

# 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 526

### Title

Neurophysiologic Measures II

### Credits

3

### Prerequisites

HRG 525: Neurophysiologic Measures I.

### Description

The second of a two-course sequence on neurophysiologic measures, covering current and proposed physiological and electrophysiological measurements used for clinical assessment of the human auditory system. Topics will include advanced treatment of the auditory brainstem response, auditory steady-state response, middle latency evoked response, electroneuronography, and vestibular evoked myogenic potentials.

## Syllabus of Record

### Objectives

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

**1) Evaluation/Contrast:**

Contrast assessment using auditory brainstem response testing (ABR), auditory steady-state response (ASSR), electroneurography (ENoG), and vestibular evoked myogenic potentials (VEMP) related to other physiological, psychophysical, and self-assessment measures.

**2) Complex Overt Response/Calibrate:**

Calibrate instrumentation and recognize bioelectrical safety issues for measures of auditory brainstem response testing (ABR), auditory steady-state response (ASSR), electroneurography (ENoG), and vestibular evoked myogenic potentials (VEMP)

**3) Application/Interpret:**

Interpret electrophysiologic techniques such as auditory brainstem response testing (ABR), auditory steady-state response (ASSR), electroneurography (ENoG), and auditory middle latency responses (AMLR).

**4) Evaluation/Evaluate:**

Evaluate recording and stimulation techniques for the auditory brainstem response (ABR), auditory steady-state response (ASSR), and auditory middle latency responses (AMLR).

**Topics**

Week 1	Introduction and review of auditory evoked potentials
Week 2-3	Frequency/Place specific ABR
Week 4-6	Auditory steady-state response
Week 7-9	Advanced concepts and procedures for ABR
Week 10	Auditory middle latency response, 40 Hz
Week 11	Electroneuronography (ENoG)
Week 12-13	Principles of intraoperative monitoring of auditory EPs
Week 14	Vestibular Evoked Myogenic Potentials (VEMPs)

**Methods of Evaluation**

<b>Midterm Examination</b>	<b>25-35%</b>
<b>Final Examination</b>	<b>25-35%</b>
<b>Project</b>	<b>30-40%</b>
<b>Presentation</b>	<b>10-20%</b>

**Sample Source(s) of Information**

Hall (2006). *New handbook of auditory evoked responses*. Pearson.

Burkard, Don, & Eggermont (2006). *Auditory evoked potentials: Basic principles and clinical application*. Lippincott Williams & Wilkins.

Robinette & Glattke (2007). *Otoacoustic emissions: Clinical applications*. Thieme.

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