

# 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 629

### Title

Clinical Decision Making in Audiology

### Credits

2

### Prerequisites

Admission to the audiology program and successful completion of all previously required courses in the Au.D. curricular sequence.

### Description

This course serves as a capstone experience during which students are provided the opportunity to synthesize their knowledge and skills in audiology across disorder areas and the lifespan using a case study approach.

## Syllabus of Record

### Objectives

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

**1) Evaluation/Describe:**

Describe appropriate methods of monitoring and summarizing treatment progress and outcomes

**2) Synthesis/Design:**

Design appropriate assessments for selection of hearing aids, assistive devices, and sensory aids

**3) Evaluation/Describe:**

Describe methods for collaboration with other service providers in case coordination

**4) Synthesis/Develop:**

Develop culturally-sensitive and age-appropriate management strategies

**5) Synthesis/Design:**

Design an effective intervention session for educating patients and/or families dealing with a hearing or balance problems

**6) Guided Response/Determine:**

Determine appropriate treatment options for individuals with hearing or balance disorders

**7) Synthesis/Explain:**

Explain the debilitating effects of auditory or balance disorders through counseling

**8) Synthesis/Construct:**

Construct appropriate hearing and balance system rehabilitation based upon hearing and balance system assessments

**Topics**

Week 1-2	Management of infants or toddlers with sensorineural hearing loss
Week 3	Case studies and grand rounds
Week 4-5	Late-identification of hearing loss: the preschool child
Week 6	Case studies and grand rounds
Week 7-8	Multidisciplinary team approach to managing the school-age child
Week 9	Case studies and grand rounds
Week 10-11	Adult audiology rehabilitation: the difficult patient
Week 12-14	Case studies and grand rounds

**Methods of Evaluation**

<b>Case Studies</b>	<b>40-60%</b>
<b>Examinations</b>	<b>40-60%</b>
<b>Class Participation</b>	<b>10-20%</b>

**Sample Source(s) of Information**

Martin, F.N. and Clark, J.G. (2007). *Elements of Audiology: A Learning Aid with Case Studies*. Pearson.

Chabon, S.S. and Cohn, E.R. (2011). *Communication Disorders Casebook: Learning by Example*. Pearson.

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