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To: [Aski, Janice](#); [Wickham-Saxon, Kristin N.](#); [Jones, Tia](#)
Cc: [Podalsky, Laura](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)
Subject: ASL 4250, 4350, 3104, & 3450
Date: Tuesday, March 5, 2024 1:30:00 PM
Attachments: [image001.png](#)
[ASL 4250, 4350, 3104, & 3450 AH2 Feedback 2-21-24.docx](#)

Good afternoon,

On Wednesday, February 21st, the Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee reviewed new course proposals for ASL 4250, 4350, 3104, & 3450.

All of the above courses were unanimously approved by the Subcommittee with some comments/questions, contingencies, and recommendations. For your convenience, I am cutting/pasting the feedback underneath my email as well attaching it as a separate Word document.

As a reminder, **contingencies** (in bold below) must be addressed and resubmitted via curriculum.osu.edu before a course can move forward in the approval process. *Recommendations* (in italics below) should be implemented when the course is next taught.

I will return the courses 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 Laura Podalsky (faculty Chair of the A&H2 Subcommittee; cc'd on this e-mail), or me.

Best,
Jennifer



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Pronouns: she/her/hers

General Comment: The Subcommittee wishes to commend the CLLC and those involved in the development of these exciting courses. The members are delighted to hear about the growth of enrollment in existing ASL courses and to understand the role of the new courses within the proposed new major. Within this larger framework, the Subcommittee offers the following feedback to the courses mentioned below:

1. ASL 4250 (new course also requesting 100% DL)

- a. Question: The Subcommittee wants to clarify that if by “successful completion of two 3000 or above-level ASL courses” as a prerequisite the unit means a grade of C- or better. If so, the unit will need to adjust this language on the form in curriculum.osu.edu and in the syllabus. [Submission form and syllabus p. 1]
 - b. **Contingency:** Given the content of the course, the Subcommittee requests that the unit seek concurrence from the Department of Linguistics.
 - c. **Contingency:** The Subcommittee requests that the unit use the most recent version of the Student Life Disability Services Statement, which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 17-18]
 - d. *Recommendation:* The Subcommittee recommends that the unit consider adjusting the documentation requirements for excused absences. Though each unit may make its own rules regarding absences, the Subcommittee suggests that the unit reconsider the requirement for a doctor’s note for an absence to be considered “excused”, as it could be considered inappropriate to ask students to disclose medical information in order to determine whether or not a situation is excusable. This also creates an accessibility issue, as not all students have the ability to visit a doctor for a minor illness. Additionally, the Subcommittee is unclear on how assignments are still due even if an absence is excused—does this mean that assignments will simply be due at a later date, or still by the official due date regardless of a student’s ability to attend class? If a student has a valid reason to miss class, it is likely that they will not be able to complete coursework at the time (due to illness, a death in the family, etc.). It is clear from each syllabus that it is important to the unit to offer student-friendly syllabi, especially given the level of detail provided in the absence policies, and it is in this spirit that the Subcommittee offers this friendly feedback. [Syllabus pp. 10-11]
 - e. *Recommendation:* The Subcommittee recommends that the unit include more information in the syllabus (in addition to posting more information on Carmen, as the syllabus states) regarding the sculpting knowledge homework assignments since the other assignments are so fully described. [Syllabus p. 8]
 - f. *Recommendation:* The Subcommittee recommends that the unit further breakdown the weight of the final project in the assignment description. Given that it is 1/3 of the final grade, it would be beneficial to inform students of the weight of the oral portion of the assignment versus the written portion. [Syllabus p. 9]
 - g. *Recommendation:* The Subcommittee recommends that the syllabus include the points and percentages that each category of assignments is worth in the grade breakdown table as the Subcommittee found this helpful in some of the other proposed syllabi from the unit. [Syllabus pp. 7-8]
2. ASL 4350 (new course also requesting 100% DL)
 - a. Comment: The Subcommittee predicts that this course might be of great interest to students from the College of Social Work. The Subcommittee recommends that CLLC make the College of Social Work aware of this course and more generally the new ASL courses.
 - b. Question: The Subcommittee wants to clarify that if by “one ASL course at the 3000 level or above” as a prerequisite the unit means completion with a grade of C- or

better. If so, the unit will need to adjust this language on the form in curriculum.osu.edu and in the syllabus. [Submission form and syllabus p. 1]

