologies of normal and disordered cognitive aspects of communication and dementia
- 2.The student states procedures for assessment of cognitive communication disorders and dementia
- 3.The student discusses the prevention and intervention of cognitive communication disorders and dementia
- 4.The student describes characteristics and etiologies of normal and disordered social aspects of communication
- 5.The student states procedures for the assessment of social aspects of communication
- 6.The student discusses the prevention and intervention of social aspects that effect communication

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Depth of content knowledge 1,4
- Effective critical thinking and problem solving 2,3,5,6
- Effective oral and written communication 2,5
- Advanced scholarship through research or creative activity 3,6

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Paper	Test1	Test 2	Case history	Assessment & Treatment	Test 3	Final
Describe characteristics and etiologies of normal and disordered cognitive aspects of communication	*	*	*		*	*	*
State procedures for assessment of cognitive communication disorders				*	*	*	*
Discuss the prevention and intervention of cognitive communication disorders					*	*	*
Describe characteristics and etiologies of normal and disordered social aspects of communication			*	*			*
State procedures for assessment of social aspects of communication					*	*	*
Discusses the prevention and intervention of social aspects that affect communication					*	*	*

3. Explain how the instructor will determine students' grades for the course:

Tests 1, 2 & 3=50% of grade (200 points)

Final=25% of grade (100 points)

Paper and assignments=25% of grade (paper/presentation, case history, assessment/treatment activity=100 points)

90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 59% and below=F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Students will review recorded class lectures at their convenience. Students will be required to reflect on their learning and post comments/questions regarding the recorded lectures on an electronic discussion board. Minimally, verbal discussion of course topics will be held at least monthly using Elluminate or other web-conferencing software. Exams and assignments will be submitted electronically through a learning management system

(LMS). Feedback will be provided through email, electronic editorial comments, and in weekly verbal discussion period.

- b. **Describe how the integrity of student work will be assured:** Exams will be given with a time limit. Papers will be assessed for integrity using the Turn-It-In program.
- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Students will be required to listen to streamed, recorded lectures via LMS. Discussions of lecture material will occur in writing on the discussion board and verbally in a weekly discussion period using web-conferencing software such as Elluminate. Chat rooms in LMS and breakout rooms in Elluminate may be used to facilitate peer discussions and projects. The professor will be available for electronic office hours using email for questions/discussions.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A**

- a. **course objectives;**
- b. **projects that require application and analysis of the course content; and**
- c. **separate methods of evaluation for undergraduate and graduate students.**

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

For the technology-delivered section, the course content units will be equivalent to the traditional on-campus semester hour units of time.

Section 1 (weeks 1-5) Understanding brain injury

Terms and definitions

Epidemiology

Prevention

Mild TBI and blast injuries

Severe TBI and second impact syndrome

Coma and assessment and treatment of impaired consciousness

Medical case history

Section 2 (weeks 6-8) Understanding cognitive communication disorders

ASHA documents, WHO model

The role of the frontal lobes in communication

Awareness of deficit

Section 3 (weeks 9-12) Assessing and treating cognitive communication disorders

Discourse analysis

Testing

Report writing
Goals/objectives
Cognitive demands of tasks
Counseling and education
Section 4 (weeks 13-15) Dementia
Etiologies of dementia
Assessment and treatment of dementia
Counseling

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a revision of a current CDS course, adding the technology component. A section of CDS 5350 will be technology delivered for those students who are enrolled in the CDS distance education master's group.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. NA

b. If the course or some sections of the course may be technology delivered, explain why.
This is also a course in the CDS distance education master's program.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

CDS 5350 is intended to prepare students to evaluate and treat cognitive communication disorders in adults. This is a required course for graduate students and is intended to prepare graduate students for medical internship and hospital practice.

3. If the course is similar to an existing course or courses, justify its development and offering.

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. This course is not similar to any existing courses in the department.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. NA

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This is a core course required for CDS graduate students.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Initially, this course will be assigned to Brenda Wilson, PhD.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Hux, K. (2011). *Assisting Survivors of Traumatic Brain Injury, 2nd Edition (2011)*. Austin, TX: Pro-ed.

PART VI: COMMUNITY COLLEGE TRANSFER

NA

PART VII: APPROVALS

Date approved by the department or school: September 13, 2012

Date approved by the college curriculum committee: September 14, 2012

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: