
Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7500
Course Title Advanced Vestibular Diagnostics and Management
Transcript Abbreviation SPHHRNG 7500
Course Description The course will provide advanced training in the diagnosis and management of vestibular disorders and will expand the battery of tests used by vestibular audiologists for diagnostics, interpretation, and management.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites SPHRRNG 6707
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings n/a

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- 1) Describe the anatomy and physiology of the auditory system relevant to vestibular and electrophysiologic assessment and treatment.
- 2) Interpret advanced vestibular and electrophysiologic measures, including:
 - a. Electrocochleography,
 - b. Vestibular Evoked Myogenic Potentials,
 - c. Rotational Chair Testing,
 - d. Video Head Impulse Test,
 - e. Computerized Dynamic Posturography.
- 3) Apply vestibular and electrophysiologic findings to pediatric and geriatric populations within their appropriate environments.
- 4) Recognize and implement additional functional bedside testing for advanced patient assessment.
- 5) Differentiate common and complex vestibular disorders by describing the anatomical structures and physiological processes involved.
- 6) Recognize the role of vestibular rehabilitation and treatment of vestibular disorders, as well as identify and implement appropriate assessments, referrals, treatment, and recommendations concerning auditory and balance disorders.

Content Topic List

- audiology
- vestibular
- diagnostic

Sought Concurrence

No

Attachments

- SPHHRNG 7500 Autumn 2024 Syllabus (2).docx
(Syllabus. Owner: Brello, Jennifer)
- SPHHRNG 7500 DH cover sheet (1).pdf: ASC cover letter
(Cover Letter. Owner: Brello, Jennifer)

Comments

COURSE REQUEST
7500 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/28/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brello, Jennifer	09/28/2023 01:26 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	09/28/2023 02:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2023 03:16 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2023 03:16 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

**SYLLABUS: SPHHRNG 7500
ADVANCED VESTIBULAR DIAGNOSTICS AND
MANAGEMENT
AUTUMN 2024
3.0 CREDIT HOURS**

Course overview

Instructor

Instructor: TBD

Email address: TBD

Phone number: TBD

Course Zoom link:

Office hours: Mondays 5:00-6:00 via Zoom ([link here](#))

Class Meeting Schedule:

Element 1: Synchronous meetings on Zoom 5:30-8:10 PM

Wednesdays

Element 2: Weekly virtual office hour Mondays 5:00-6:00 PM

(Optional)

Element 3: In person lab meeting

Course description

The course is to provide the students with advanced training in the diagnosis and management of vestibular disorders. While SPHHRNG 6707 Assessment III focused on anatomy/physiology of the vestibular system and the use of videonystagmography for diagnosing vestibular disorders, this course will expand the battery of tests used by vestibular audiologists for diagnostics and discuss interpretation and management. The course will utilize case studies in support of the diagnostic and management topics discussed. This course is required course for the Doctor of Audiology program.

Course learning outcomes

At the conclusion of the course, students will be able to:

- 1) Describe the anatomy and physiology of the auditory system relevant to vestibular and electrophysiologic assessment and treatment.
- 2) Interpret advanced vestibular and electrophysiologic measures, including:
 - a. Electrocochleography,
 - b. Vestibular Evoked Myogenic Potentials,
 - c. Rotational Chair Testing,
 - d. Video Head Impulse Test,
 - e. Computerized Dynamic Posturography.
- 3) Apply vestibular and electrophysiologic findings to pediatric and geriatric populations within their appropriate environments.
- 4) Recognize and implement additional functional bedside testing for advanced patient assessment.
- 5) Differentiate common and complex vestibular disorders by describing the anatomical structures and physiological processes involved.
- 6) Recognize the role of vestibular rehabilitation and treatment of vestibular disorders, as well as identify and implement appropriate assessments, referrals, treatment, and recommendations concerning auditory and balance disorders.

How this hybrid course works

Mode of delivery

The course will consist of online synchronous meetings of 2 hours 40 minutes one day a week. Attendance is optional, but class participation will contribute to the final grade. There will be one mandatory in-person lab exercise (see course schedule for date of this lab). Summative assessment will consist of class quizzes, lab assignment, case study project, and a final exam.

