



California State University, Sacramento

Department of Communication Sciences and Disorders

UNDERGRADUATE SYLLABUS & COURSE OUTLINE

Table 1: Class Information

Semester/Year: Spring 2022	Course: CSAD 133 Introduction to Aural Rehabilitation	Section: 01: CRN 33040 02: CRN 33345 03: CRN 35943
Meeting Days: Tuesday & Thursday	Meeting Times: Section 01: 4:30 – 5:45pm Section 02: 6:00 – 7:15pm Section 03: 7:30 – 8:45pm	Location: 01: Folsom Hall 1050 02: Folsom Hall 1050 03: WEBONLINE
Instructor: Razi Zarchy, MS, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-245-0327
Office Location: Folsom Hall, room TBD	Office Hours TR 2:45 – 4:00 pm (all sections, in person and via Zoom) Office hours Zoom room: https://csus.zoom.us/j/razi.zarchy Meeting ID: 433 423 1272	
Appointments Book an appointment using my Square calendar: https://squareup.com/appointments/book/5713pqblt9r0b0/LS6JWQNST4HFG/services		

Catalogue Course Description:

CSAD 133, Introduction to Aural Rehabilitation. 3 Units

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

Term(s) Typically Offered: Fall, Spring

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 generally taken by students the fall semester of senior year of the undergraduate program or second bachelor's of science in Communication Sciences and Disorders.

Table 2: Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)

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: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges</i>	Y
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Y

Course Learning Outcomes:

UNDERGRADUATE

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

CSAD 133 SPECIFIC STUDENT LEARNING OUTCOMES:

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.

Track your progress toward meeting each learning outcome by listing your grades on the table below over the course of the semester.

Table 3: Course Learning Outcomes, Components, and Grades Received

Course Learning Outcome	Components Indicating Competence	Grades Received
#1	Assignment 2, Exam 1, Final Exam	
#2	Assignment 3, Exam 1, Final Exam	
#3	Assignment 4, Exam 1, Final Exam	
#4	Assignments 5, 6, 7, 8; Exam 1, Exam 2, Final Exam	
#5	Assignment 2, Exam 1, Exam 2, Final Exam	
#6	Assignments 6, 7, 8; Final Exam	

Textbooks and Materials:

Tye-Murray, N. (2020). *Foundations of aural rehabilitation: Children, adults, and their family members* (5th ed.). Plural Publishing, Inc.

National Association of State Directors of Special Education (NASDSE). (2018). *Optimizing outcomes for students who are deaf or hard of hearing: Educational service guidelines* (3rd ed.). Author. Available from: <http://www.nasdse.org> (free PDF download available in Canvas)

Online Resources:

Canvas, Zoom

Course Requirements/Components:

Attendance:

Students are expected to arrive in class on time, prepared to participate and engage in classroom activities for both in-person and synchronous/virtual interactions. Students are responsible for class content, lecture materials, assignments, announcements, and must be aware of changes in the class schedule.

Attendance and participation will count for 10% of your grade. If you do miss a class, it is your responsibility to get the material that was covered from Canvas and your classmates. Remember that the information reviewed in class may not be found anywhere else. If you must miss multiple classes, you must communicate with me through one of the outlets offered in this syllabus so that we can work out any available options to make up missed classwork.

Exams: There will be 2 exams given throughout the semester. The exams can include a combination of multiple-choice questions, matching, short answer, fill in the blanks, and/or essay type questions. Each exam will be worth 10% of your final grade. The exams will cover all readings, lectures, including guest lectures and assignments. Each exam will cover the topics of each section. However, this class is cumulative, and you will need to have a good understanding of the material in each section in order to continue to the next section. And as such previous subject matter may be tested during these exams. **All exams are required and will be conducted in person at Folsom Hall. Make-ups are at teacher discretion.** Being late for an exam or quiz will not entitle you to extra time. Please make sure you arrange your schedules to be here on time for the exams.

Final Exam: There will also be a **CUMULATIVE** final exam which will be given during finals week. The final exam will be worth 20% of your final grade. **It will also be conducted in person at Folsom Hall.**

Assignments/projects: There are three assignments/projects that must be completed and handed in.

