
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 6550
Course Title Personal Development for the Healthcare Professional
Transcript Abbreviation PersDevHlthProf
Course Description This course is dedicated to the healthcare student's study and understanding of themselves: reflections on how their life experiences have shaped their belief systems, their response to conflict and feedback, social awareness and emotional intelligence.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 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 Satisfactory/Unsatisfactory
Repeatable No
Course Components 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 None
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- List and implement emotional intelligence components and their value in the healthcare environment.
- Identify and apply the 3 steps in the blueprint in handling challenging conversations.
- Implement self-awareness and mindfulness tools to aid in successful resilience for the healthcare student.
- Articulate a personal 'why' statement to guide personal and professional goals.

Content Topic List

- emotional intelligence, managing difficult conversations and feedback, coaching vs mentoring for the healthcare professional.

Sought Concurrence

No

Attachments

- Personal Development for the Healthcare Professional 3.26.2021.docx: Syllabus

(Syllabus. Owner: Harnish, Stacy M)

- SHS 6500.docx: ASC Tech Review

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Harnish, Stacy M	04/29/2021 02:15 PM	Submitted for Approval
Approved	Fox, Robert Allen	04/29/2021 02:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/04/2021 02:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	05/04/2021 02:59 PM	ASCCAO Approval



SYLLABUS

SHS 6500

Personal Development for the Healthcare Professional
Summer 2022 – Online

COURSE OVERVIEW

Instructor

Instructor: Jessica Pfister, MBA, MS, CCC-SLP

Email address: jessica.pfister@osumc.edu

Phone number: cell- 210-906-7962

Office hours: By appointment only.

Course description

This course dives into the personal development of the healthcare student- an essential and yet under focused concept within healthcare. The majority of learning for healthcare students is dedicated to knowledge related to their field such as: anatomy, physiology, biology, chemistry and ethics. This course, in contrast, is dedicated to the healthcare student's study and understanding of themselves: reflections on how their life experiences have shaped their belief systems, their response to conflict and feedback, social awareness and emotional intelligence. While the majority of healthcare studies will assist students in becoming the finest practitioners in their field of choice- this course aims to address personal awareness and growth to lead to long, successful healthcare careers. Concepts of emotional intelligence, managing difficult conversations and feedback, coaching vs mentoring and other reflective topics are explored. Individuals who are looking to elevate their own leadership and professional development will find relevance and immediate applicability in this course.

Course learning outcomes

By the end of this course, students should successfully be able to:

- List and implement emotional intelligence components and their value in the healthcare environment.
- Identify and apply the 3 steps in the blueprint in handling challenging conversations.
- Implement self-awareness and mindfulness tools to aid in successful resilience for the healthcare student.
- Articulate a personal 'why' statement to guide personal and professional goals.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a satisfactory grade in the course.

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 everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week and will have some type of deliverable required each week. (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*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK WHEN ASSIGNED**
As part of your participation, some weeks you will have a discussion post and you can expect to post at least twice as part of our substantive class discussion on the week's topics. Posts will consist of an initial post and at least one reply.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

- Tipton, D. J. (2015). *Personal and Professional Growth for Health Care Professionals (Book)*. Jones & Bartlett Publishers.
- Bradberry and Greaves (2009). *Emotional intelligence 2.0*. Bantam.

RECOMMENDED/OPTIONAL

- The Culture Code by Daniel Coyle
- Find Your Why by Simon Sinek, David Mead, and Peter Ducker
- Thanks for the Feedback: The Science and Art of Receiving Feedback Well by Douglas Stone and Sheila Heen
- Harvard Business Review. Managing Yourself: What Self-Awareness Really Is (and How to Cultivate It) by Tasha Eurich <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

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

- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration](#)
- [Recording, editing, and uploading video](#)

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) 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](https://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 IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Week 1 Assignment- Why essay	10 pts
Completed EQ Assessment	10 pts
Completed DISC Analysis	10 pts
Resilience Exercise	10 pts
Mid-Term Assignment	20 pts
Gratitude Journal	20 pts
Best You Reflection	10 pts
Final Essay	50 pts
Total	140

See course schedule below for due dates.

