

# 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 690

### Title

Research Preparation in Audiology

### Credits

3

### Prerequisites

Prior course in statistics, admission to the audiology program, and successful completion of all previously required courses in the Au.D. curricular sequence. The requirement is for an undergraduate statistics course, but this prerequisite may also be fulfilled by a graduate-level statistics course.

### Description

This course addresses principles and practices of basic and applied research in Audiology. Topics include experimental design, evidence-based practice, overview of statistical methods, and application to clinical populations. Students should develop skills to make informed decisions about the relevance of research to clinical practice.

## Syllabus of Record

## Objectives

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

### 1) **Application/Apply:**

Apply appropriate styles of research writing (e.g., APA)

### 2) **Analysis/Criticize:**

Criticize the quality and application of research found in audiology literature

### 3) **Analysis/Examine:**

Examine the ethical considerations in research

### 4) **Knowledge/Describe:**

Describe salient research in the field of audiology

### 5) **Comprehension/Describe:**

Describe the strengths and limitations of common statistical analyses

### 6) **Synthesis/Develop:**

Develop appropriate questions and hypotheses to answer clinically-relevant problems

### 7) **Analysis/Select:**

Select appropriate quantitative or qualitative methods into the experimental design

## Topics

Week 1	Overview, research types, experimental design
Week 2	Developing research questions and hypotheses
Week 3	Quantitative versus qualitative methods
Week 4	Descriptive and inferential statistics
Week 5	Sampling and measurement issues
Week 6	Effect sizes and power analysis. Validity and reliability
Week 7	Literature search relevant to audiology. Research ethics. IRB
Week 8	Epidemiology, sensitivity and specificity
Week 9	Non-parametric statistics and single-subject design
Week 10	Current styles of research writing
Week 11	The art of becoming an investigator.
Week 12 research.	Basic and applied research. Issues related to conducting clinical
Week 13	Student presentations of literature review
Week 14	Critical analysis of current literature in auditory research

## Methods of Evaluation

<b>Presentation of literature searches</b>	<b>30-40%</b>
<b>Examinations</b>	<b>40-60%</b>
<b>Class Participation</b>	<b>10-20%</b>

#### Sample Source(s) of Information

Sarli, C., Valente, L.M., and Amlani, A.M. (2011). *The Audiology Capstone: Research, Presentation, and Publication*. Thieme.

Schiavetti, N.E., Metz, D.E., and Orlikoff, R.F. (2010). *Evaluating Research in Communicative Disorders (6<sup>th</sup> Edition)*. Pearson.

Irwin, D.L., Pannbacker, M., and Lass, N.J. (2013). *Clinical Research Methods in Speech-Language Pathology and Audiology (2nd Edition)*. Plural.

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