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Subject: ASL 3650, 3750, 4104, & ASL and Deaf Studies BA
Date: Tuesday, March 19, 2024 2:43:00 PM
Attachments: [ASL 3650, 3750, 4104, & BA - AH2 Feedback 3-6-24.docx](#)
[image001.png](#)

Good afternoon,

On Wednesday, March 6th, the Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee reviewed new course proposals for ASL 3650, 3750, & 4104 along with a new program proposal for a new BA in American Sign Language and Deaf Studies.

All of the above proposals 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 or program can move forward in the approval process. *Recommendations* (in italics below) should be implemented when a course is next taught or when a program goes into effect.

I will return the courses and the program to the CLLC 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



Jennifer Neff

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General Comment: The Subcommittee wishes to commend the CLLC and those involved in the development of these exciting courses and BA program. 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 mentioned below:

1. ASL 3650 (new course)

- a. Question: The Subcommittee wants to clarify whether 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 provide more information in the syllabus regarding group work and the meetings that will take place outside of class including how students will be grouped and what students should do if they cannot align their schedules. [Syllabus pp. 3, 12]
- c. **Contingency:** The Subcommittee requests that the unit use the most recent version of the Religious Accommodations Statement. Though the syllabus included the proper language at the time of submission, the statement has recently been updated (03-01-2024). The new version of this required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this revised statement to your course syllabus. [Syllabus p. 16]
- d. **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 assignments except...” rather than marking each individual assignment as eligible/ineligible. [Syllabus pp. 10-12]

2. ASL 3750 (new course)

- a. Question: The Subcommittee wants to clarify whether 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. Question: The Subcommittee notices that the textbook required for this course is the same as the textbook required for ASL 3650. It seems that the pages for many of the weekly readings also overlap. The Subcommittee wonders if there is a reason behind this or if this is an oversight.
- c. **Contingency:** The Subcommittee requests that the unit provide more information in the syllabus regarding group work and 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 they cannot align their schedules. Including a note in the syllabus that students will need to be available for out-of-class group work (at a time that is mutually agreed upon by all group members) could help to eliminate confusion. [Syllabus pp. 6, 11-12]
- d. **Contingency:** The Subcommittee requests that the unit adjust the total number of points in the grade breakdown table, as they currently add up to 355 rather than the stated 350. [Syllabus p. 9]
- e. **Contingency:** The Subcommittee requests that the unit use the most recent version of the Religious Accommodations Statement. Though the syllabus included the proper language at the time of submission, the statement has recently been updated (03-01-2024). The new version of this required statement is a result of a directive by the

Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this revised statement to your course syllabus. [Syllabus p. 16]

- f. *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 assignments except...” rather than marking each individual assignment as eligible/ineligible. [Syllabus pp. 10-13]
3. ASL 4104 (new course)
 - a. Question: The Subcommittee wants to clarify whether by “successful completion of ASL 3104” 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**: 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 p. 10]
 - c. **Contingency**: The Arts and Sciences Curriculum Committee recently (03-01-2024) updated the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version of this required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this revised statement to your course syllabus.
 - d. *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. 4-5]
 - 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). The Subcommittee is unsure how these points will be divided and recommends briefly outlining this. [Syllabus p. 6]
 - f. *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. 4]
 - g. *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. 9]
 4. American Sign Language and Deaf Studies BA (new)
 - a. Comment: The Subcommittee is impressed with the work that the Center has put in to build this program from the ground up. The Subcommittee hopes to see the program expand and offers the following feedback in hopes of getting the program approved as

quickly as possible.