Student participation requirements

Because this is a predominantly an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Synchronous class sessions: HIGHLY RECOMMENDED**
All live, scheduled events for the course are not required, but highly encouraged. For these synchronous Zoom presentations, I will provide the session recording if a student cannot attend the session. However, class participation is expected and will be part of your grade for the course.
- **In Person Lab Exercise: REQUIRED**
- **Office hours: OPTIONAL**
All office hours, are optional. Attendance is not required or expected, and attendance will not affect your grade for the course.

Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Remember that on formal assignments you should use good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics (e.g., emails).
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For assignments, please follow APA citation style.

Course materials and technologies

Required

Jacobson, G.P., Shepard, N.T., Barin, K., Burkard, R.F., Janky, J., & McCaslin, D. (Eds). Third Edition. (2020). *Balance Function Assessment and Management*. San Diego: Plural Publishing, Inc.

Additional material/readings posted online.

Recommended (non-required) Supplementary Text

Honaker, J. (2020). *Diagnostic Vestibular Pocket Guide: Evaluation of Dizziness, Vertigo, and Imbalance*. San Diego: Plural Publishing, Inc.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment or category	Points
3 Mid-term Quizzes	50 points each
Lab assignment	50 pts
Case study assignment	100 pts
Class participation	50 pts
Final exam	150 pts
Total	500 points

See course schedule, below, for due dates

Description of course assignments

Quizzes: There will be three quizzes administered during the semester covering lecture materials and assigned readings. The quizzes will be completed on Carmen on Wednesdays during Weeks 3, 6, and 8 of the course and will consist of 10-20 questions on the topics of the previous weeks of content. Students will have 20 minutes to complete each quiz beginning at 5:10 pm and ending at 5:30 pm. Class will begin immediately after the quiz session has ended. Each quiz will contribute 10% of the final grade.

Lab: There will be a mandatory lab conducted in person to review and perform vHIT & functional bedside assessment. Students will generate a one-page reflection on the lab experience, including descriptions of how they would utilize the tests in clinical settings. The lab will account for 10% of the final grade.

Case Study: Each student will analyze a case to apply knowledge from this course. Students will be given a clinical description and medical history to create differential diagnosis. Pertinent test results from previous coursework will be provided (i.e. VNG, audiometry, etc.) for interpretation. The student will be expected to formulate a clinical plan including test measures from this course (i.e. Rotary Chair and vHIT, etc.). Students will then provide the expected results of testing. Students must justify their test selection and formulate final thoughts/impressions. The case study will be announced in class at least one week prior to administration. The case study will account for 20% of the final grade.

Class participation: Attendance is expected at all synchronous meetings. Participation will be evaluated by presence in the class and questions asked or answers to questions offered. Each class meeting will contribute 2 points to the 50-point total for participation. Participation will account for 10% of the final grade.

Examination: There will be a final written examination covering lecture materials and assigned readings. The examination will be held during the final week of the course. The exam will be conducted on Carmen. The exam will consist of a mix of multiple choice and short answer questions, and will be timed to 90 minutes per exam. Students will have a 12-hour window 9:00 AM to 9:00 PM in which to complete the exam. Once the exam is started, it will be timed to the 90-minute time limit. Final examination will account for 30% of the final grade.

Late assignments

Absence and Makeup Policy: Quizzes are due by 5:30 PM on the listed due date, and the final exam is due by 9:00 PM on its listed submission date. No late submissions will be accepted without appropriate explanation and documentation. Any medical or other reasons for late assignments must be approved by the instructor prior to the Quiz/Exam.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+

60 –66.9: D
Below 60: E

Faculty feedback and response time

Email Response: The instructor will email you back within 24 hours during the week, and within 48 hours on weekends/holidays.

Graded Materials Return: Quizzes will be graded by the end of the submission date. Exams, the Lab reflection, and the Case Study will be scored and grades reported within 7 days after the due date.

Academic policies

Student academic services

Student academic services offered on the OSU main campus
<http://advising.osu.edu/welcome.shtml>.

Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the quizzes and final exams yourself, without any external help or communication.
- **Case study:** You must complete the case study yourself, without any external help or communication.
- **Lab reflection:** The lab experience will be conducted in a group, and you are permitted to discuss the experience with other students as you write the reflection. The reflection must be in your own words and reflect your own thoughts.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to

provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course schedule

<u>Week #</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Learning Outcomes</u>
1	8/21	Syllabus & Course Review <i>Anatomy & Physiology</i> : Brief Review	Previous course materials Optional: Honaker Chapter 1	1; 4
2	8/28	<i>Videonystagmography</i> : Brief Review	Previous course materials Optional: Honaker Chapter 5	1;2; 3
3	9/4	<i>Cervical Vestibular Myogenic Potential</i> : Introduction, Assessment, Clinical Application, & Case Study Review 9/6: Quiz #1: A&P and VNG Application	Jacobson, et. al. Chapter 16 Optional: Honaker Chapter 8	2b; 3; 5 1;2; 3
4	9/11	<i>Ocular Vestibular Myogenic Potentials</i> : Introduction, Assessment, Clinical Application, & Case Study Review	Jacobson, et. al. Chapter 16 Optional: Honaker Chapter 8	2b; 3; 5
5	9/18	<i>Electrocochleography</i> : Introduction, Assessment, Clinical Application for Vestibular Cases, & Case Study Review	Jacobson, et. al. Chapter 17	2a; 3; 5
6	9/25	<i>Rotational Chair Testing</i> : Introduction, Assessment, Clinical Application, & Case Study Review 9/27: Quiz #2: ECOG & VEMPs	Jacobson, et. al. Chapter 13 Optional: Honaker Chapter 6	2c; 3; 5
7	10/2	<i>Video Head Impulse Test</i> : Introduction, Assessment, Clinical Application, & Case Study Review <i>Computerized Dynamic Posturography</i> : Introduction, Assessment, Clinical Application, & Case Study Review	Jacobson, et. al. Chapter 16 Optional: Honaker Chapter 7 & 9	2d; 3; 5 2e; 3; 5

8	10/9	Clinical Decision Making with Practice Case Studies 10/11: Quiz #3: Rotary Chair, vHIT, & CDP	Additional article uploaded: <i>Vestibular disorders: A case-study approach to diagnosis & treatment by Furman et. al.)</i>	3; 5
9	10/16	<i>Functional Bedside Testing: Introduction, Assessment, & Clinical Application</i> <i>Advanced Testing & Treatment for Benign Paroxysmal Positional Vertigo (BPPV): Introduction, Assessment, Clinical Application, & Case Review</i>	Additional articles & videos uploaded TBD	4
10	10/23	<i>Pediatric & Geriatric Considerations: Introduction & Clinical Application</i> <i>Anxiety & Dizziness: Introduction & Case Study Review</i>	Jacobson, et. al. Chapters 18, 19, 25 Optional: Honaker Chapter 10	2; 3 5
11	10/30	In-person Lab: vHIT & Functional Bedside Testing	N/A	2d; 4
12	11/6	<i>Vestibular Rehabilitation: Introduction, Exam, & Treatment</i> Assigned Case Study with Vestibular Panel Week 11 Lab Assignment Due	Additional articles uploaded (TBD)	6
13	11/13	<i>Special Topics & Complex Vestibular Cases such as:</i> Cervicogenic Dizziness Vestibular Migraine Functional Movement Disorder Persistent Postural Perceptual Dizziness Mal de DeBarquement Syndrome Central Positional Nystagmus	Additional articles uploaded (TBD)	1; 5
14	11/20	Review for Final Exam		

15	11/27	Final Exam		
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Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **SPHHRNG 7500 Advanced Vestibular Diagnostics and Management** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- The syllabus submitted departs significantly from the required ASC Syllabus Template (<https://ascode.osu.edu/asc-distance-learning-syllabus-template>). The submitted syllabus includes most of the content from the template but there are several things that would be improved if it adapted the template, including:
 - o Updated Disability Services Statement, the one in the submitted syllabus has been [updated recently](#)
 - o Updated Mental Health Statement, , the one in the submitted syllabus has been [updated recently](#)
 - o Clarify online attendance expectations early in the syllabus. The “How this Online course works” section of the syllabus template provides a framing for explaining the specifics about the course structure. For example, I am unsure of how many in-person labs are required, I think only 1?

- Requiring in-person labs is understandable ([this would be a DH, rather than a DL course](#)) but I think it important that these be scheduled prior to the start of the semester (syllabus states this will be scheduled at least 1 week out, but it is listed for 10/30 in the course schedule). One must assume a student enrolled in an online course may not live in the area and that a required in-person component of the course may take some advanced planning on the part of the student. Is it possible for a student to request an online version of this lab? (I recommend anticipating and providing clarification for this question)

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.