

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area American Sign Language
Fiscal Unit/Academic Org Foreign Language Center - D0543
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4452
Course Title Navigating Academia
Transcript Abbreviation Nav Academia
Course Description This course is an exploration of university system structures, norms and expectations, which will focus on aspects of academia's "hidden" curriculum. An examination of Deaf culture values and professionalism will serve as preparation for successful employment.
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? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
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 Students must be enrolled in the ASL Elementary-Level Teaching Certificate or have permission of the instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1601
Subsidy Level Baccalaureate Course
Intended Rank Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will understand various contexts in which ASL is taught and the expectations of these contexts, with special emphasis on the university environment.
- Students will be able to explain the difference between approaches to teaching ASL in community classes, high school, community college, and the university environments, as well as differentiate between Interpreting programs and ASL Language programs
- Students will be able to articulate the key expectations of academic careers, including research, teaching, and service responsibilities, as well as the importance of professional development.
- Students will know how to develop academic CVs and other career materials.
- Students will be able to create one's own academic curriculum vitae.
- Students will be able to identify elements of a typical performance or annual review and explain how to meet these expectations.
- SWBAT produce a final portfolio for university language teaching job applications. This portfolio will include application materials produced in this course as well as refined & final versions of the materials produced in ASL 4450 and ASL 4451.
- Students will know how to prepare for interviews.
- Students will be able to communicate their teaching and learning experiences in a formal register.
- Students will be able to critique their "mock" interview performance
- Students will be able to integrate feedback from the practice "mock" interview.

Content Topic List

- Course Introduction, course expectations, and how to move through the modules.
- Academia and Academic communities
- Higher Education expectations
- Academic focused materials (Curriculum Vitae)
- Academic focused materials (Cover Letter)
- Academic focused materials (Course Discursive Evals)
- Academic focused materials (Performance Review)
- Teaching Demonstration materials and production.
- The interview process.
- The interview process (understanding questions – potential deeper meanings)
- The interview process (replying to questions – creating responses that reflect the instructor within & what they are looking for in a colleague).
- Mock interviews

Sought Concurrence

No

COURSE REQUEST
4452 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/12/2024

Attachments

- ASL 4452 DL Cover Sheet Navigating Academia(1).pdf: Distance Cover Sheet
(Other Supporting Documentation. Owner: Jones, Tia M)
- ASL 4452 Navigating Academia final with cont.pdf: Syllabus
(Syllabus. Owner: Jones, Tia M)

Comments

- Please see feedback email sent to department 09-23-2024 RLS *(by Steele, Rachel Lea on 09/23/2024 12:08 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Jones, Tia M | 06/03/2024 06:20 PM | Submitted for Approval |
| Approved | Jones, Tia M | 06/03/2024 06:21 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 08/21/2024 01:38 PM | College Approval |
| Revision Requested | Steele, Rachel Lea | 09/23/2024 12:08 PM | ASCCAO Approval |
| Submitted | Jones, Tia M | 11/12/2024 11:20 AM | Submitted for Approval |
| Approved | Jones, Tia M | 11/12/2024 11:20 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 11/12/2024 12:07 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 11/12/2024 12:07 PM | ASCCAO Approval |

SYLLABUS

ASL 4452

Navigating Academia

Spring 2025 (full term)

1 credit hour

Online – Asynchronous (55 minutes for formal instruction)

COURSE OVERVIEW

Instructor

Instructor: Tia Jones

Email address: jones.2246@osu.edu

Phone number: 614-292-5392

Office hours: Thursdays from 3:00 until 4:00pm and by appointment, in person or by Zoom.

Prerequisites

Students must be enrolled in the American Sign Language Elementary-Level Teaching Certificate or have permission of the instructor.

Course description

This course is an exploration of university system structures, norms and expectations, which will focus on aspects of academia's "hidden" curriculum for professionals. The "hidden" curriculum refers to the unstated norms, policies, and expectations that applicants need to be aware of when applying at institutions of higher education. This course will explore items such as Curriculum Vitae, teaching demonstrations, the interview process, and course discursive evaluations. An examination of Deaf culture values and professionalism as they relate to these items will serve as preparation for successful employment.

