

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 607

Title

Radiographic Imaging and Pharmacology for 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 addresses topics of particular relevance to audiology practice in a medical setting. The role of radiographic imaging for audiology diagnosis will be considered as well as the mechanisms of pharmacology and mechanisms of ototoxicity.

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Objectives

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

1) Analysis/Differentiate:

Differentiate the various types of radiologic imaging used for identifying the major structures of the auditory system

2) Guided Response/Determine:

Determine the advantages and disadvantages of each type of imaging

3) Application/Relate:

Relate information gathered from radiologic imaging to audiology diagnosis

4) Knowledge/Describe:

Describe the effects of pharmacologic and teratogenic agents on the auditory and vestibular systems

5) Comprehension/Describe:

Describe the mechanisms of pharmacology and neuropharmacology

6) Evaluation/Evaluate:

Evaluate the effects of specific ototoxic agents

Topics

Week 1	Introduction to Radiographic Imaging
Week 2	Types of Radiologic Imaging
Week 3	Radiologic Imaging of Normal Anatomy of the Auditory System
Week 4-6	Role of Radiologic Imaging in Audiologic Diagnosis
Week 7-8	Terminology of Pharmacology
Week 9-10	Biochemistry of the Auditory System
Week 11-12	Survey of topics: mechanisms of Ototoxicity , including routes of administration pharmacokinetics, pharmacodynamics, neural transmission, membrane permeability, agonistic and antagonistic chemical effects, major transmitter systems, tolerance, dependents, and addiction
Week 13-14	Ototoxic Agents and monitoring by the audiologist

Methods of Evaluation

Case Studies	30-40%
Examinations	40-60%
Class Participation	10-20%

Sample Source(s) of Information

Campbell, K.C.M. (2006). *Pharmacology and Ototoxicity for Audiologists*. Cengage Learning.

Hoeffner, E.G., Mukherji, S.K., Gandhi, D., and Gomez-Hassan, D. (2008). *Temporal Bone Imaging*. Thieme.

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