

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 770

Title

Audiology Internship

Credits

6

Prerequisites

HRG 670: Audiology Practicum

Description

This is the final supervised sequence of audiology practical experiences which allows a variety of clinical placements across the lifespan. Professionals in the community will supervise and instruct students in preparation for entry-level clinical practice. May be repeated for credit.

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Objectives

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

1) **Evaluation/Choose:**

Choose appropriate assessments and determine recommendations using sound professional judgment

2) **Synthesis/Generate:**

Generate written reports that effectively communicate hearing/balance test results of actual patients

3) **Evaluation/Interpret:**

Interpret hearing and balance test results consistent with the depth of experience

4) **Evaluation/Describe:**

Describe and demonstrate professional conduct

5) **Application/Operate:**

Operate instrumentation consistent with universal infection control precaution

6) **Application/Demonstrate:**

Demonstrate hearing assessment procedures at an advanced level that are relevant to hearing and/or balance and identify appropriate intervention strategies for individuals with a variety of disorders and across the lifespan

Topics

Week 1-14 Clinical placement

Week 14 Clinical log is due

Methods of Evaluation

| | |
|---|--------|
| Supervisor Evaluation | 30-50% |
| Projects determined by preceptor (if any) | 0-30% |
| Professional conduct | 20-40% |
| Clinical log | 10-30% |

Sample Source(s) of Information

Katz, J. (2014). *Handbook of Clinical Audiology (7th edition)*. Wolters Kluwer.

As we believe strongly in evidence-based practice, students will be referred to professional journals for additional sources of information. The most significant journals in the clinical practice of audiology are:

Ear and Hearing

Journal of Speech, Language and Hearing Research

Journal of the American Academy of Audiology

American Journal of Audiology

International Journal of Audiology

Also: professional publications such as:

Best Practices in each area of practice

Patterns of Professional Practice

Scope of Practice

Etc.