Course learning outcomes

By the end of this course, students should successfully be able to:

| Goal | ELO |
|---|---|
| Goal A: Students will understand various contexts in which ASL is taught and the expectations of these contexts, with special emphasis on the university environment. | <p>LO #1: SWBAT explain the difference between approaches to teaching ASL in community classes, high school, community college, and the university environments, as well as differentiate between Interpreting programs and ASL Language programs.</p> <p>LO #2: SWBAT articulate the key expectations of academic careers, including research, teaching, and service responsibilities, as well as the importance of professional development.</p> |
| Goal B: Students will know how to develop academic CVs and other career materials. | <p>LO #1: SWBAT create one's own academic curriculum vitae.</p> <p>LO #2: SWBAT identify elements of a typical performance or annual review and explain how to meet these expectations.</p> <p>LO#3: SWBAT produce a final portfolio for university language teaching job applications. This portfolio will include application materials produced in this course as well as refined and final versions of the materials produced in the Teaching Methods course and the Teaching Practicum course.</p> |
| Goal C: Students will know how to prepare for interviews. | <p>LO #1: SWBAT communicate their teaching and learning experiences in a formal register.</p> <p>LO #2" SWBAT critique their "mock" interview performance.</p> <p>LO #3: SWBAT integrate feedback from the practice "mock" interview.</p> |

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% asynchronous online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Asynchronous approaches to material include:

- Use of target language (ASL) for instruction and student participation
- Lecture videos (expressed in ASL and English)
- Assigned video clips viewed independently and available on Carmen
- Assigned independent readings available on Carmen

- Written reflective responses to texts, videos, discussions, and experiences
- Assessments for receptive activities available on Carmen
- Students will record and submit videos of themselves signing (expressive skills) using CarmenZoom and posting the recording links to Carmen

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 1+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least once as part of our class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Scudamore, Patricia, et al. *The Ultimate Job Hunting Book: Write a Killer CV, Discover Hidden Jobs, Succeed at Interview*. Teach Yourself, 2018.

Carmen Accessible Materials

- Amelia Hollywood, Daniel McCarthy, Carol Spencely & Naomi Winstone (2020) 'Overwhelmed at first': the experience of career development in early career academics, *Journal of Further and Higher Education*, 44:7, 998-1012, DOI: [10.1080/0309877X.2019.1636213](https://doi.org/10.1080/0309877X.2019.1636213)

- Sutherland, K. A. (2017). Constructions of success in academia: An early career perspective. *Studies in Higher Education*, 42(4), 743-759. doi:10.1080/03075079.2015.1072150
- Langen, J. (2011). Evaluation of adjunct faculty in higher education institutions. *Assessment & Evaluation in Higher Education*, 36(2), 185–196. <https://doi-org.proxy.lib.ohio-state.edu/10.1080/02602930903221501>
- Onwuegbuzie, Anthony J, and Eunjin Hwang. “Interviewing successfully for academic positions: A framework for candidates for asking questions during the interview process.” *International Journal of Education*, vol. 6, no. 2, 29 May 2014, p. 98, <https://doi.org/10.5296/ije.v6i2.4424>.
- Video Lessons. These materials are currently under development. Course technology

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- PebblePad: PebblePad is an application used to develop digital portfolios (ePortfolios) and curate and manage evidence of reflection, learning, assessment and professional development. Ohio State has adopted PebblePad to support the university's general education (GE) program and to join our eLearning toolset that empowers teaching and learning.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

| ASSIGNMENT CATEGORY | PERCENTAGE |
|-------------------------------|------------|
| Student Engagement Activities | 55 |

| | |
|----------------------------|------------|
| 8 Discussion boards | 20 |
| ePortfolio | 25 |
| Total | 100 |

See course schedule below for due dates.