1. One-minute papers: At the beginning of each class session, you will be asked to write a one-minute paper on a thought question of the day, related to the reading you should have completed before class. These papers are due on Canvas at 10:00am the morning after class. These papers will count toward your attendance/class participation grade.
2. WHO Classification: You will choose one of the case study profiles listed in Canvas, then answer questions about this individual, to apply the WHO International Classification of Functioning Disability, and Health (ICF) framework to describe their health and needs in a graded discussion board. This assignment is due Tuesday, 2/1/22 and two peer responses are due Thursday, 2/3/22.
3. Audiometric interpretations: You will be given 4 audiograms that you will need to describe using degree, configuration/type/laterality. This assignment is due Thursday, 2/10/22.
4. Auditory Training: You will explore the auditory training programs on the websites for cochlear implant companies, then share your thoughts in a graded discussion board. This assignment is due Sunday, 2/20/22 and two peer responses are due Tuesday, 2/22/22.
5. Lipreading/Speechreading: You will watch one (or both) of the two videos on lipreading/speechreading (all videos in this class have captions available) by Rachel Kolb and Jessica Kellgren-Fozard, then will answer questions in a graded discussion board. This assignment is due Friday, 3/4/22 and two peer responses are due Sunday, 3/6/22.
6. Communication Difficulties & Strategies: You will describe a sample scenario of a communication breakdown, then suggest potential strategies for the deaf or hard of hearing person and their communication partner to employ to repair the breakdown. This graded discussion board is due Thursday, 3/10/22 and two peer responses are due Saturday, 3/12/22.
7. Deaf and Hard of Hearing Children – Identifying Resources: You will navigate through the Lauren Clerc National Deaf Education Center's website, identify one resource that catches your interest, then answer questions about that resource. This graded discussion board is due Saturday, 4/9/22 and two peer responses are due Monday, 4/11/22.

8. Case Study project: To gain a better understanding of the audiologic rehabilitation process in terms of assessment and management, you will analyze a case study and place it into the CORE/CARE rehabilitation model. You may also refer to this website to better understand the CORE/CARE model: [Core and Care](#). Part 1 (CORE) is due 4/14/22, Part 2 (CARE) is due 4/21/22, and presentations are due 4/26/22 and will take place on the days following.

Speakers: There may be an occasional speaker coming to class. You will be given notice in advance of the speaker's lecture date if any. Attendance is mandatory and you may be given assignments on the guest speaker's topic to turn in for credit.

Grading Policy:

Table 4: Course Requirements and Grade Distribution

Source	% of total
Attendance/Participation	10%
Exams (2, 10% each)	20%
Final Exam	20%
Discussion Boards (5)	25%
Other Assignments (1)	4%
Case Study Project	20%
Miscellaneous	1%
Total	100%

Letter grades are assigned according to the following scores:

Table 5: Points, Percentages and Letter Grades

%	Letter
100 – 95.0	A
94.9 – 90.0	A-
89.9 – 87.0	B+
86.9 – 83.0	B
82.9 – 80.0	B-
79.9 – 77.0	C+
76.9 – 73.0	C
72.9 – 70.0	C-
69.9 – 67.0	D+
66.9 – 63.0	D
62.9 – 60.0	D-
59.9 or below	F

Course Policies/Procedures:

- 1. Course Registration and Sections:** You must attend the section for which you have registered. Please do not ask me if it is okay to be registered in one class and attend another for the semester. Some students may not want to be in the later class, and I understand that online attendance may be more convenient on certain occasions, but the other two sections cannot accommodate all the students from the later section and the online section of the course may have a different structure from the in-person sections. So, to be fair, **EVERYONE MUST STAY IN THEIR REGISTERED SECTION.** I understand that occasionally there may be a compelling reason for a student to sit in another section for a single class, however this will be reviewed case by case.
- 2. Class Discussions:** If you need to speak to your classmate on an issue not pertaining to the lecture, please leave the room. If it pertains to the class, please ask me or address the entire class. Please keep your behavior in class professional.
- 3. Cell Phone Policy:** Please keep your cell phones turned off during class. If you absolutely need it to be on, please keep it on “vibrate” mode and sit near the exit. If you need to take a call, please leave the classroom silently and come back when you are finished. You do not need to ask permission to leave or enter the class.
- 4. Technology Use:** It is a course expectation that you will participate fully in class discussion and give classmates and discussion your full and undivided attention. You are not permitted to engage in other homework or extracurricular activities during class time. “Multitasking” will not be permitted. Please silence your cellphone to avoid distractions during class time.
- 5. Drop/Add:** Students may drop and add classes according to University Policy. Students must fill out appropriate forms and meet University deadlines to drop or add classes.
- 6. Course Evaluations:** This class was developed and reworked over several years and is continually modified with the aim to promote student learning and to promote knowledgeable students’ entry into graduate programs. At the completion of the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course in order to make it more applicable to future students’ educational and professional growth. A link has also been posted in Canvas so that you have the ability to give anonymous feedback regarding the course, and this year, specifically related to remote instruction. You are encouraged to use this modality as a direct and appropriate means of voicing concerns. Your voice matters.
- 7. Health and Safety Information:** 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. The CDC provides a good source of information regarding COVID-19 and a way to self-check symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Students must adhere to COVID-19 policies regarding mask wearing and vaccinations as described on the CSUS website. Please see <https://www.csus.edu/compliance/risk-management/coronavirus.html> and <https://www.csus.edu/return-to-campus/return-to-campus-faq.html> for more information and updates.

