Term Information

Effective Term	Summer 2022

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	8936
Course Title	Practice Management in Audiology
Transcript Abbreviation	PracMgMtAud
Course Description	This course will address issues associated with the business aspect of the profession of audiology including development of a business plan, basic accounting, marketing, and management of personnel. This course is intended to help students understand and prepare for their future as an audiologist from a business and financial perspective.
Semester Credit Hours/Units	Fixed: 2

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Always
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	none
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	No

Subject/CIP Code

Subject/CIP Code	51.0202
Subsidy Level	Professional Course
Intended Rank	Professional

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	• Student will demonstrate knowledge of basic business structures for audiology private practice and the implications of each.
	• Student will be able to formulate a business plan and basic business budget to account for overhead expenses, marketing, etc. upon start-up or acquisition of a business.
	• Student will explain how to develop pricing for goods and services in a private practice setting
	• Student will apply principles of billing and reimbursement in the private practice setting.
	• Student will be able to develop a basic business marketing plan which includes materials necessary for each type of marketing.
	• Student will develop leadership skills required to run a business, manage human capitol, and fulfill responsibilities of a practicing audiologist simultaneously.
	• Student will understand the importance of differentiation of services and collaboration with other professionals in their respective business communities.
Content Topic List	• private audiology practice, business plan, budgeting, leadership, marketing, billing, reimbursement,
Sought Concurrence	No

Attachments

• 8936 Practice Management in Audiology Syllabus_post ASC Tech review.docx: Syllabus

   (Syllabus. Owner: Harnish,Stacy M)

• SHS 8936 tech review.docx: tech review

   (Other Supporting Documentation. Owner: Harnish,Stacy M)

• Practice Management in Audiology Syllabus 2021 Proposal.pdf: Revised syllabus

   (Syllabus. Owner: Bielefeld,Eric Charles)

• SPHHRNG 8936 cover sheet - completed.pdf: ASC tech review cover sheet

   (Other Supporting Documentation. Owner: Bielefeld,Eric Charles)

Comments

• Thank you for the feedback to the previous submission. *(by Bielefeld,Eric Charles on 11/02/2021 09:35 AM)*

• Please see Panel feedback email sent 02/24/21. *(by Hilty,Michael on 02/24/2021 08:40 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish,Stacy M	01/21/2021 03:40 PM	Submitted for Approval
Approved	Fox,Robert Allen	01/21/2021 05:20 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/21/2021 05:34 PM	College Approval
Revision Requested	Hilty,Michael	02/24/2021 08:40 AM	ASCCAO Approval
Submitted	Bielefeld,Eric Charles	11/02/2021 09:35 AM	Submitted for Approval
Approved	Fox,Robert Allen	11/02/2021 03:16 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/16/2021 12:05 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/16/2021 12:05 PM	ASCCAO Approval

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SYLLABUS
SHS 8936
Practice Management in Audiology
Summer 2022 – Distance Learning

COURSE OVERVIEW

Instructor

Instructor: R. Michael Squires, AuD

Email address: squires.86@osu.edu and Michael@hearwv.com

Phone number: 304-669-5843

Office hours: By appointment only (or 30 minutes before or after synchronous sessions by Zoom)

Course description

This course will address issues associated with the business aspect of the profession of audiology including development of a business plan, basic accounting, marketing, and management of personnel. This course is intended to help students understand and prepare for their future as an audiologist. In doing so, students will learn the benefits of private practice to the field of audiology as well as study career opportunities in the private sector for those interested in owning and operating an independent business.

Course learning outcomes

By the end of this course:

- Student will demonstrate knowledge of basic business structures for audiology private practice and the implications of each

- Student will be able to formulate a business plan and basic business budget to account for overhead expenses, marketing, etc. upon start-up or acquisition of a business.

- Student will explain how to develop pricing for goods and services in a private practice setting

- Student will apply principles of billing and reimbursement in the private practice setting.

- Student will be able to develop a basic business marketing plan which includes materials necessary for each type of marketing.

- Student will develop leadership skills required to run a business, manage human capitol, and fulfill responsibilities of a practicing audiologist simultaneously.

- Student will understand the importance of differentiation of services and collaboration with other professionals in their respective business communities.