- b. Comment: The Subcommittee wishes to make the unit aware that if they plan on recruiting from their minor program, they will have students graduating within a couple of years and will not have 3.5 years to create the survey and the Carmen assessment test before there are any graduating majors. [Proposal p. 13]
- c. Comment: The Subcommittee appreciates the plan to hire two Professors of Teaching and a faculty member assigned to TIU, but they are concerned that high demand for this program may necessitate additional faculty in the future and offers the friendly advice that the unit consider how to address this possible issue.
- d. Question: The Subcommittee is uncertain how the Program Assessment test will be implemented. How will the sample of students be selected and how will they be incentivized to complete the assessment? The Subcommittee asks that the answers to these questions be included in the proposal document.
- e. **Contingency:** The Subcommittee requests that the unit clearly identify in the proposal and on the advising sheet the courses that will fulfill each of the 3 Embedded Literacy categories (Data Analysis, Advanced Writing, and Technology), as all units must identify how they are meeting these requirements for students in their major as a consequence of the New General Education curriculum. For information regarding the Embedded Literacies and the expected learning outcomes of each category, please refer to the [Arts and Sciences Curriculum and Assessment Services website](#).
- f. **Contingency:** The Subcommittee requests that the unit refer to the program by the same title throughout the proposal. It is titled “American Sign Language and Deaf Studies” on the form in curriculum.osu.edu but is referred to as “ASL Access, Equity and Inclusion” throughout the proposal. [Proposal p. 1, 15]
- g. **Contingency:** The Subcommittee requests that the unit be clearer about the number of transfer credit hours that may apply to the program and specify if this includes the prerequisites to the major. If the allowed 15 hours of transfer credit does not include the prerequisites to the program, students could take 5 ASL classes that count toward the major at another institution, which would result in students with varying skill levels in upper-level major courses. [Proposal p. 15, Appendix A]
- h. **Contingency:** The Subcommittee asks that the unit include information in the proposal regarding the World Languages Skills and Competencies Workshop mentioned on the advising sheet, as many students and even faculty are not familiar with its details. Alternatively, if the intention is not to have ASL students take the World Languages Skills and Competencies Workshop (if, for example, this language is a left-over from another World Language major advising sheet that was used as a template), please remove the reference on the advising sheet. [Proposal p. 16]
- i. **Contingency:** The Subcommittee requests that the unit address the following issues regarding ASL 5797 [Proposal p. 18]:
 - i. Though this does not affect the implementation of the program, ASL 5797 does not currently exist as a course and should either be submitted right away (new course request in curriculum.osu.edu) or not be listed in the proposal.
 - ii. Should ASL 5797 be created now, the Subcommittee asks the unit if they want to allow it to be counted for up to 9 credit hours in the major, as this

makes up a large portion of the major considering it is only one course. In other words, there are many majors (or minors) where a course can be taken for a large number of credits but only a part of those credits can count in the major (or minor) at hand. It is up to the unit to decide and specify in the proposal.

- iii. The Subcommittee notes that the study abroad program in Siena, Italy seems like it would fall under ASL 5797 once that course is created. However, the layout of the header “Program in Siena, Italy” implies that this is different from ASL 5797. If the Siena program is one example of a study abroad program that could be taken under ASL 5797, then the proposal should clearly indicate so. If that is not the case, then the proposal will need to indicate how (including under what course number) the Program in Siena, Italy will be accessible to students.
- iv. The Subcommittee assumes that the prerequisite of Italian 1198.71 exists only for the program in Siena, Italy and not for a general ASL 5797 course, as that program may not be the only Global Education opportunity available to students in the major. That is, students may study abroad in a country where experience with a different language will benefit them. If that is the case, then Italian 1198.71 cannot be the stated prerequisite for ASL 5797.

- j. **Contingency:** The Subcommittee requests that the unit reconcile the discrepancy between the prerequisites for ASL 4104 and 3750 as listed in the program proposal with those listed in the course proposals (that is, ASL 3104 and 2104, respectively). [Proposal pp. 17-18]
- k. **Contingency:** The Subcommittee requests that the four-year plan reference the First-Year *Survey* rather than First-Year *Seminar* to prevent confusion among students, as First Year Seminars are an optional program, while a University Survey course is required of all students. [Proposal p. 21]
- l. **Contingency:** The Subcommittee notes that the provided sample of courses for Spring of Year 2 includes a course that is a prerequisite for the other (3105 has a prerequisite of 2104). Either the sample four-year plan needs to be adjusted or CLLC needs to change the prerequisite information for 3105 to enable the students to take the courses concurrently. [Proposal p. 21]
- m. **Recommendation:** The Subcommittee recommends listing the courses in Appendix B in numerical order to make the path of the major more apparent. [Proposal p. 17]