



California State University, Sacramento  
 Department of Communication Sciences and  
 Disorders Bachelor of Science Degree Program  
**SYLLABUS & COURSE OUTLINE**

*Table 1: Class Information*

Semester/Year: Spring 2025	Course: CSAD 133 Introduction to Aural Rehabilitation	Sections: 01 & 02
Meeting Days: Tuesday & Thursday	Meeting Times: Section 01: 12:00 - 1:15pm Section 02: 1:30 - 2:45pm	Location: 01: Folsom Hall 1049 02: Folsom Hall 2604
Instructor: Razi Zarchy, SLPD, CCC-SLP	Email: razi.zarchy@csus.edu	Phone: 916-245-0327 cell/text
Office Location: Folsom Hall 2306C (in the CSAD department office)	Office Hours Tuesdays 10:45-11:45am Thursdays 3-3:45pm	
Appointments Book an appointment: <a href="https://calendly.com/razi-zarchy-slp">https://calendly.com/razi-zarchy-slp</a>		

### Catalogue Course Description:

**CSAD 133, Introduction to Aural Rehabilitation**

**3 Units**

**Prerequisite(s):** [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), [CSAD 148](#), [PSYC 2](#), [STAT 1](#), [CHAD 30](#), and [DEAF 51](#).

**Term(s) Typically Offered:** 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.

## Sacramento State Baccalaureate Learning Goals

*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)
<b>Competence in the Disciplines:</b> 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.	Y
<b>Knowledge of Human Cultures and the Physical and Natural World</b> through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.	Y
<b>Intellectual and Practical Skills, Including:</b> 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.	Y
<b>Personal and Social Responsibility, Including:</b> 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
<b>Integrative Learning, Including:</b> synthesis and advanced accomplishment across general and specialized studies	Y

## Expected Learning Outcomes (ELO)

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, Materials, and Online Resources

Tye-Murray, N. (2024). *Foundations of aural rehabilitation: Children, adults, and their family members* (6<sup>th</sup> ed.). Plural Publishing, Inc. **Available from Sacramento State Library [here](#).**

Optional: 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)

Links to additional course materials can be found on Canvas.

## Course Requirements/Components:

### Assignments/projects:

1. Two-minute papers: At the beginning of several class sessions, you will be asked to write a two-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 by the end of that class period.** 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.
3. Audiometric interpretations: You will be given 6 audiograms that you will need to describe using degree, configuration/type/laterality.
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.
5. Lipreading/Speechreading: You will watch one (or both) of the two videos provided on lipreading/speechreading (all videos in this class have captions available) by deaf adults, then will answer questions in a graded discussion board.
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.
7. Deaf and Hard of Hearing Children – Identifying Resources: You will navigate through the Laurent Clerc National Deaf Education Center's website, identify one resource that catches your interest, then answer questions about that resource.
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, then give a short presentation to your classmates.

**Exams:** There will be 2 exams given throughout the semester. The exams can include a combination of multiple-choice questions, matching, short answer, or fill-in-the-blanks. Each exam will be worth 10% of your final grade. The exams will cover all readings and lectures, including guest lectures and assignments. Each exam will cover the topics of each unit. However, this class is cumulative, and you will need to have a good understanding of the material in each unit to continue to the next unit. 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.** The final schedule will be the following:

Section 01: **To be determined (TBD)**

Section 02: **TBD**

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

# Grading Policy

## CSUS Grading Policy

The CSUS Grading Policy (Policy# 11476953) can be found at:

<https://sacramentostate.policystat.com/policy/11476953/latest>

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%
<b>Total</b>	<b>100%</b>

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. 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. **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, as measured by participation in 2-minute papers completed in class. These may only be made up if you contact the instructor **before** class to ask for an excused absence.

If you miss a class, it is your responsibility to get the material that was covered from information on 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 the instructor through one of the outlets offered in this syllabus so that we can work out any available options to make up missed classwork.