HOW THIS COURSE WORKS

Mode of delivery: This is an online course consisting of online synchronous class sessions: **5:30-7:30pm on (TBD) evenings**. For online sessions, you must be logged in to Carmen Zoom at the scheduled class time with CAMERA ON for class. If this is not possible, arrangements should be made with the instructor prior to the start of class.

Pace of online activities: This course is divided into weekly modules that are released at the designated course times. Assignments will be released 1 week prior to due dates and must be turned in by designated deadlines.

Credit hours and work expectations: This is a **2-credit-hour course**. According to Ohio State policy, students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of expected participation:

- **Participating in online activities for attendance**: **ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week for class sessions. (During most weeks you may log in many times for assignments.) If you have a situation that might cause you to miss an entire week of class, discuss with instructor *as soon as possible.*
- **Office hours**: **SEE OPTIONS BELOW**
  Virtual office hours are scheduled by appointment only. Questions may also be addressed by email, phone or Zoom. Phone calls and Zoom meetings must be scheduled in advance.

- **Participating in online assignments**: **ONCE PER WEEK**
  As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topic.
- **Participating in online discussion**: **ONCE PER WEEK**

  As part of your participation, each week you can expect an online discussion post for which threaded responses are required.

COURSE MATERIALS AND TECHNOLOGIES

REQUIRED READINGS

- **Week 1.– Introduction to Business**

  - *Surviving and Thriving Your First Year in Private Practice – Elizabeth Falk Schwab, Au.D.*

    - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5179603/

  - *The Future of Private Practice in Audiology – David A. Fabry, Ph.D.*

    - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5179601/

- **Week 2 – Business of Audiology Private Practice**

  - *Sample Business Letter – Ron Gleitman, Ph.D.*

    - https://www.audiologyonline.com/files/content/01700/01740/gleitmanbusplan.pdf

  - *Private Practice Checklist – American Academy of Audiology*

    - https://www.audiology.org/sites/default/files/PracticeManagement/BEST_PrivatePracticeChecklist.pdf

- **Week 3 – Basic Financial Accounting**

  - *Avoiding Monthly Revenue Peaks and Valleys: Guidelines for New and Existing Practices*

    - https://www.audiologyonline.com/articles/avoiding-monthly-revenue-peaks-and-865

- **Week 4 – Budgeting Expenses and Valuing Your Time**

  - *Unbundling Hearing Healthcare Pricing – Up Front Work Pays Off*

- ■ https://journals.lww.com/thehearingjournal/Fulltext/2015/09000/Unbundling_Hearing_Healthcare_Pricing__Up_Front.1.aspx
- **Week 5 – Introduction to Coding and Reimbursement for Private Practice**
  - o *The Rules of the Game: Contracting, Credentialing, and Negotiating with Managed Care in Audiology – Kim Cavitt, Au.D.*
    - ■ https://www.audiologyonline.com/articles/rules-game-contracting-credentialing-and-22392
  - o *2019 Coding and Reimbursement Update – Kim Cavitt, Au.D.*
    - ■ https://www.audiologyonline.com/articles/billing-and-coding/
- **Week 6 - Mid-Term**
  - o NO REQUIRED READING
- **Week 7 – Marketing in Private Practice**
  - o *Can You Hear Me Now? Marketing Essentials for Audiologists in a Noisy Healthcare World – Danne Rudden, Au.D., F-AAA, CCC-A*
    - ■ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5179598/
- **Week 8 – Human Resources and Personnel Management**
  - o *The Need to Succeed: How to Navigate the Transition from Clinician to Director – Donald Nielsen, Ph.D. and Brian Taylor, Au.D.*
    - ■ https://www.audiologypractices.org/the-need-to-succeed
- **Week 9 – Risk Abatement**
  - o Be Careful What You Wish For: Thinking Through the Risks and Rewards of Private Practice – Chandace Jeep, Au.D. and Nicole Kovel, Au.D.
    - ■ https://www.audiologypractices.org/be-careful-what-you-wish-for
- **Week 10 – Physician-Specific Marketing and Professional Networking**
  - o *The Medical Referral Marketing Process: The Alternative to Advertising – Rich Hachenburg*
    - ■ https://www.audiologyonline.com/articles/medical-referral-marketing-process-alternative-919
- **Week 11 – Differentiation in Audiology Private Practice**
  - o No Required Reading

- **Week 12 – FINAL**
    - No Required Reading

COURSE TECHNOLOGY

For help with your password, university email, 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 24/7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743
- **Academic services offered on the OSU main campus:** http://advising.osu.edu/welcome.shtml
- **Student services offered on the OSU main campus:** http://ssc.osu.edu.

