



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Spring 2026	Course: CSAD 133: Introduction to aural rehabilitation	Section: 50
Meeting Days: Tuesday, Thursday	Meeting Times: 11:00am-12:15pm	Location: Folsom 2204
Instructor: Laura Gaeta, Ph.D.	Email: l.gaeta@csus.edu	Phone: 916-278-4701
Office Location: Folsom Hall 2207A or Zoom	Office Hours/Appointments: Tuesday 2:00-4:00pm; Wednesday 11:00am-12:00pm. To schedule, click here .	

Catalog Course Description:

CSAD 133. Introduction to Aural Rehabilitation

3 units

Prerequisite(s): CSAD 125, CSAD 126, CSAD 130, PSYC 2, STAT 1, CHDV 30, DEAF 51.

Principles of aural (re)habilitation across the lifespan. Topics include psychosocial aspects of hearing impairment, communication strategies, amplification, and intervention approaches for children and adults with hearing loss.

Place of Course in Program

This course is designed to introduce students to aural (re)habilitation across the lifespan. The course will present the four components of aural rehabilitation (sensory management, perceptual training, counseling, and instruction in the use of technology and control of the listening environment) as they relate to children, adults, and older adults with hearing impairment.

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	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: 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	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

CSAD 133 SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will:

1. Summarize aural rehabilitation and its place in the contemporary scope of practice for audiologists and speech-language pathologists.
2. Describe procedures for interpreting hearing sensitivity and speech understanding in children and adults.
3. Explain how amplification (including hearing aids, implantable devices, and hearing assistive technology) can be used in the management of hearing loss in children and adults.
4. Discuss appropriate communication strategies and intervention approaches for children and adults with hearing loss.
5. Outline the major components and supporting theories of aural rehabilitation programs.
6. Describe the effects of hearing loss on speech and language development and literacy outcomes.

Course Objective	Components Indicating Competence	Grades Received
1-6	Exams	
1-6	Quizzes	
1-6	Class activities	
1, 3-6	Presentation	
1-6	Reflection	
1, 3	Assistive technology assignment	

Textbooks and Materials:

Readings will be available via Canvas. Required readings will be identified, and students will be tested on this material.

Online Resources:

canvas.csus.edu

Microsoft Word and PowerPoint; Adobe Reader

Canvas will be used as the learning management site for dissemination of course readings, handouts, assignments and associated rubrics, announcements, and resources.

Course Requirements/Components:

Class Participation:

Students are expected to actively participate in discussions and are required to have read the assigned material prior to class meetings.

Class Attendance:

Students are expected to be in class on time and stay until the class has finished.

If you are sick, stay home and do not attend class. Notify your instructor. Please self-diagnose if you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact Student Health & Counseling Services (SHCS) at 916-278-6461 to receive guidance and/or medical care. If a student tests positive, they should report the result to Student Health and Counseling Services by completing the [Student COVID-19 Report Form](#). The student will receive instructions on the COVID report form page. [Isolation and Quarantine Guidance from California Department of Public Health](#)

Grading Policy:

Activity	Points Available	Points Earned
Quizzes (8 quizzes x 10 points each)	80	
Exams (3 exams x 50 points each)	150	
Assistive Technology	20	
Presentation	30	
Class activities	10	
Reflection	25	
<u>TOTAL COURSE POINTS AVAILABLE</u>	325	

Letter grades are assigned according to the following scores:

Points	%	Letter
93-100	93-100	A
90-92	90-92%	A-
87-89	87-89%	B+
83-86	83-86%	B
80-82	80-82%	B-
77-79	77-79%	C+
73-76	73-76%	C
70-72	70-72%	C-
67-69	67-69%	D+
63-66	63-66%	D
60-62	60-62%	D-
< 60	< 60%	F

Note: Scores that are on the border between two grades will be rounded (e.g., 92.5% will be 93%, 89.5 will be 90%, etc.) Scores that will round to another letter grade by the second digit after the decimal place (e.g., 89.45) will round to the tens decimal place and follow the first note (e.g., 89.5 will round to 90%).

Course Policies/Procedures:

Students are responsible for all assigned readings, whether discussed in class or not. Students who miss class must obtain the assignments and missed work from the course website and confirm with the instructor. Course materials will be available on Canvas. Turnitin will be used for written assignments. This course will follow department policies regarding academic misconduct. Recording of lecture is not permitted unless the student has received prior approval (with appropriate documentation) for accommodations.

TENTATIVE Course Schedule/Outline:

Date	Topic and Activity or Exam	Deadlines
01/27	Overview of AR	
01/29	What is AR?	
02/03	Adults with hearing loss	Quiz 1 due
02/05	Adults with hearing loss	
02/10	Hearing aids	Quiz 2 due
02/12	Cochlear implants and hearing assistive technology	
02/17	Cochlear implants and hearing assistive technology	Quiz 3 due
02/19	Assistive Technology Assignment	
02/24	Exam I	
02/26	Auditory training	
03/03	Speechreading	
03/05	<i>Dr. Gaeta away at conference – No class</i>	Quiz 4 due
03/10	Communication strategies	
03/12	Counseling and psychosocial support; assertiveness training	
03/17	Group AR programs	Quiz 5 due
03/19	AR Plans	Assistive Technology Assignment
03/24	<i>Spring break – No class</i>	
03/26	<i>Spring break – No class</i>	
03/31	<i>Cesar Chavez Day – No class</i>	
04/02	Exam II	Quiz 6 due
04/07	Children with hearing loss	
04/09	Children with hearing loss	
04/14	Infants and toddlers with hearing loss	
04/16	School-age children with hearing loss	Quiz 7 due
04/21	<i>Dr. Gaeta away at conference – No class</i>	
04/23	<i>Dr. Gaeta away at conference – No class</i>	

04/28	Legislation topics Pediatric amplification and training	Reflection Assignment due
04/30	Other disorders and management	
05/05	Exam III	Quiz 8 due
05/07	Presentation assignment	
05/12	Presentation	
05/14	Presentation Wrap-up	Presentation due
05/18 — 05/22	Finals week	

Subject to change at the discretion of the instructor. In the event of a change, you will be notified

Additional Information

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, shall be reported to the [Office of Student Conduct](#).

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.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences 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 the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

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.

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 website](#).

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/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- 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/>
- 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>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf

CSAD 133: Introduction to Aural Rehabilitation

This course has been designed to be in direct support of the following American Speech-Language-Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:

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: 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: 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, 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 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.