

From: [Hilty, Michael](#)
To: [Brello, Jennifer](#); [Bae, Youkyung](#)
Cc: [Nagar, Ila](#); [Soland, Birgitte](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: Speech and Hearing Science 4510
Date: Monday, December 4, 2023 5:16:00 PM
Attachments: [image001.png](#)
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Good afternoon,

On Wednesday, November 15th, the Themes 2 Subcommittee of the ASC Curriculum Committee reviewed a new GEN Theme: Citizenship for a Diverse and Just World request for Speech and Hearing Science 4510.

The reviewing faculty declined to vote on the proposal at this time, as they would like the following feedback items addressed in a revision:

- The reviewing faculty believe the students will not readily be able to see where the course addresses GEN Theme: Citizenship for a Diverse and Just World specific ELOs (3.1, 3.2, 4.1, and 4.2) and would like to see further engagement within the provided materials where citizenship, diversity, and justice will be addressed. Additionally, they recommend that the course proposer [visit the ASC Curriculum and Assessment Services website](#), as they have a helpful collection of syllabi that showcase strong proposals that have successfully applied for GEN Theme status.
- The reviewing faculty would like to see a clearer connection between the course assignments and the Theme-generic ELOs (1.1, 1.2, 2.1, and 2.2) to help them determine if this course will be an advanced, critical study of the Theme category, as they do not believe that students will be readily able to make these connections. They would like to see the expectations of the assignments explained more clearly to students and how the assignments connect to the GEN Theme: Citizenship for a Diverse and Just World. They recognize that while the course proposer may understand this link implicitly, it is important that students be able to clearly see this link in the work that they are producing to help them process how they will be fulfilling the ELOs of the Theme category.
- The reviewing faculty would like additional clarity surrounding the interview assignment (as discussed on page 9 of the course syllabus). Particularly, they are unclear about how students will locate interview subjects and how students will be trained in proper interviewing skills and methods, especially when working with a vulnerable group. Will a pre-selected list of individuals that have volunteered their time be provided to students? If students are expected to locate their own interview subjects, the reviewing faculty worry that this may cause students to gravitate towards individuals that either are visibly dis-/differently-abled and/or convenient. Additionally, it may be useful to consider that this course will now be a general education course, and students from all disciplines will be enrolling and may not have a strong background in the necessary skills to be successful in this assessment without dedicated instructional time to training these skills.
- The reviewing faculty ask that a cover letter be provided that details all changes made as a result of their feedback.

I will return Speech and Hearing Science 4510 to the departmental queue via curriculum.osu.edu in order to address the Subcommittee's feedback.

Should you have any questions regarding this feedback, please do not hesitate to reach out to Ila Nagar, faculty Chair of the Themes 2 Subcommittee, Birgitte Soland, faculty Chair of the Theme

Advisory Group: Citizenship for a Diverse and Just World, or me.

All my best,
Michael



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Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

BLACK LIVES MATTER

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that 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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.