- c. **Contingency:** The Subcommittee requests that the unit adjust the asynchronous times stated in the syllabus to reflect the typical 80 minutes twice a week rather than 100, as is correctly stated in the distance learning cover sheet. [Syllabus p. 1]
- d. **Contingency:** The Subcommittee requests that the unit provide more information in the syllabus regarding the meetings that will take place outside of class including how students will be grouped, how the times will be scheduled, and what students should do if their own schedules do not align with these times. Including a note in the syllabus that students will need to be available at these flexible, yet scheduled times would be helpful to avoid students not being able to participate. The Subcommittee offers the advice that other units have avoided this issue by scheduling the course to include the times of the outside of class meetings in order to prevent students from scheduling conflicting classes or activities.
- e. **Contingency:** The Subcommittee requests that the unit adjust the points of the representation project in the assignment description and the grade breakdown table to equal the same number. Currently, the description total adds to 120 while the table total adds to 112. [Syllabus pp. 11, 13]
- f. **Recommendation:** The Subcommittee recommends that the unit consider adjusting the documentation requirements for excused absences. Though each unit may make its own rules regarding absences, the Subcommittee suggests that the unit reconsider the requirement for a doctor's note for an absence to be considered "excused", as it could be considered inappropriate to ask students to disclose medical information in order to determine whether or not a situation is excusable. This also creates an accessibility issue, as not all students have the ability to visit a doctor for a minor illness. Additionally, the Subcommittee is unclear on how assignments are still due even if an absence is excused—does this mean that assignments will simply be due at a later date, or still by the official due date regardless of a student's ability to attend class? If a student has a valid reason to miss class, it is likely that they will not be able to complete coursework at the time (due to illness, a death in the family, etc.). It is clear from each syllabus that it is important to the unit to offer student-friendly syllabi, especially given the level of detail provided in the absence policies, and it is in this spirit that the Subcommittee offers this friendly feedback. [Syllabus pp. 4-5]
- g. **Recommendation:** The Subcommittee recommends that the unit refer to the weekly reflection posts by the same title in the assignment descriptions and grade breakdown table (the table refers the assignments as reflection posts while the description refers to them as discussion posts). [Syllabus pp. 11-12]
- h. **Recommendation:** For conciseness, the Subcommittee recommends that the unit include a statement in the LifeFlex extension policy paragraph such as, "LifeFlex can be used for all of the assignment except..." rather than marking each individual assignment as eligible/ineligible. [Syllabus pp. 11-13]
- i. **Recommendation:** The Subcommittee notes that there is a small typo in the daily access to carmen statement in the syllabus ("double -heck") and recommends that the unit correct this in the final syllabus. [Syllabus p. 9]

3. ASL 3104 (new course)

- a. Question: The Subcommittee wants to clarify that if by “successful completion of ASL 2104” as a prerequisite the unit means completion with a grade of C- or better. If so, the unit will need to adjust this language on the form in curriculum.osu.edu and in the syllabus. [Submission form and syllabus p. 1]
- b. **Contingency:** The Subcommittee requests that the unit include in the syllabus the weekly contact hours of the course (i.e., course meeting times/frequency), as stated as a required syllabus element on the [Arts and Sciences Curriculum and Assessment Services website](#).
- c. **Contingency:** The Subcommittee recommends that the unit use the most recent version of the Student Life Disability Services Statement, which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 13]
- d. *Recommendation:* The Subcommittee recommends that the unit consider adjusting the documentation requirements for excused absences. Though each unit may make its own rules regarding absences, the Subcommittee suggests that the unit reconsider the requirement for a doctor’s note for an absence to be considered “excused”, as it could be considered inappropriate to ask students to disclose medical information in order to determine whether or not a situation is excusable. This also creates an accessibility issue, as not all students have the ability to visit a doctor for a minor illness. Additionally, the Subcommittee is unclear on how assignments are still due even if an absence is excused—does this mean that assignments will simply be due at a later date, or still by the official due date regardless of a student’s ability to attend class? If a student has a valid reason to miss class, it is likely that they will not be able to complete coursework at the time (due to illness, a death in the family, etc.). It is clear from each syllabus that it is important to the unit to offer student-friendly syllabi, especially given the level of detail provided in the absence policies, and it is in this spirit that the Subcommittee offers this friendly feedback. [Syllabus pp. 8-9]
- e. *Recommendation:* The Subcommittee recommends that the unit provide clarity in the syllabus on how attendance and participation will be graded separately, since a student cannot participate in a class they do not attend (creating a situation where a student is penalized twice for missing class). Additionally, the participation policy mentions that participation is worth 2% of the final grade but the grade breakdown table lists attendance and participation as worth 20 total points. The Subcommittee is unsure how these points will be divided and recommends briefly outlining this. [Syllabus p. 7]
- f. *Recommendation:* The Subcommittee recommends that the unit clarify where the discourse interactions and video comprehension tests will take place—will these occur on zoom while the student is physically in the classroom, in breakout rooms on zoom, in individual zoom meetings set up by each pair of students, or another way? [Syllabus pp. 5-6]
- g. *Recommendation:* The Subcommittee recommends that the unit state on the first page of the syllabus that this course will take place in-person.
- h. *Recommendation:* The Subcommittee recommends that the unit clarify the difference between homework and the other assignments that are titled differently but seem to also be “homework”, perhaps by referring to the homework category as “class