Late assignments

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

Grading scale

This course is graded Satisfactory/Unsatisfactory. To receive a satisfactory grade, students must earn 112 of the 140 available points in the course, a B- equivalent.

Instructor 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 **48 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 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 integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA 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.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. 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. **SLDS contact**

information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Student Services and Advising

As part of the university's commitment to de-densify all campuses for health and safety, advising services are being offered remotely. This allows you to remain in-person while also minimizing the number of people on campus and reducing the number of potential points of exposure.

Academic advising on the Columbus campus is provided by the departments that offer the programs (degree/s, major/s, or minor/s) you are pursuing. Besides knowing your program, your advisor knows Ohio State and can link you to services and support in other offices.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink.

More information is available here: <https://contactbuckeyelink.osu.edu/>

For more information on OSU Advising services: <https://advising.osu.edu/>

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.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

COURSE SCHEDULE

****All assignments are due by midnight on Friday of the week listed.**

Week	Dates	Topics, Readings, Assignments, Deadlines
1	May 11-13, 2022	<p>Topic: Personal and Professional Growth in Health Care</p> <p>Read: Preface & Chapter 1 in Personal and Professional Growth for Health Care Professionals by David Tipton</p> <p>Assignment: ** Record a video board post to answer the following questions: WHY are you taking this course? What are you hoping to get out of this course? In reflection of the reading- provide 1-2 statements that you directly related to in your own reflection/development.</p>
2	May 16-20, 2022	<p>Topic: Emotional Intelligence</p> <p>Read: Emotional Intelligence, Chapter 1-4</p> <p>Watch: The People Currency: Practicing EQ by Jason Bridges https://youtu.be/7z0asInbu24</p> <p>The power of vulnerability by Brené Brown https://youtu.be/iCvmsMzIF7o</p> <p>Assignment: Complete Emotional Intelligence Assessment - written reflection on results, create 1 goal to target for the next 10 weeks of what EQ aspect you'll focus on. Complete the Emotional Intelligence pdf- due by Week 4.</p>
3	May 23-27, 2022	<p>Topic: Self-Awareness</p> <p>Read: Emotional Intelligence, Chapter 5</p> <p>Watch: Increase your self-awareness with one simple fix Tasha Eurich TEDxMileHigh. https://youtu.be/tGdsOXZpyWE</p> <p>Assignments: Complete the DISC analysis: https://www.123test.com/disc-personality-test/</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
4	May 30-June 3, 2022	<p>Topic: Self-Management & Regulation</p> <p>Read: Emotional Intelligence, Chapter 6, Personal and Professional Growth for Health Care Professionals- Chapter 12</p> <p>Watch: Watch 1 of the 20 options of the mindfulness video options: https://mindfulnessexercis.com/downloads/focused-attention-and-concentration/</p> <p>Ted Talk: The Three Secrets of Resilient People https://youtu.be/NWH8N-BvhAw</p> <p>Assignments: 3 Resilience Exercise Pack pdf- Complete 1 of the 3 resiliency exercises- complete a discussion post and comment on one other classmates' reflection on the resilience exercise and complete the mindfulness worksheet.</p> <p><i>Gratitude Journal</i>- Start this week. Complete 1x/week for the next 4 weeks. Assignment due during week 8.</p>
5	June 6-10, 2022	<p>Topic: Social Awareness & Empathy</p> <p>Read: Emotional Intelligence, Chapter 6 & The Role of Empathy in Health and Social Care Professionals article (available in Carmen)</p> <p>Watch: Empathy by Simon Sinek- https://youtu.be/gF8uzDcbXj4</p> <p>Empathy vs Sympathy by Brene Brown https://youtu.be/KZBTYViDPIQ</p> <p>Assignments: Complete the Emotional Self Awareness pdf</p> <p>*Live lecture reflection?</p>