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- Carmen Zoom, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- Proctorio for use during the mid-term and Final exam

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

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

CARMEN ACCESS

You will need to use [BuckeyePass](#) 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. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- 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 the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

ASSIGNMENT CATEGORY	POINTS
Online In-class participation (attendance) 10 pts	110
Online Participation –Discussion Questions– 10 pts	100
Business Plan (Completed throughout Semester)	200
One-Week Marketing Plan	50
Business Budget	50
Mid-Term	100
Final	100
Total	**740**

See course schedule below for due dates.

Online Discussion Questions – Weekly posts are expected to be 100-200 words. They can include answers/comments to the question posed each week, and they can include questions or thoughts about the topic. Responses to other students' questions are encouraged, but not required to receive points for that week.

Business Plan – The business plan assignment is a cumulation of work that will be completed throughout the semester. Each week, a new section of the business plan will be discussed. Throughout the week students are expected to complete this section of the business plan and turn in by end of class the following week. The Business Plan is designed to be a living document that students can use as a foundation should they decide to pursue a career in private practice ownership.

One-Week Marketing Plan – The One-Week Marketing Plan is a marketing strategy that can be designed and implemented within 1 week. Whether it is a social media marketing campaign or participation in a local health fair, this one-week marketing plan is designed to be a catalyst to creative marketing for small business owners.

Business Budget – This assignment is part of the larger assignment "Business Plan" and is designed to help the student create a basic budget for a private practice. Mimicking a profit and loss statement, this budget follows a basic template that will help students understand the importance of managing business finances.

Exams – The exams will be delivered during scheduled synchronous class periods. Students are not expected to use course materials or external information sources to complete the exams. Proctorio lockdown browser will be used to restrict access to external websites or notes.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

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

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours unless other arrangements are made.**

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and 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**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **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.

- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- **Academic services offered on the OSU main campus:**
  http://advising.osu.edu/welcome.shtml

- **Student 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 midterm and final exams yourself, without any external help or communication.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

- **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.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must

recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
- Streaming audio and video
- Synchronous course tools

COURSE SCHEDULE

Week	Dates	Topics and Assignments
1	May 12	Introduction to Business

Week	Dates	Topics and Assignments
		Assignment: Discussion question post
2	May 19	**Business of Audiology Private Practice** Assignment: Part 1 of the Business Plan Discussion question post
3	May 26	**Basic Financial Accounting** Assignment: Part 2 of the Business Plan Discussion question post
4	June 2	**Budgeting Expenses and Valuing Your Time** Assignment: Part 3 of the Business Plan Discussion question post
5	June 9	**Introduction to Coding and Reimbursement for Private Practice** Assignment: Part 4 of the Business Plan Discussion question post
6	June 16	**Mid-Term / Make Up**
7	June 23	**Marketing in Private Practice** Assignment: 1-week Marketing plan Discussion question post
8	June 30	**Human Resources and Personnel Management** Assignment: Part 5 of the Business Plan Discussion question post
9	July 7	**Risk Abatement** Assignment: Business Budget Discussion question post
10	July 14	**Physician-Specific Marking and Professional Networking** Assignment: Part 6 of the Business Plan Discussion question post
11	July 21	**Differentiation of Audiology Private Practice** Assignment: Part 7 of the Business Plan Discussion question post

Week	Dates	Topics and Assignments
12	July 28	**Final** **Assignment: Part 8 to complete the Business Plan**

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 an 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.

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☐ 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):

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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.

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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.

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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.

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☐ 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   on

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Speech and Hearing 8936
Instructor: R. Michael Squires
Summary: Practice Management in Audiology

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Discussion Board
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Please add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Please add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information
- Date reviewed: 12/1/20
- Reviewed by: Ian Anderson

Notes: Good to go!

[a]The following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.