

Syllabus of Record

Purpose

The syllabus of record (SOR) serves five audiences:

1. Faculty can use the SOR as a blueprint for designing course syllabi. Faculty are free to add to the content in the SOR, but the required activities, objectives, and methods of evaluation in the SOR must be maintained.
2. Students can use the SOR to determine, before they register, the skills they can expect to engage in and what they can expect to have learned upon successful completion of a course.
3. The SOR provides a standard format that other schools can use to determine transfer credit.
4. Faculty governance (e.g., CCC, UCC) use the SOR when evaluating course-change and new course proposals.
5. Accreditation bodies may use the syllabus of record to view the content taught in every section of a course.

The syllabus of record (SOR) is a blueprint for building a course. It provides details on the minimum structure and content for the course so that units can ensure knowledge is structured throughout the curriculum. It is not necessarily meant to articulate every aspect of each week of a course. Therefore, when constructing an SOR, careful attention must be paid to what it contains. If a unit wishes to propose a course in which content is quite rigid and fixed, then the various sections of the SOR would reflect that. On the other hand if a unit wishes to propose a course with content to be selected from a range of specified possibilities and/or a course with little fixed content with the bulk of the content being determined by the specific instructor, then the SOR would indicate that.

The SOR [guidelines](#) can really help with creating a successful SOR.

Course Data

Course Code

HRG 545

Title

Auditory Habilitation and Rehabilitation

Credits

3

Prerequisites

HRG 541: Amplification I and HRG 542: Amplification II

Description

This course addresses the impact of hearing loss on human communication across the lifespan. Contemporary aural habilitation and rehabilitation procedures for individuals with hearing loss will be considered.

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Objectives

After successful completion of the course the students will be able to

1) **Comprehension/Discuss:**

Discuss the ethical issues associated with audiologic (re)habilitation across the lifespan

2) Guided Response/Determine:

Determine the implications of acquired hearing loss on social-emotional status, and physical and mental health

3) Synthesis/Develop:

Develop an adult rehabilitation plan for various age groups based on diagnostics, interview, and self-questionnaires

4) Synthesis/Develop:

Develop a communication intervention plan for a child aural habilitation case

5) Analysis/Relate:

Relate the phonological, morphological, syntactic, semantic, and pragmatic delays/differences/disorders in communication with onset, type, and severity of hearing loss

6) Knowledge/Define:

Define audiologic (re)habilitation and explain the differences in traditional and contemporary practices for both children and adults including evidence based outcomes for each

7) Analysis/Identify:

Identify the impact of acquired hearing loss on adult communication

8) Analysis/Identify:

Identify the impact of hearing loss on academic and social-emotional development in the school-aged population

Topics

Weeks 1 Functional deficits associated with hearing loss across the lifespan. Design of intervention strategies.

Week 2 Audiologic habilitation with Infants and Toddlers: Etiologies and early intervention

Weeks 3-5 Audiologic habilitation with two- to five-year old children: Effects of hearing on speech and language development and intervention

Weeks 6-8 Audiologic (re)habilitation needs for elementary and middle school children

Weeks 9-10 Audiologic (re)habilitation needs for secondary school-age children

Weeks 11-12 Considerations when fitting amplification on adults with hearing loss

Weeks 13-14 Special consideration for older adults and the elderly, and inclusivity to underserved or ethnic populations

Methods of Evaluation

Formal Examinations	60-70%
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Case Reports	30-40%
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Class Participation	5-10%
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Sample Source(s) of Information

Tye-Murray, N. (2014). *Foundations of Aural Rehabilitation: Children, Adults, and their Family Members* (4th Edition). Cengage Learning.

Current edition as of the date of the proposal is listed. The most current edition will be used for this course.