3. **Late Work Policy:** Late work will be accepted without penalty for 72 hours (3 days) after the due date. Assignments submitted after the 3-day grace period will be penalized by 10% of the total value of the assignment per additional 24 hours late. **Communication is rewarded with flexibility.** Students who experience a home or work hardship and require extra time on assignments are strongly encouraged to contact the instructor immediately and discuss options for late submission of classwork.
4. **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.
5. **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.
6. **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 cell phone to avoid distractions during class time.
7. **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.
8. **Course Evaluations:** This class is continually modified to promote student learning and to promote knowledgeable students’ entry into graduate programs. After the course, you are expected to comment on the nature of this course. This procedure allows me to modify segments of the course to make it more applicable to future students’ educational and

professional growth. A link will also be posted in Canvas so that you can give anonymous feedback regarding the course. You are encouraged to use this modality to voice concerns directly and appropriately. Your voice matters.

9. **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 [Campus Coronavirus/COVID-19 Safety Information](#) and [Coming to Campus](#) for more information and updates.

## TENTATIVE Course Schedule/Outline:

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>	<i>Readings/Homework</i>
<b>Week 1</b> 1/21 – 1/23	Syllabus Highlights/ Course Framing/Case Study Profiles	Case Study Profiles/ What is Aural Rehab	<a href="#">Course syllabus</a>  <a href="#">Novic, S. (2019) <i>Deafness isn't a 'threat' to health. Ableism is.</i></a>  <a href="#">WHO ICF Beginner's Guide</a> <a href="#">ICF Checklist</a> <a href="#">ICF Browser</a>  Text – Chapter 1 Introduction p. 3-24
<b>Week 2</b> 1/28 – 1/30	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  <b>Discussion Board:</b> <b>WHO Classification due</b> <b>Tues 1/28, peer responses</b> <b>due Thurs 1/30</b>
<b>Week 3</b> 2/4 – 2/6	Hearing Aids	Cochlear Implants	Text – Chapter 3

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>	<i>Readings/Homework</i>
			<p>Listening Devices &amp; Related Technology  p. 63-83 Hearing Aids &amp;  p. 83-89 Cochlear Implants  *skip 67-68, “Electroacoustic Properties” p. 78, p. 81-82</p> <p><b>Assignment:  Audiometric Interpretation due Thurs. 2/6</b></p>
<b>Week 4</b> 2/11 – 2/13	Hearing Assistive Technology	Auditory Training	<p>Text – Chapter 3 (Listening Devices &amp; Related Technology)  p. 89-96 HATs &amp; ALDs</p> <p>Text – Chapter 4 (Auditory Training)  p. 99-116  *Focus on section “Auditory Training to Improve Speech Recognition” starting p. 108</p> <p><b>Discussion Board:  Auditory Training due Sun. 2/16, peer responses due Tues. 2/18</b></p>
<b>Week 5</b> 2/18 – 2/20	Exam Review/ Catch-up	<b>Exam 1</b>	No additional reading – get started on Ch. 5 for next week
<b>Week 6</b> 2/25 – 2/27	Speechreading	Communication Difficulties	<p>Text – Chapter 5 (Audiovisual Speech Perception and Speechreading Training) p. 119-149  *Focus on sections:</p> <ul style="list-style-type: none"> <li>● “The Difficulty of the Lipreading Task” p. 123-127</li> <li>● “Factors that Affect the Speechreading Process” p. 132-139</li> <li>● “Traditional Methods” p. 141-end of chapter p. 149</li> </ul> <p>Text – Chapter 6 (Communication Strategies &amp; Conversation Styles)  p. 153-181</p>