Descriptions of major course assignments

STUDENT ENGAGEMENT ACTIVITIES

Student Engagement Activities are designed to build mastery, conduct analysis and create confidence in applying concepts to prepare you for the world of academia. Throughout the semester activities will be assigned to prepare you for the next module or to reinforce concepts taught in a module. Activities will vary from research and watching recorded materials to creating a variety of professional documents. Activities will include:

- Creation of a CV, Cover letter, an ASL language course evaluation, and the creation of Interview questions. Some of these documents will be turned in as draft forms and after peer review, instructor review and support they will be finalized in the course ePortfolio.
- Summary of independent research around specific topics will also be an activity of student engagement. This will include a written summary as well as examples of their topic. This will happen at least twice during the term.
- A third activity will be an interview informational form and the list of questions used during the interview.
- Peer reviews will also be a part of the student engagement category, this will happen twice.
- Several brainstorming activities will be completed and turned in for use with things such as the CV.

Guidelines for each activity will be found on Carmen in each module.

Academic integrity and collaboration: You must complete the various pieces yourself, at times there will be peer reviews that will lead you to a final product, but the final product will be submitted without any external help or communication. Use of assigned course materials is permitted.

DISCUSSION BOARDS

Discussion boards will take place as a way to measure how well concepts are resonating with you after you read the assigned articles or chapters. In a discussion board posting you will post an original response to one (1) of the two prompts. After you post your response to the prompt, go back in and share your thoughts about someone else's response from either question. You will not be able to respond to someone else until you post your original response. Details

concerning response length and the grading rubric will be posted with each discussion board posting.

Academic integrity: You must complete the various assignments yourself, at times there will be peer reviews that will be assigned and those will allow for collaboration with peers and graded as such. Discussion boards and other non-peer review related assignments are will be submitted without any external help or communication. Use of assigned course materials is permitted.

Final ePORTFOLIO:

Each student independently will develop and submit materials for their final ePortfolio using PebblePad throughout the semester. The goal is to create a body of work ready to begin navigating the higher education job search process. Items in the portfolio will include their CV, cover letter, and ASL language course discursive E\evaluation. Details with the listed requirements and expectations for the ePortfolio will be explained in a separate recorded video and posted to Carmen for you to review as often as needed. The final ePortfolio will be due during finals week.

Academic integrity: You must complete the various pieces yourself, at times there will be peer reviews that will lead you to a final product, but the final product will be submitted without any external help or communication. Use of assigned course materials is permitted.

Late assignments

Assignments must be turned in by the due date and time to be eligible to earn full credit. Extensions will only be granted to students who have received **PRIOR APPROVAL** from their instructor. If there are extenuating circumstances that do *not* allow for prior approval and you turn in an assignment late, this work will be accepted with a 10% deduction per day beyond the due date. Once the number of days late causes a point deduction equal to a zero grade, the work will not be accepted.

Grading scale

| Letter | Percentage |
|---------------|-------------------|
| A | 93 - 100% |
| A- | 90 - 92.9% |
| B + | 87 - 89.9% |
| B | 83 - 86.9% |
| B- | 80 - 82.9% |
| C+ | 77 - 79.9% |
| C | 73 - 76.9% |

| | |
|----|------------|
| C- | 70 - 72.9% |
| D+ | 67 - 69.9% |
| D | 63 - 66.9% |
| E | 0 - 62.9% |

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **4 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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 [Office of Institutional Equity](#).

