

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 527

Title

Vestibular Assessment and Rehabilitation

Credits

3

Prerequisites

HRG 501: Anatomy and Physiology of Hearing and Balance

Description

Study of concepts in clinical testing, treatment, and mechanisms of rehabilitation of disorders of the vestibular and balance system including an advanced study of the anatomy and physiology of the oculomotor and vestibular systems.

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Objectives

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

1) Evaluation/Assess:

Assess efficacy of interventions for auditory and balance disorders

2) Comprehension/Describe:

Describe effective counseling used to facilitate patient understanding of the auditory or balance disorders

3) Evaluation/Evaluate:

Evaluate the mechanisms used in the treatment and rehabilitation of vestibular and balance system disorders

4) Comprehension/Classify:

Classify vestibular pathologies and explain their assessment and treatment

5) Application/Interpret:

Interpret advanced oculomotor, vestibular and balance system tests

Topics

Weeks 1-2	Differential diagnosis of: Vestibular System - Peripheral, Central systems Oculomotor System - nuclei and musculature Proprioceptive System
Weeks 3-5	Pathologies of Motion Sense and Balance Manifestations of symptoms Central disorders Peripheral disorders Multifactor disorders
Weeks 6-11	Vestibular and Balance Function Testing Computerized Dynamic Posturography Oculomotor testing Rotational testing Electro- and Video-nystagmography
Weeks 11-14	Treatment and Management of Dizzy and Balance Impaired Patients Medical/surgical interventions Vestibular rehabilitation Interprofessional practice and appropriate consults and referrals

Methods of Evaluation

Quizzes	10-20%
Lab Assignments	30-50%
Examinations	40-50%

Sample Source(s) of Information

Jacobson & Shepard (2015). *Balance Function Assessment & Management* (2nd Edition). Plural Publishing.

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