

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 566

Title

Evidence-Based Practice in Audiology

Credits

1

Prerequisites

Admission to the audiology program

Description

This course addresses the application of evidence-based practice to the field of audiology with consideration of diverse patient populations and ethical practice. Content is treated with emphasis upon problem solving using evidence-based practice and the integration of information across didactic and practical knowledge bases toward clinical skill development.

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Objectives

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

1) Adaptation/Develop:

Develop awareness of issues of diversity as they relate to the field of audiology and competent and ethical practice

2) Evaluation/Interpret:

Interpret professional documents from ASHA, AAA, and other relevant sources regarding Scope of Practice and Preferred Practice Patterns

3) Evaluation/Defend:

Defend specific (re)habilitative practices through evidence-based practices

4) Evaluation/Defend:

Defend specific diagnostic practices in audiology through evidence-based practices

5) Application/Apply:

Apply the fundamentals of evidence-based data to audiology clinical practice or case studies

Topics

Week 1-2	Overview of evidence-based practice
Week 3-4	Searching databases and meta-analysis
Week 5-6	Issues of diversity and clinical services
Week 7-10	Examples of application of research findings to assessment and treatment
Week 11-12	Examples of how evidence-based principles lead to competent and ethical practice in audiology
Week 13-14	Case studies

Methods of Evaluation

Online evidence-based practice tutorials	10-20%
Case studies	40-50%
Formal Examinations	30-40%
Class Participation	5-10%

Sample Source(s) of Information

Wong & Hickson (2012). *Evidence Based Practice in Audiology: Evaluating Interventions for Children and Adults with Hearing Impairment* (1st Edition). Plural Publishing.

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