6	June 13-17, 2022	<p>Topic: Defining Your Value</p> <p>Read: Harvard Business Review: Make Your Values Mean Something by Patrick M. Lencioni (available in Carmen)</p> <p>Watch: Build your Life with your Values- Simon Sinek: https://youtu.be/fzCb1qPUBko</p> <p>Assignment: Defining your core values worksheet. Complete a discussion post on 1 core value and why it matters to you. Comment on one other classmates post.</p> <p>Mid Term Assignment- Life event, Important Person, Values.</p>
7	June 20-24, 2022	<p>Topic: Managing Challenging Conversations</p> <p>Watch: Part 1-lecture on Challenging Conversations</p> <p>Assignments: Managing Challenging Conversations Worksheet- Fill this out while taking the perspective of your part (A or B).</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
8	June 27-July 1, 2022	<p>Topic: Managing Challenging Conversations</p> <p>Watch: Part 2-lecture on Challenging Conversations</p> <p>Assignments: Record video of your challenging conversation with your partner. After reading their part- record or write a 1 page reflection on managing a challenging conversation</p>
9	July 5-8, 2022	<p>Topic: Managing Feedback</p> <p>Watch: Lecture on Receiving Feedback, How to use others' feedback to learn and grow by Sheila Heen: https://youtu.be/FQNbaKkYk_Q</p> <p>Read: Emotional Intelligence Chapter 8, https://fisher.osu.edu/blogs/leadreadtoday/giving-and-receiving-effective-feedback</p> <p>Assignment: Finish & turn in the Gratitude Journal. Discussion post: Share one thing you learned from doing the Gratitude journal. *Ask 3 people for your 'Best You' story- you will write on the results in our final week, Week 12.</p>
10	July 11-15, 2022	<p>Topic: Culture & Healthcare</p> <p>Watch: What Makes the Highest Performing Teams in the World by Simon Sinek https://youtu.be/zP9jpxitfb4</p> <p>Simon Sinek on Millennials in the Workplace https://youtu.be/hER0Qp6QJNU</p> <p>Read: Personal and Professional Growth for Health Care Professionals- Chapter 8 & 11</p> <p>HBR Article: How to Find Out if a Company's Culture is Right for You by Kristi DePaul https://hbr.org/2020/11/how-to-find-out-if-a-companys-culture-is-right-for-you</p> <p>Assignment: Complete a video reflection/discussion post comparing Simon Sinek video on Millennials in the workplace and Chapter 11 from Personal and Professional Growth for Health Care Professionals</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
11	July 18-22, 2022	<p style="text-align: center;">Topic: Implicit Bias</p> <p style="text-align: center;">Watch: Are you biased? I am by Kristen Pressner https://youtu.be/Bq_xYSOZrgU</p> <p>Read: HBR: How Americans' Biases Are Changing (or Not) Over Time by Tessa E.S. Charlesworth and Mahzarin R. Banaji https://hbr.org/2019/08/research-on-many-issues-americans-biases-are-decreasing</p> <p>Assignment: *Complete the Harvard Business Review Implicit Bias Assignment- Reflection</p>
12	July 25-29, 2022	<p style="text-align: center;">Topic: What is your WHY?</p> <p style="text-align: center;">Watch: Find Your Why by Simon Sinek https://youtu.be/2BH8MtM9Euo</p> <p style="text-align: center;">Read:</p> <p>Assignment: Essay/Final-Review your 3 stories (you collected from week 9). Complete a final discussion post on the following: Share one thing you learned about yourself from hearing your "best you" stories and from this class- what surprised you and answer: <i>WHY do you get up every day? What is your why?</i> Respond to one classmates post.</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: SHS 6500

Instructor: Jessica Pfister

Summary: Personal Development for the Healthcare Professional

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			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Forums Asynchronous lectures
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party 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 ASC 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			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 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.
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Reviewer Information

- Date reviewed: 3/24/21
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly breakdown.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. 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. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd 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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>