TENTATIVE Course Schedule/Outline:

<i>Week</i>	<i>Lectures</i>	<i>Lectures</i>	<i>Readings/Homework</i>
Week 1 1/25 – 1/27	Tues 1/25 Syllabus Highlights/ Course Framing/ Case Study Profiles	Thurs 1/27 Case Study Profiles/ What is Aural Rehab	Novic, S. (2019) <i>Deafness isn't a 'threat' to health. Ableism is.</i> Healthline.com Text – Chapter 1 Introduction p. 3-24 Discussion Board: WHO Classification due Tues 2/1, peer responses due Thurs 2/3
Week 2 2/1 – 2/3	Tues 2/1 Adults with Hearing Loss & the Patient Journey Start Assessment of Hearing	Thurs 2/3 Assessment of Hearing & Speech Perception in Adults/ Audiometric Interpretation	Text – Chapter 2 Assessing Hearing Acuity & Speech Recognition p. 35-59 Audiometric Interpretation PDF by Kym Meyer, Educational Audiologist
Week 3 2/8 – 2/10	Tues 2/8 Hearing Aids	Thurs 2/10 Cochlear Implants & Bone-Conduction Aids	Text – Chapter 3 Listening Devices & Related Technology p. 63-83 Hearing Aids *skip 67-68, "Electroacoustic Properties" p. 78, p. 81-82 p. 83-89 Cochlear Implants Assignment: Audiometric Interpretation due Thurs. 2/10
Week 4 2/15 – 2/17	Tues 2/15 Hearing Assistive Technology	Thurs 2/17 Auditory Training	Text – Chapter 3 (Listening Devices & Related Technology) p. 89-96 HATs & ALDs

	In-class video (embedded in slides) 4:37 Start Auditory Training		Text – Chapter 4 (Auditory Training) p. 99-116 *Focus on section “Auditory Training to Improve Speech Recognition” starting p. 108 Discussion Board: Auditory Training (may start in class and finish as homework), due 2/20, peer responses due 2/22
Week 5 2/22 – 2/24	2/22 Exam Review/ Catch-up	2/24 Exam 1	No additional reading – get started on Ch. 5 for next week
Week 6 3/1 – 3/3	3/1 Speechreading	3/3 Communication Difficulties	Text – Chapter 5 (Audiovisual Speech Perception and Speechreading Training) p. 119-149 *Focus on sections: <ul style="list-style-type: none"> • “The Difficulty of the Lipreading Task” p. 123-127 • “Factors that Affect the Speechreading Process” p. 132-139 • “Traditional Methods” p. 141-end of chapter p. 149 Text – Chapter 6 (Communication Strategies & Conversation Styles) p. 153-181 *Focus on section “Facilitative Communication Strategies” starting p. 159-end of chapter Discussion Board: Lipreading/Speechreading due 3/4, peer responses due 3/6
Week 7 3/8 – 3/10	3/8 Communication Strategies (Start Counseling if time)	3/10 Counseling & Assertiveness Training	Text – Chapter 8 (Communication Strategies Training) <i>only</i> p. 203-206, 219-222 Text – Chapter 9 (Counseling, Psychosocial Support, and

