

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-09
Effective Spring 2020

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CDS 5350
3. Short title: Cog-Comm & EF Disorders
4. Long title: Cognitive-Communication & Executive Function Disorders
5. Hours per week: ☐ 3 Class ☐ 0 Lab ☐ 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year:
8. **Catalog course description:** Study of cognitive processes and executive functions as they relate to communication, problem solving, and self-regulation. Analysis of acquired/traumatic and developmental etiologies resulting in cognitive-communication and executive function disorders. Principles of assessment of cognition and executive functions are addressed, with emphasis on cognitive rehabilitation, executive function therapy, and patient/family counseling.
9. **Course attributes:**

General education component: N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. **Course(s) to be deleted from the catalog once this course is approved.** None
12. **Equivalent course(s):** None
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No
13. **Prerequisite(s):** None
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)? _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences.

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of: Master of Science in Communication Disorders and Sciences

 Course is required for the minor(s) of _____

 Course is required for the certificate program(s) of _____

 Course is used as an elective

2. **Rationale for proposal:** Course has been revised and expanded from a 2 credit hour course to a 3 credit hour course, incorporating content on executive functions which had previously been taught as an elective special topics course, and which is now part of the core scope of practice. Revisions were also made to address an out-of-date course proposal.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: Course is restricted to students accepted into the Master of Science program in Communication Disorders and Sciences.

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: N/A

Instruction: N/A

Integrity: N/A

Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. **Course number and title:** CDS 5350, Cognitive-Communication and Executive Function Disorders
2. **Catalog description:** Study of cognitive processes and executive functions as they relate to communication, problem solving, and self-regulation. Analysis of acquired/traumatic and developmental etiologies resulting in cognitive-communication and executive function disorders. Principles of assessment of cognition and executive functions are addressed, with emphasis on cognitive rehabilitation, executive function therapy, and patient/family counseling.

3. **Learning objectives:**

- a. Analyze neurological bases of consciousness/alertness, attention, memory, reasoning, and executive functions. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- b. Differentiate between normal and disordered levels of consciousness. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- c. Compare and contrast normal and disordered cognitive processes and models of attention, memory, reasoning, and executive functions. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- d. Analyze and distinguish characteristics of cognitive-communication disorders resulting from traumatic brain injuries. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*).
- e. Analyze and distinguish characteristics and progression of cognitive-communication disorders resulting from dementias/progressive neurological diseases. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*;
- f. Analyze and distinguish characteristics, etiologies, and comorbidities of developmental executive dysfunction. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- g. Evaluate and select assessment tools to differentially diagnose and describe cognitive-communication and executive function disorders. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- h. Evaluate and select defensible materials for the prevention and intervention of cognitive-communication and executive function disorders. (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving*)
- i. Compose professionally written documents which synthesize and integrate evidence-based scientific information for use with professionals and/or families (*Depth of Content Knowledge; Effective Critical Thinking and Problem Solving; Effective Written Communication*)

4. **Course materials.**

Required texts:

- Fahy, J. & Richard, G. (2017). *The Source: Development of Executive Functions*, 2nd Ed., Austin, TX: pro Ed., Inc.
- Kimbarrow, M. (Ed). (2014). *Cognitive-Communication Disorders*, 2nd Ed. San Diego, CA: Plural Publishing, Inc.
- Mateer, C. & Sohlberg, M. (2001). *Cognitive Rehabilitation: An Integrative Neuropsychological Approach*. New York, NY: The Guilford Press.
- Assigned journal articles available through EIU library, the ASHA website, or posted on D2L

5. **Weekly outline of content:**

Week 1 Cognitive Communication Disorders and Executive Dysfunction

- Diagnostic Features & Criteria
- Professional Scope of Practice
- Responsibilities, Ethical Challenges, Cultural Variables

