

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 645

Title

Cochlear Implants and Tinnitus

Credits

3

Prerequisites

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

Description

A study of cochlear implants including selection criteria for candidacy, steps in cochlear implantation, pre and post implant audiological procedures, and habilitation and rehabilitation of patients with cochlear implants. Characterization, assessment, and treatment of tinnitus will also be discussed.

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Objectives

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

1) Synthesis/Design:

Design management plans for patients suffering from tinnitus

2) Analysis/Outline:

Outline the evaluation procedures that would be appropriate for various patients experiencing tinnitus

3) Evaluation/Describe:

Describe mechanisms, models, and theories of the source of tinnitus

4) Application/Apply:

Apply the principles of evidence-based practice for planning habilitation for cochlear implant patients

5) Analysis/Identify:

Identify salient points of communication with patients and/or their families for explaining the nature and course of the cochlear implant habilitation/rehabilitation process

6) Evaluation/Compare:

Compare the mapping procedures for cochlear implants from different manufacturers for selecting an appropriate fitting

7) Evaluation/Contrast:

Contrast the strengths and limitations of diagnostic tests required to assess candidacy of pediatric and adult patients for cochlear implantation

8) Synthesis/Design:

Design a successful rehabilitation plan for an individual with a cochlear implant

9) Analysis/Contrast:

Contrast the factors affecting successful adjustment to cochlear implants for children and adults

Topics

Week 1	Overview of cochlear implantation
Week 2	Long-term effects of deafness and chronic electrical stimulation
Week 3	Selection criteria and evaluation before cochlear implantation for children and adults
Week 4	Surgical techniques and complications for cochlear implants
Week 5	Principles of cochlear implant imaging
Week 6	Cochlear implant mapping
Week 7	Rehabilitation of children and adults with cochlear implants
Week 8	Speech perception in children and adults with cochlear implants
Week 9	Introduction to tinnitus
Week 10	Epidemiology of tinnitus
Week 11	Tinnitus assessment
Week 12-13	Tinnitus intervention
Week 14	Hearing aids and tinnitus

Methods of Evaluation

Written Assignments	10-30%
Presentation	10-20%
Examinations	40-60%
Class Participation	5-10%

Sample Source(s) of Information

Niparko, J.K. (2009). *Cochlear Implants: Principles and Practices (2nd edition)*. Lippincott: Williams & Wilkins.

Tyler, R.S. (2008). *The Consumer Handbook on Tinnitus*. Auricle Ink Publishers.

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