
Term Information

Effective Term Spring 2026

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 Undergraduate
Course Number/Catalog 2260
Course Title Professional Issues: Foundations for Success in Speech-Language Pathology and Audiology
Transcript Abbreviation Prof AUD SLP
Course Description This course for early Speech and Hearing Science majors provides insights into career paths in audiology and speech-language pathology, including opportunities for research, service-learning, and extracurricular involvement. It covers graduate study requirements, the CSDCAS application, alternative career options, licensure in Ohio, and ethical guidelines, while offering advice on academic success
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
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 Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

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

- Describe the educational requirements for speech-language pathologists and audiologists, requirements for graduate study, how to evaluate graduate programs, and how to apply for graduate school.
- Describe the process for obtaining licensure to practice speech-language pathology and audiology in the state of Ohio.
- Identify the professional organizations for speech-language pathology and audiology that provide certification, continuing education, advocacy, and information for professionals and other stakeholders.
- List opportunities to broaden exposure to the field of communication sciences and disorders such as research, service-learning, student organizations, and university sponsored programs.
- Discuss career pathways for speech-pathologists and audiologists.
- Describe a plan for effective study habits and personal practices, such as time management, goal setting, and self-discipline, to enhance academic performance and long-term success.

Content Topic List

- Audiology
- Speech-language pathology

Sought Concurrence

No

Attachments

- Draft SPHHRNG 2260.docx: Draft syllabus
(Syllabus. Owner: Brello, Jennifer)
- Revised SHS curriculum map.docx: SHS Curriculum Map
(Other Supporting Documentation. Owner: Brello, Jennifer)
- SPHHRNG 2260_ Response to requested revisions.docx: Response to Requested revisions
(Other Supporting Documentation. Owner: Brello, Jennifer)
- 9_25_25_Syllabus for professional development course SPHHRNG 2260.docx: Revised Syllabus
(Syllabus. Owner: Brello, Jennifer)

Comments

- Please see Subcommittee feedback email sent 9/2/25. *(by Neff, Jennifer on 09/02/2025 02:54 PM)*
- Hello, it appears that this course will be able to count (as an elective?) in your major(?) If so, please provide an updated curriculum map of the major: the newly proposed course needs to be added in the curriculum map, indicating the program goal(s) or learning outcome(s) and levels the new course is designed to meet. Thank you. *(by Vankeerbergen, Bernadette Chantal on 06/20/2025 04:04 PM)*

COURSE REQUEST
2260 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/26/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brello, Jennifer	05/13/2025 10:10 AM	Submitted for Approval
Approved	Bielefeld, Eric Charles	05/13/2025 01:23 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/20/2025 04:08 PM	College Approval
Submitted	Brello, Jennifer	07/16/2025 01:17 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	07/16/2025 01:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/12/2025 12:09 PM	College Approval
Revision Requested	Neff, Jennifer	09/02/2025 02:54 PM	ASCCAO Approval
Submitted	Brello, Jennifer	09/25/2025 04:48 PM	Submitted for Approval
Approved	Bielefeld, Eric Charles	09/25/2025 06:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2025 04:43 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/26/2025 04:43 PM	ASCCAO Approval

Response to requested revisions

The Subcommittee approved with the request with the following feedback:

- **Comment:** As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus. Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the below statements from the Office of Undergraduate Education's website.
 - Academic Misconduct
 - Student Life - Disability Services
 - Religious Accommodations
 - Intellectual Diversity

Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that any statements written out in the syllabus are current and accurate.

RESPONSE: I have inserted the current syllabus statements from the OAA website (these were not available when I first created the syllabus)

- **Contingency:** The Subcommittee requests that the syllabus clarify the grading policy, specifically the number of points students need in order to receive a Satisfactory mark. The Subcommittee notes that the syllabus states that all assignments must be completed to receive in “S”, but they request clarification since weights are also given to the assignments. [Syllabus pp. 4-5]

RESPONSE: I have added information about the total number of points students must have in order to receive a grade of “S” for the course.

- **Contingency:** The Subcommittee notes that strongly recommending attendance at live lecture sessions suggests that the course may be offered online, particularly since the syllabus also states that sessions will not be recorded. To avoid confusion, the Subcommittee requests that the format of instruction (in this case, in person) and the number of contact hours (1 hour) be stated clearly at the beginning of the syllabus.

RESPONSE: I have inserted text at the beginning of the syllabus emphasizing that this course will be in-person. However, I do not take attendance, so that is why attendance is strongly recommended rather than required.

- *Recommendation:* Due to the nature of this course, and because this course serves students who may be unfamiliar with aspects of the hidden curriculum, the Subcommittee recommends including more detailed guidance on the course materials and assignments. For example, including explicit due dates for response papers and ensuring that each week has clearly listed materials would help students stay on track. [Syllabus pp. 12-18]

RESPONSE: Explicit due dates for each assignment are now provided in the weekly schedule portion of the syllabus. Details for completing each assignment will be provided in class.

- *Recommendation:* The Subcommittee notes that, currently, only weblinks are provided in the course calendar for required materials. This could lead to confusion about what students need for each week. The Subcommittee recommends listing the materials and what parts of websites students should read explicitly alongside the links. [Syllabus pp. 12-18]

RESPONSE: Part of the development of students in this course involves them being able to identify relevant information from a website that may have a number of subpages. Thus, we will not be telling them exactly what parts of a website they should look at.

- *Recommendation:* The Subcommittee recommends removing the course accessibility statement from the syllabus, as it includes dated language. They also recommend removing the comments that have been left in the document. [Syllabus pp. 9-10, 13]

RESPONSE: We have included only the OAA approved language in syllabus statements. And comments have been removed.

SYLLABUS

Speech and Hearing Science 2260

Professional Issues: Foundations for Success in Speech-Language Pathology and Audiology

Instructor: Jan Weisenberger

Email address: weisenberger.21@osu.edu

Office hours: Tuesdays, 12:30-2:00 pm, 0020 Derby Hall (or via Zoom)

Office Location: 101d Pressey Hall

Course Format:

This course is offered in person. Lectures and discussions will not be recorded or offered via Zoom (you are, of course, welcome to record lectures and discussions yourself). Class sessions occur weekly for 50 minutes.

Course Description

The undergraduate major in Speech and Hearing Science offers coursework designed to prepare students for careers in audiology, speech-language pathology, and a variety of other paths. To get the most out of your undergraduate experience and to prepare yourself to be a strong applicant for graduate study, coursework alone is only part of the preparation. It sometimes seems as if there is “insider information” about outside opportunities that only some students can access. This course will acquaint students with some of these outside opportunities and experiences, and level the playing field for all students majoring in Speech and Hearing Science.

This course is designed for students in the early stages of the undergraduate major. It provides information and advice for your progress through the major, offering ideas for extracurricular and co-curricular activities that will expand your perspectives on the discipline, provide engagement and participatory experiences, and help you to acquire additional skills and expertise that will complement your academic work. Students will explore opportunities to gain field experience through research, service-learning, student organizations, and university-sponsored and external programs.

This course also provides an in-depth exploration of the academic and professional pathways for students pursuing careers in speech-language pathology and audiology. Students will learn about the educational requirements for graduate study, including how to evaluate and choose graduate programs that fit their career interests. Students will be introduced to the Communication Sciences and Disorders Centralized Application Service (CSDCAS), which is used by most graduate programs in speech-language pathology and audiology. Potential alternative career paths for students who choose not to pursue graduate study in speech-language pathology or audiology are also introduced, along with strategies to maximize the use of a gap year, should a student choose this path.

The course also covers the licensure process in Ohio, professional organizations that support practitioners, and the ethical guidelines outlined by the American Speech-Language-Hearing Association (ASHA) and the Ohio code of ethical practice.

Students will hear from current undergraduates about their strategies for developing effective study habits, time management, and personal practices to support academic success and professional growth in speech and hearing science.

Learning Objectives

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

- Describe the educational requirements for speech-language pathologists and audiologists, including requirements for graduate study, how to evaluate graduate programs, and how to apply for graduate school utilizing the Communication Sciences and Disorders Centralized Application Service.
- Describe the process for obtaining licensure to practice speech-language pathology and audiology in the state of Ohio.
- Identify the professional organizations for speech-language pathology and audiology that provide certification, continuing education, advocacy, and information for professionals and other stakeholders.
- Discuss the Ohio code of ethical practice and the American Speech-Language Hearing Association code of ethics and how they guide professional conduct.
- List opportunities to broaden exposure to the field of communication sciences and disorders such as research, service-learning, student organizations, and university sponsored programs.
- Discuss career pathways for speech-pathologists and audiologists.
- Describe a plan for effective study habits and personal practices, such as time management, goal setting, and self-discipline, to enhance academic performance and long-term success.

Specific course topics will include:

- Using the university's ePortfolio system (PebblePad) to collect and maintain items that can be used to create compelling statements about the student's interests and career goals for graduate school applications
- The importance of regular attendance at office hours, participation in classes, and connecting through study groups and attendance at department events and seminars
- Student organizations within and outside Speech and Hearing Science whose activities complement major coursework
- The ASHA Code of Professional Ethics, the requirements for professional dress and behavior in clinical settings, how to protect the confidentiality of client information, and how students can work to foster equitable environments in and out of the classroom
- Service learning opportunities, research opportunities, and ways to use the STEP program to broaden experience
- What to look for in opportunities for summer employment, volunteer work and shadowing experiences relevant to our field
- How to begin preparing early to ensure a competitive portfolio for applying to graduate programs
- Career pathways beyond speech-language pathology or audiology for students in our major, and how to create resumes that emphasize the skills and experiences acquired in the major program
- How to maximize the use of a gap year if graduate school is not an immediate plan upon graduation

Course materials

- There is no formal required text for this course. There may be occasional readings assigned prior to a discussion of a topic. These will be provided to you.
- A number of sessions will feature guest speakers, who will present information and discuss their experiences relevant to some of the course topics. Please come to class prepared to engage with these speakers with discussion and questions.

How this course works and needed course technology

- Live lecture sessions will take place throughout the semester (unless the university requires otherwise due to COVID case counts or other issues). Although attendance is not counted toward your grade, it is strongly

recommended that you attend live lecture sessions, to ensure that your questions are answered and to facilitate course understanding. This also helps me to get to know you!

- I also strongly recommend connecting with me either in person or via Zoom outside of class time. During my office hours, I often talk with small groups of students, answering questions in a group setting. I am also happy to set up individual time to meet.

Necessary equipment for any online activities

- Computer: current Mac (OS X) or PC (Windows 10+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- Microsoft Office
 - [Microsoft Office Free for Students](#)
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733Links to an external site.Links to an external site.>

Grading and Assignments

- This course is graded S/U. In order to receive an “S” for the course, all assignments must be completed to meet assignment deadlines. Specific deadlines for assignments are listed in the weekly schedule below. Whenever possible, arrangements for late submission of an assignment must be made in advance.
- Assignments: Assignments for this course will include 10 short (1-3 pages, double-spaced) reflection papers. More detailed instructions and submission

deadlines for each assignment will be provided in class. Each assignment will be worth 10 points, for a total of **100 points**. In order to receive a grade of “S” for this course, students must have a total of at least **60 points (but remember that all assignments must be completed)**.

- Class participation: Active engagement and participation in class discussions will be tracked. A total of **20 points** can be earned via class participation.
- Grading criteria: Grading will be based on whether the submission answers the questions posed for each assignment, and whether the submission shows evidence of reflection and consideration of how the assignment fits into the student’s undergraduate program goals.

Faculty feedback and response time

- I will make every attempt to make assignment feedback available within one week.
- I will respond to emails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements:

- **Live sessions: attendance at live class sessions strongly recommended.**
The format of this course lends itself best to live interactive sessions. I do not take attendance, but I strongly urge you to attend class if at all possible, because this will ensure that your questions are answered most thoroughly and the best interactions occur.
- Some sessions will include guest presenters, and will offer opportunities for discussion and questions. Active participation in discussion is encouraged (see Grading section above).
- The current plan is that sessions will **NOT** be recorded and placed on the Carmen site. You may, of course, record sessions on your own if you choose.
- Office hours are optional. We often use office hours to provide students the opportunity to ask additional questions in group settings, as well as one-to-one. We also often discuss other topics, such as graduate school and the application process. If you want to have a private meeting with me, please email me to indicate this. It may occur during office hours or can be scheduled at a different time if my office hours do not fit your schedule.

Policies for this course:

- **Assignments:** You must complete the assignments yourself without assistance, including the use of AI platforms (except when specifically noted in class discussion).
- **Collaboration:** I strongly encourage students to discuss course topics informally. These other students are your fellow travelers and may have picked up things you didn't (or vice versa).

OTHER INFORMATION

Academic Misconduct

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.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)

[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)

COMMITTEE ON ACADEMIC MISCONDUCT (COAM)

Copyright

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.

Counseling and Consultation Services / Mental Health Statement

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Disability Statement (with Accommodations for Illness)

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.

Course Schedule

Week	Materials	Topic/Assignment
1/13	Pebble Pad Materials https://dennislearningcenter.osu.edu/connecting-with-professors/	Using PebblePad to create a compelling ePortfolio Getting to know your professors Topics for office hour meetings Study habits, attendance, participation Why do SLPs need to know about hearing? Why do audiologists need to know about speech? Study groups, review sessions, flash cards, quizlets, etc. Reaching out early when you need help

		Dennis Learning Center resources Fostering an inclusive environment in and out of the classroom Assignment 1: Go to office hours for one of your professors. Write a short summary of your visit. Upload the summary to the Carmen site. Review the Pebble Pad link and supporting instructions. Set up an account. ASSIGNMENT 1 DUE 2/3
1/20	First-Year Success Series	Attend department events—lectures, workshops in our department and other departments Finding events to attend – what might be relevant? Assignment 2: Attend one event/lecture for the department or a related discipline this semester and write a summary of the event. Upload your summary to the Carmen site. ASSIGNMENT 2 DUE 4/14

1/27	<u>Code of Ethics (asha.org)</u> https://shp.ohio.gov/about/laws-and-rules	Expectations for future clinicians and professionals Dress codes, punctuality Professional communication (verbal and email) Inclusive behavior in the classroom and clinic Ethics and confidentiality Codes of ethical conduct from ASHA and State of Ohio Assignment 3: Read ASHA Code of Ethics. How can these principles be applied to your undergraduate student experience? Write a short reflection and upload to the Carmen site. ASSIGNMENT 3 DUE 2/10
2/3	Buckley & Lee: The impact of extra-curricular activity on the student experience (located in Carmen) Examples: nsslha.org/chapters/affiliated-chapters/chaptersnew/ohio-state-university/ Ohio State Chapter of the Student Academy of Audiology – Empowering OSU students to shape their future in audiology by through education, outreach, and advocacy on campus	Getting involved in student and national organizations for SHS (panel of student officers) NSSLHA, OH-NBALSH, SAA, OSHLA, Ohio Academy of Audiology, OSPEACC, ASHA, AAA, American Auditory Society, Acoustical Society Assignment 4: Visit the websites/media

		pages of two of these organizations. Summarize information related to <u>students</u> on the site. Upload your summary to the Carmen site. ASSIGNMENT 4 DUE 2/17
2/10	https://activities.osu.edu/involvement/student_organizations/	Other on-campus groups doing related work (panel of students involved in campus organizations): Deaf Hearing Club ASL Club Best Buddies International Buckeyes for Accessibility College Mentors for Kids Others Assignment 5: Check out the websites/media pages of some of the organizations discussed in class. Which of these organizations is the most attractive to you? Why? Upload your reflection to the Carmen site. ASSIGNMENT 5 DUE 2/24
2/17	https://u.osu.edu/tops/ https://nisonger.osu.edu/	Involvement in programs through Ohio State units and centers: Nisonger Center— TOPS Peer Mentor

	https://u.osu.edu/thebln/language-pod/	Dodd Rehabilitation Hospital—volunteer through Wexner Medical Center COSI Language Pod—course and volunteer opportunities Assignment 6: Visit the website of the Nisonger Center TOPS program. What services do they provide to teen/young adult individuals with autism? Upload your reflection to the Carmen site. ASSIGNMENT 6 DUE 3/3
2/24		Finding relevant summer employment or volunteer work: Summer camps for individuals with disabilities, autism, etc. Service provision: ABA therapy, other activities Shadowing opportunities: How to find them and how to maximize the experience. NO ASSIGNMENT
3/3	https://leader.pubs.asha.org/doi/10.1044/2025-0109-transvoices-aud-pediatric-interprofessional-lend/full/ https://www.insidehighered.com/podcasts/key-podcast/2025/04/01/ep-149-voices-student-success-helping-gen-z-navigate-future-careers	The Impact of Service-Learning Assignment 7: From OSU's Service Learning main course listings, identify two that would be of

	Community Engaged Teaching	interest to you. What about the course intrigues you? Upload your reflection to the Carmen site. ASSIGNMENT 7 DUE 3/17
3/10	SPRING BREAK – NO CLASS	
3/17	Undergraduate students' involvement in research: Values, benefits, barriers, and recommendations	Get involved in research: Assignment 8: Identify one or two labs or centers from the ones we discussed in class that would interest you for a possible research experience. Why are these interesting to you? Upload your reflection to the Carmen site. ASSIGNMENT 8 DUE 3/31
3/24	Gan & Kang, Study abroad: benefits, concerns, who goes and why? (located in Carmen)	Ways to use the STEP program to support relevant education and experiences Study Abroad—how to work it into your schedule Research experience Service experience Assignment 9: Are you pursuing the

		STEP program? What are you planning to do for the program? If you are not pursuing the STEP program, how can you work one of the above opportunities into your schedule? For either STEP or non-STEP, how could a planned experience be related to your major? Upload your reflection to the Carmen site. ASSIGNMENT 9 DUE 4/7
4/7	https://www.csdcas.org/ https://find.asha.org/ed/#sort=relevancy	What will you need for graduate school (and how to plan for it now)? Grad application process overview/Introduction to CSDCAS Creating your resume Letters of recommendation (always be thinking about who would be good to ask) Personal statements/essay prompts—how to start thinking about your life and experiences Assignment 10: Write a one-page description (a personal statement) that describes how you got to the place where you are right now. How did you become

		interested in Speech and Hearing Science? What do you want to do in your future career? Upload your essay to the Carmen site. ASSIGNMENT 10 DUE 4/21
4/14		Audiology and SLP Panel: Prepare 3 discussion questions.
4/21		What if you decide to take a gap year after graduation? What kinds of experiences will help you in a future career in SLP or AuD? Peace Corps, Teach for America/ OhioServe, industry employment, nonprofits, schools What if you decide that AuD/SLP is not your career path? Transferable skills for employment Careers in social work, education, counseling, human services, medicine Course summary and final thoughts

Curriculum Map: B.A. Speech & Hearing Science

Program Goals:

I. Content Knowledge

- To demonstrate a solid understanding of the fundamentals of anatomy, physiology, and behavior for speech, language, and hearing via oral and written communication.
- To demonstrate a solid understanding of the development of speech, language, and hearing across the lifespan via oral and written communication.
- To demonstrate a solid understanding of the range of communication differences and disorders within the fields of speech-language pathology and audiology via oral and written communication.
- To demonstrate an understanding of diversity in communication within the population and across the lifespan.

II. Technical and Methodological Skills

- To demonstrate critical thinking, problem solving, and logical reasoning skills applied to speech, language, and hearing sciences and communication differences and disorders.
- To demonstrate an understanding of the technical and methodological aspects of generating, processing, and analyzing speech, language, and acoustic signals.
- To demonstrate an understanding of the scientific method, research design, and data analysis as used in speech, language, and hearing research.
- To demonstrate an understanding of the basic clinical methods used in diagnosis and remediation of speech, language, and hearing disorders.

III. Communication Skills

- To demonstrate strong oral communication skills to explain and describe content and research knowledge, and critical thinking skills as they apply to topics in communication sciences and disorders.
- To demonstrate strong written communication skills to explain and describe content and research knowledge, and critical thinking skills as they apply to topics in communication sciences and disorders.

IV. Professional Development

- To demonstrate an appreciation of evidence-based principles for practice in communication sciences and disorders.
- To demonstrate an appreciation of the value of diverse perspectives in understanding and approaching the diagnosis and treatment of communication differences and disorders.
- To demonstrate an appreciation of the rapid technological advances, emerging research, and evidence-based practices as well as the need for personal and professional growth that necessitate lifelong learning.
- To demonstrate an understanding of the career pathways available for specialization in speech, language, and hearing sciences and disorders, as well as an understanding of the broader career value of the skills acquired through the undergraduate major and minor.

Required Courses	Goal (1)	Goal (2)	Goal (3)	Goal (4)
SPHHRNG 2230 – Introduction to Communication and Its Disorders	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3320 – Principles of Phonetics	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3330 – Language Acquisition	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3330H	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3340 – Introduction to the Art and Science of Sound	Beginning	Beginning		Beginning
SPHHRNG 4420 – Anatomy, Physiology and Science of Speech	Intermediate			Intermediate

SPHHRNG 4430 – Introduction to Language and Science and Language Disorders	Intermediate	Intermediate	Intermediate	Intermediate
SPHHRNG 4440 - Anatomy, Physiology and Science of Hearing	Intermediate	Intermediate		Intermediate
SPHHRNG 4520 Introduction to Speech-Language Pathology	Advanced	Advanced	Advanced	Advanced
SPHHRNG 4540 Introduction to Audiology	Advanced	Advanced	Advanced	Advanced
SPHHRNG 5605 Multicultural Aspects of Communication and its Disorders	Advanced		Advanced	Advanced
SPHHRNG 5785 Research Methods I	Advanced	Advanced		Advanced
Elective Courses				
SPHHRNG 2260 Professional Issues: Foundations for Success in Speech-Language Pathology and Audiology				Beginning
SPHHRNG 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3360 Observation in Speech-Language Pathology and Audiology			Intermediate	Intermediate
SPHHRNG 3370S Service Learning in Adult Neurogenics for Speech-Language Pathology		Intermediate	Intermediate	Intermediate
SPHHRNG 3380S Community Outreach in Speech and Hearing Science: Hearing Screenings		Intermediate	Intermediate	Intermediate
SPHHRNG 4510 Disability in Context	Intermediate	Intermediate	Intermediate	Intermediate
SPHHRNG 4530 Introduction to Autism	Advanced			Advanced
SPHHRNG 5732 – Introduction to Aural Rehabilitation	Advanced	Advanced	Advanced	Advanced
SPHHRNG 5760 – Neurology of the Speech and Hearing Mechanism	Advanced	Advanced		Advanced
SPHHRNG 5741 Voice Disorders	Advanced	Advanced		Advanced
PSY 5700 Training in Science Education and Outreach	Advanced	Advanced		Advanced
PSY 5737 Proseminar in Cognitive Science	Advanced	Advanced		Advanced
SPHHRNG 5860 Augmentative and Alternative Communication for the Multidisciplinary Professional	Advanced	Advanced	Advanced	Advanced
Undergraduate Research				
SPHHRNG 4999	Advanced	Advanced	Advanced	Advanced
SPHHRNG 4999H	Advanced	Advanced	Advanced	Advanced
General Education Courses:				
SPHHRNG 3330	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3330H	Beginning	Beginning	Beginning	Beginning
SPHHRNG 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SPHHRNG 4530 Introduction to Autism	Advanced			Advanced