preparation” or similar. [Syllabus pp. 5, 7]

- i. *Recommendation*: The Subcommittee recommends that the syllabus include the points and percentages that each category of assignments is worth in the grade breakdown table as the Subcommittee found this helpful in some of the other proposed syllabi from the unit. [Syllabus p. 5]
 - j. *Recommendation*: The Subcommittee recommends that the unit use the most recent version of the mental health statement if it wishes to keep the statement in the syllabus. The statement was updated to include the new Suicide and Crisis Lifeline number. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 12]
4. ASL 3450 (new course)
- a. Question: The Subcommittee wants to clarify that if by “ASL 2104” as a prerequisite the unit means completion with a grade of C- or better. If so, the unit will need to adjust this language on the form in curriculum.osu.edu and in the syllabus. [Submission form and syllabus p. 1]
 - b. **Contingency**: The Subcommittee requests that the unit seek concurrence from the College of Education and Human Ecology for this course as they offer a program in early childhood development.
 - c. **Contingency**: The Subcommittee requests that the unit remove the statement that this course will be conducted via Zoom as the syllabus and course request form state that the course will be entirely in-person. [Syllabus p. 11]
 - d. **Contingency**: The Subcommittee requests that the unit adjust the total number of points and the total percentage of the assignments, as they currently add up to 408 and 102% rather than the stated 400 and 100%. [Syllabus p. 8]
 - e. **Contingency**: The Subcommittee requests that the unit include in the syllabus the weekly contact hours of the course (i.e., course meeting times/frequency), as stated as a required syllabus element on the [Arts and Sciences Curriculum and Assessment Services website](#).
 - f. *Recommendation*: The Subcommittee recommends that the unit consider adjusting the documentation requirements for excused absences. Though each unit may make its own rules regarding absences, the Subcommittee suggests that the unit reconsider the requirement for a doctor’s note for an absence to be considered “excused”, as it could be considered inappropriate to ask students to disclose medical information in order to determine whether or not a situation is excusable. This also creates an accessibility issue, as not all students have the ability to visit a doctor for a minor illness. Additionally, the Subcommittee is unclear on how assignments are still due even if an absence is excused—does this mean that assignments will simply be due at a later date, or still by the official due date regardless of a student’s ability to attend class? If a student has a valid reason to miss class, it is likely that they will not be able to complete coursework at the time (due to illness, a death in the family, etc.). It is clear from each syllabus that it is important to the unit to offer student-friendly syllabi, especially given the level of detail provided in the absence policies, and it is in this spirit that the Subcommittee offers this friendly feedback. [Syllabus pp. 3-4]
 - g. *Recommendation*: For conciseness, the Subcommittee recommends that the unit include a statement in the LifeFlex extension policy paragraph such as, “LifeFlex can be

used for all of the assignment except..." rather than marking each individual assignment as eligible/ineligible. [Syllabus pp. 8-10]

- h. *Recommendation:* The Subcommittee recommends that the unit include in the form in curriculum.osu.edu and in the syllabus that there will be required field trips for the course so that students are aware of this upon enrollment.
- i. *Recommendation:* The Subcommittee recommends that the unit align the titles of the assignments in the table with the titles in the assignment descriptions so that they are exactly the same. Currently, there is a discrepancy between the "three assignments" in the table and the "reflection assignments" in the descriptions. [Syllabus pp. 8-9]
- j. *Recommendation:* The Subcommittee recommends that the unit describe the details of the school reflection assignments, as is done for the other reflections not related to the school visits, in a paragraph separate from the school visit description (since they are also separate in the table). [Syllabus p. 10]
- k. *Recommendation:* The Subcommittee recommends that the unit include more details in the syllabus regarding the expectations and evaluation of the mid-semester checkpoint given it is worth such a large percentage of the final grade. [Syllabus p. 10]