<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>	<i>Readings/Homework</i>
			<p>*Focus on section “Facilitative Communication Strategies” starting p. 159-end of chapter</p> <p><b>Discussion Board: Lipreading/Speechreading due Sun. 3/2, peer responses due Tues. 3/4</b></p>
<p><b>Week 7</b> 3/4 – 3/6</p>	<p>Communication Strategies</p> <p>Counseling &amp; Assertiveness Training</p>	<p>Counseling &amp; Assertiveness Training</p> <p>AR with Older Adults/Adults</p>	<p>Text – Chapter 8 (Communication Strategies Training) <i>only</i> p. 203-206, 219-222</p> <p>Text – Chapter 9 (Counseling, Psychosocial Support, and Assertiveness Training) p. 229-255</p> <p><b>Discussion Board: Communication Difficulties &amp; Strategies due Sun. 3/9, peer responses due Tues. 3/11</b></p>
<p><b>Week 8</b> 3/11 – 3/13</p>	<p>AR with Older Adults/Adults</p> <p>Exam Review</p>	<p><b>Exam 2</b></p>	<p>Text – Chapter 10 (Adults) <i>only</i> p. 263-280</p> <p>Text – Chapter 11 (Older Adults) <i>only</i> p. 307-325</p> <p><b>Discussion Board: Deaf Gain due Sun. 3/16, peer responses due Tues. 3/18</b></p>
<p><b>Week 9</b> 3/18 – 3/20</p>	<p>Case Study Project explained</p> <p>How to find articles and use APA format</p> <p>Start DHH Children: Prevalence, Identification, &amp; Etiologies</p>	<p>Finish DHH Children: Prevalence, Identification, &amp; Etiologies</p>	<p>Text – Chapter 12 (Detection and Confirmation of Hearing Loss in Children) p. 341-365</p> <p><b>Quiz: DHH Children: Prevalence, Identification, &amp; Etiologies due Sun. 3/23, no late submissions accepted</b></p>

<i>Week</i>	<i>Tuesday</i>	<i>Thursday</i>	<i>Readings/Homework</i>
<b>Week 10</b> 3/25 – 3/27	Start DHH Children: Language Development & Deprivation	Finish DHH Children: Language Development & Deprivation	Text – Chapter 13 Infants and Toddlers p. 371-407  <b>Discussion Board: DHH Children due Thurs. 3/27, peer responses due Sun 3/30</b>
4/1 – 4/3	<b>Spring Break</b>	<b>Spring Break</b>	<b>Rest! Have some fun!</b>
<b>Week 11</b> 4/8 – 4/10	DHH Children: Educational Audiology & CAPD <b>(guest speaker)</b>	Start DHH Children: Early Intervention & Parent Coaching/Counseling	Text – Chapter 14 School-Age Children p. 413-444  <b>Case Study project CORE (part 1) due Thurs. 4/10</b>
<b>Week 12</b> 4/15 – 4/17	Finish DHH Children: Early Intervention & Parent Coaching/Counseling	Start DHH Children: Language, Listening, & Speech Treatment in the Schools	Text – Chapter 15 Speech, Language, and Literacy p. 453-484  <b>Keep working on CARE</b>
<b>Week 13</b> 4/22 – 4/24	Finish DHH Children: Language, Listening, & Speech Treatment in the Schools	Catch-up day  Video: “Who the Hell is Nigel?” (see Canvas for YouTube link)	Text – Chapter 15 Speech, Language, and Literacy p. 453-484  <b>Case Study project CARE (part 2) due Thurs. 4/24</b>
<b>Week 14</b> 4/29 – 5/1	<i>Case Study presentations</i>	<i>Case Study presentations</i>	<b>Case Study presentation slides due Mon. 4/28</b>
<b>Week 15</b> 5/7 – 5/9	Dead Week Review	Dead Week Review	<b>Study for final exam</b>
<b>Week 16</b> 5/14 – 5/16	<b>Cumulative Final on assigned day</b>	<b>Cumulative Final on assigned day</b>	<b>Finals Week</b>

**Final schedule:**

Section 01: **To be determined (TBD)**

Section 02: **TBD**

# Hornet Honor Code

## [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.

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## 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.

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## 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://sacramentostat.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.

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## 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.

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## 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.

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## C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

- C- Grades for Prerequisite Courses: A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks:

Resources, Forms and Information webpage:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

**Please note:** filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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## 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](mailto:dac@csus.edu) Additional information can be found on the DAC website:

<https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

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## 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/>

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## 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](mailto: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://www.csus.edu/student-life/health-counseling/counseling/>
- Campus Confidential Advocate Email: [weave@csus.edu](mailto:weave@csus.edu)
- On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

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## 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>
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## 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.