			Assertiveness Training) p. 229-255 Discussion Board: Communication Difficulties & Strategies due 3/10, peer response due 3/13
Week 8 3/15 – 3/17	3/15 AR with Older Adults/Adults	3/17 Exam Review/ Catch-up day	Text – Chapter 10 (Adults) p. 263-298 Text – Chapter 11 (Older Adults) p. 307-334
3/22 – 3/24	3/22 Spring Break	3/24 Spring Break	Spring Break
Week 9 3/29 – 3/31	3/29 Exam 2	3/31 NO SCHOOL – Cesar Chavez Day	Text – Chapter 12 (Detection and Confirmation of Hearing Loss in Children) p. 341-365
Week 10 4/5– 4/7	4/5 DHH Children: Prevalence, Identification, & Etiologies	4/7 DHH Children: Early Intervention & Parent Coaching/Counseling Case Study Project explained	Text – Chapter 13 Infants and Toddlers p. 371-407 Discussion Board: DHH Children due 4/9, peer response due 4/11
Week 11 4/12 - 4/14	4/12 DHH Children: Educational Audiology & CAPD (guest speaker Sarah Sparks, deaf educational audiologist)	4/14 DHH Children: Language Development & Deprivation	Text – Chapter 14 School-Age Children p. 413-444 Case Study project CORE (part 1) due 4/14
Week 12 4/19 – 4/21	4/19 DHH Children: Language, Listening, & Speech Treatment in the Schools (start)	4/21 DHH Children: Language, Listening, & Speech Treatment in the Schools	Text – Chapter 15 Speech, Language, and Literacy p. 453-484 Video: “Who the Hell is Nigel?” (see Canvas for YouTube link) Case Study project CARE (part 2) due 4/21

Week 13 4/26 – 4/28	4/26 Catch-up day	4/28 <i>Case Study presentations</i>	
Week 14 5/3 - 5/5	5/3 <i>Case Study presentations</i>	5/5 <i>Case Study presentations</i>	
Week 15 5/10 – 5/12	5/10 Dead Week Review	5/12 Dead Week Review	Dead Week
Week 16 5/17 – 5/19	Cumulative Final on assigned day	Cumulative Final on assigned day	Finals Week

Online Learning

For additional information, please review the [CSAD Handbooks](https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html) website
<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/student-resources.html>

Zoom/Online Instruction privacy and relevant rights and responsibilities:

Any time that a class session is recorded, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be subject to the following:

- Only students enrolled in the subject class may view the recording.
- Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
- Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect.
- If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a nonsecure digital platform.

Important Tips for Success as an Online Learner

There are some basic technical skills and requirements that you will need to have to be successful in this online course. If you have difficulties using Canvas, please go through the [Canvas Student Tour](#).

- **Begin planning now for private, uninterrupted time in your schedule** to complete the assignments – preferably in at least one-hour blocks and at least three times a week. It can be easy to fall behind!

- **Check your email account regularly** for updated information. We will be using your Saclink email account for communication. Use Saclink or Canvas email for private messages to the instructor and other students.
- Read directions carefully.
- For online communication, conventions of on-line etiquette ("netiquette"), which include a courtesy to all users, will be observed. Please see [Guidelines for Online Discussions](#).

Attitudes & Technical Skills Required

You will find that the following attitude will significantly contribute to your success in this online class:

- A positive attitude towards technology.
- An open mind towards online education.
- Willingness to share your experiences with others.
- Strong analytical and critical thinking skills for when you "get stuck".
- Resourcefulness - don't be afraid to click on links and explore and ask questions.
- Time management

Online learning requires only basic technical skills:

- Be competent with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Possess internet navigation skills.
- Update your Internet browser.
- Send and receive email
- Create and save documents (Word, PowerPoint, Excel or HTML)
- Toggle between two open software applications on your computer
- Copy text from a word processing program and paste them into another program

Technical Assistance

Seek help when you can't access Canvas or class materials.

- For technical assistance, contact the IRT Help Desk. Visit AIRC 2005 during [open hours](#) to speak with the IRT Service Desk Team, or call (916)278-7337 or visit the IRB website: <https://www.csus.edu/information-resources-technology/>
- For assistance with course materials, contact your instructor

Spam and Phishing Scams

- Learn how to stay safe and protect yourself from hackers who may try to access your personal information: [Don't Fall for a Phishing Scam](#)
- Use anti-virus, anti-spyware, and anti-malware software. [Sac State's Software and Tools](#) available for download.
- Use pins and passwords to secure your computer and devices- don't share your password with anyone. Use strong passwords that include a combination of letters and numbers that no one can guess.

Canvas Student App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities.

Visit the [Mobile section](#) of the [Canvas Guides](#) website for more information.

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, 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 Publication Manual, Seventh Edition. All assignments are to be composed using APA format and style unless otherwise noted. You may learn more about APA Style at the following websites: <https://apastyle.apa.org/> and

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

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. Refer 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 Office of Services to Students with Disabilities (SSWD), 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 Services to Students with Disabilities (SSWD)** 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, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD 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 sswd@csus.edu.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

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](#)

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: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen
Email: weave@csus.edu
On Campus Phone Number: 916-278-5850 (during business hours)
WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:
<https://www.csus.edu/umannual/acad/umg05150.htm>

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: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
 - 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): 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. <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

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

CSAD 133 Aural Rehabilitation

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.