Week 2 Disorders of Consciousness

- Defining Alertness, Arousal, and Consciousness
 - Neurology of Arousal and Consciousness
 - Etiologies and Types of Disorders of Consciousness/Coma
 - Assessment of Alertness, Arousal, and Consciousness
- Weeks 3 – 5 Processes of Cognition: Attention, Orientation, Memory, and Reasoning**
- Attention: Models, Taxonomies, and Neurology
 - Impact of Attentional Deficits; Assessment of Attention
 - Orientation: Models and Taxonomies
 - Impact of Orientation Deficits; Assessment of Orientation
 - Memory: Models, Taxonomies, and Neurology
 - Impact of Memory Deficits and Assessment of Memory
 - Reasoning: Models, Taxonomies, and Neurology
 - Relationship to Language and Executive Functions
 - Impact of Reasoning Deficits and Assessment of Reasoning
- Weeks 6 – 7 Developmental Disorders of Executive Functions (EFs)**
- Defining Components of EFs: Attention, Working Memory, Fluency, Strategic Planning/Organization, Initiation, Inhibition, Shifting, Appraisal, Awareness
 - Relationship between EFs, Language, and Reasoning
 - Neurology and Normal Developmental Progression of EFs
 - Developmental Etiologies of Executive Dysfunction (EDF)
 - Implications for Academic, Social, and Communication Demands
- Weeks 8 – 9 Assessment and Treatment of Executive Dysfunction (EDF)**
- Principles of EF Assessment, Testing Options, Diagnostic Planning/Prioritization
 - Analysis of EF Profiles, Diagnosing EDF
 - Intervention Principles for EDF; Cultural Influences and Counseling;
 - Advocacy, Education, Environmental Engineering
 - Awareness Development, Self-Monitoring & Self-Talk, Compensatory Strategies
 - Language-Based EF Therapy, Reasoning/Problem-Solving EF Therapy
- Weeks 10 – 11 Cognitive-Communication Disorders in Dementia**
- Mild Cognitive Impairment v. Dementia: Differential Diagnosis
 - Types and Features of Dementia: Alzheimer's, Vascular, Frontotemporal, Lewy Body, Primary Progressive Aphasia, Subcortical, Others
 - Staging and Severity Rating Scales; Family Counseling and Education
 - Cognitive Communication Disorders in Dementia: Profiles and Impact
 - Principles of Cognitive and Language Assessment in Dementia
 - Intervention Principles and Effective Goal Writing
- Weeks 12 – 13 Cognitive-Communication Disorders in Traumatic Brain Injury**
- Traumatic Brain Injury Etiologies & Mechanisms and Secondary Injuries
 - Open v. Closed Head Injuries, Focal v. Diffuse Sites of Lesion
 - Mild, Moderate, Severe TBI; Post-Concussion Syndrome
 - Pediatric TBI, Sports-Related TBI, Blast/Combat-Related TBI
 - Cog-Comm Disorders in TBI: Features and Differential Diagnosis
 - Impact of TBI-related CCD upon Communication & Self-Regulation
 - Principles of Cognitive Assessment, Standardized v. Functional Assessments
 - Patient/Family Education and Counseling; Rehabilitation Continuum
- Week 14 – 15 Principles of Cognitive Rehabilitation**
- Defining Cognitive Rehabilitation; History of TBI Rehabilitation & Role of SLP
 - Stages of Cognitive Rehabilitation: Acquisition, Application, Adaptation
 - Compensation, Internalization, Generalization of Cognitive Processes
 - Tactical Goal Writing, Task- vs. Process-Oriented Approaches
 - Cognitive Rehabilitation for Awareness, Orientation, Attention, and Memory
 - Cognitive Rehabilitation for Reasoning and Problem Solving
 - Cognitive Rehabilitation for Executive Functions
- Week 16 Final Exam**

6. Assignments and evaluation, including weights for final course grade.

Quizzes (5)	30%
Exams (2)	30%
Projects (3)	30%
Paper (1)	10%

7. Grading scale:

A = 92% - 100%
B = 82% - 91%
C = 72% - 81%
D = 62% - 71%
F – 61% or below

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Quizzes (5)	Exams (2)	Paper (1)	Projects (3)
Analyze neurological bases of consciousness/alertness, attention, memory, reasoning, and executive functions. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X		X	
Differentiate between normal and disordered levels of consciousness. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X	X		
Compare and contrast normal and disordered cognitive processes and models of attention, memory, reasoning, and executive functions. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X	X	X	
Analyze and distinguish characteristics of cognitive-communication disorders resulting from traumatic brain injuries. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X		X	X
Analyze and distinguish characteristics and progression of cognitive-communication disorders resulting from dementias/progressive neurological diseases. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i> ;	X		X	X
Analyze and distinguish characteristics, etiologies, and comorbidities of developmental executive dysfunction. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)	X	X		X
Evaluate and select assessment tools to differentially diagnose and describe cognitive-communication and executive function disorders. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)		X		X
Evaluate and select defensible materials for the prevention and intervention of cognitive-communication and executive function disorders. (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving</i>)		X		X
Compose professionally written documents which synthesize and integrate evidence-based scientific information for use with professionals and/or families (<i>Depth of Content Knowledge; Effective Critical Thinking and Problem Solving; Effective Written Communication</i>)			X	X

Date approved by the department or school:

October 31, 2018

Date approved by the college curriculum committee:

December 10, 2018

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

Date approved by CAA: CGS: