
Speech and Hearing Science 6150

From Steele, Rachel <steele.682@osu.edu>

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To Bielefeld, Eric <bielefeld.6@osu.edu>; Roup, Christina <roup.2@osu.edu>; Brello, Jennifer <brello.1@osu.edu>

Cc Dwyer, Rachel <dwyer.46@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>; Wade, Macy <wade.619@osu.edu>

Good evening,

On Thursday, January 22nd, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course change proposal for Speech and Hearing Science 6150.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- a. The Subcommittee asks that the department provide a cover letter that explains what is being removed from the course (in regard to content and assignments) that merits the reduction in credit hours. They note that the two credit hour version of the course appears to have more assignments (11 classroom-based learning activities, nine assignments, and the Interdisciplinary Case Presentations – syllabus, p. 6) than the three-credit hour version (15 weekly reflection papers and/or Learning Activities – syllabus, p. 4) and similar topic coverage.
- b. The Subcommittee requests that the department clarify what is meant by “non-OSU graduate students” (curriculum.osu.edu under “Course Change Information”). While the subcommittee suspects that this means Ohio State graduate students who have been admitted to a degree-granting program who did *not* complete their undergraduate studies at Ohio State, they also recognize that this could refer to degree-seeking graduate students at other institutions who take classes at Ohio State, non-degree seeking students, or even another population.
- c. The Subcommittee asks that the department clarify the type and number of assignments that students will complete in the course. They note that there is a “Reflection Paper Rubric” (syllabus, p. 12) and that reflections are noted on the course schedule (syllabus p. 8-10), but they are not listed on the chart on p. 6 of the syllabus under “How your grade is calculated”. While it seems from the course schedule that some reflections are associated with the “Assignments” category, at least one seems to be part of a “learning activities category”. Additionally, there seem to be only eight assignments on the course calendar rather than nine mentioned on the chart.
- d. The Subcommittee recommends that the department review the “How This Course Works – Mode of delivery” section of the syllabus (p. 2). The text seems to indicate that students will spend at least 2 hours and 15 minutes in class each week. While the Subcommittee recognizes the contact hour guidelines are minimums, they recommend that the department review this section to see if some language may be a holdover from previous iterations of the course.
- e. The Subcommittee recommends that the department include in the syllabus heading on p. 1 the course’s status as “online asynchronous” rather than “online” to clarify the time commitment for students.
- f. The Subcommittee recommends that the department remove or amend the language on p. 2 of the syllabus that describes “Credit hours and work expectations”. This language surrounding “direct instruction” is part of the old distance learning syllabus template, which was retired in SP24. Updated language can be found on the new [ASC Distance Learning Syllabus Template](#).

I will return SHS 6150 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Rachel Dwyer (faculty Chair of the SBS Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210
(614) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

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