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

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined

as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge 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/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|-----------|---|
| 1 | January 6 | Module 1: Course Introduction, course expectations, and how to move through the modules. Watch recorded lesson. DUE Assignment: Carmen quiz how to use carmen and course expectations. |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|------------|---|
| | | <p>DUE: Discussion Board #1 : Complete Discussion Board #1 in Carmen.</p> <p>Preparation (for Module 2): Read before module 2: Sutherland, K. A. (2017). Constructions of success in academia: An early career perspective. <i>Studies in Higher Education</i>, 42(4), 743-759.</p> |
| 2 | January 13 | <p>Module 2: What does it all mean? Academia, Academic communities, and higher education expectations (part 1). Watch recorded lesson.</p> <p>DUE: Discussion Board #2: Complete Discussion Board #2 in Carmen.</p> <p>DUE: Complete and submit research summary in Carmen as part documentation for discussion board #2.</p> <p>Preparation (for Module 3): Research other higher education Institutions that have ASL Programs (a variety from around the United States).</p> |
| 3 | January 20 | <p>Module 3: Academia, Academic communities, and higher education expectations (part 2). Watch recorded lesson.</p> <p>DUE: Discussion Board #3 : Complete Discussion Board #3 in Carmen.</p> <p>Preparation (for Module 4): Read: Amelia Hollywood, Daniel McCarthy, Carol Spencely & Naomi Winstone (2020) 'Overwhelmed at first': the experience of career development in early career academics, <i>Journal of Further and Higher Education</i>, 44:7, 998-1012,</p> |
| 4 | January 27 | <p>Module 4: Academia, Academic communities, and higher education expectations (part 3). Watch recorded lesson.</p> <p>Due: Reflection/journal entry for ePortfolio. See Carmen for guidelines.</p> <p>Preparation (for Module 5): Read Scudamore & McWhir – Chapters 1-4 (pages 8-73)</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|-------------|---|
| 5 | February 3 | <p>Module 5: Academic focused materials (Curriculum Vitae). Watch recorded lesson.</p> <p>DUE: Discussion Board #4 : Complete Discussion Board #4 in Carmen.</p> <p>DUE: Complete brainstorming activity for your CV. You will use these to develop your CV for the ePortfolio.</p> <p>Preparation (for Module 6): Read Scudamore & McWhir – Chapter 6 (pages 85-95) and Chapter 7 (pages 97-105)</p> |
| 6 | February 10 | <p>Module 6: Academic focused materials (Curriculum Vitae). Watch recorded lesson.</p> <p>DUE: Draft of Curriculum Vitae for Peer review. You will submit a draft of your CV to the OneDrive folder you were invited to. After you place your CV in the folder you will then, following the guidelines posted on Carmen review the other CV in the folder for a peer review.</p> <p>Preparation (for Module 7): Read Scudamore & McWhir – Chapter 15-17 (pages 219-259).</p> |
| 7 | February 17 | <p>Module 7: Academic focused materials (Cover Letter). Watch recorded lesson.</p> <p>DUE: Discussion Board #5 : Complete Discussion Board #5 in Carmen.</p> <p>DUE: Submission of your CV to the ePortfolio.</p> <p>Preparation for Module 8: Research the different styles of Discursive Evaluations and gather at least three (3) versions you find interesting and summarize why you find them interesting and how you believe they will provide needed and appropriate feedback for an ASL course.</p> |
| 8 | February 24 | <p>Module 8: Academic focused materials (Course Discursive Evals). Watch recorded lesson.</p> <p>DUE: Submission of your Cover letter to the ePortfolio.</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| | | Preparation for Module 9: Read: Langen, J. (2011). Evaluation of adjunct faculty in higher education institutions. <i>Assessment & Evaluation in Higher Education</i> , 36(2), 185–196. https://doi-org.proxy.lib.ohio-state.edu/10.1080/02602930903221501 |
| 9 | March 3 | <p>Module 9: Academic focused materials (Performance Review) Watch recorded lesson.</p> <p>DUE: Submission of an ASL course evaluation to your ePortfolio.</p> <p>DUE: Discussion Board #6: Complete Discussion Board #6 in Carmen.</p> <p>Preparation for Module 10: Watch the three (3) sample lesson and complete the the first impression video production analysis forms. Submit to Carmen.</p> |
| | March 10 | Spring Break |
| 10 | March 17 | <p>Module 10: Teaching Demonstration materials and production. Watch recorded lesson.</p> <p>DUE: Reflection/Journal entry for ePortfolio. See Carmen for details</p> <p>Preparation for Module 11: Watch the three (3) 10-minute recorded lessons again and now evaluate them based on content of the languages, success of materials, and video production. Complete and submit the evaluation forms for all three videos.</p> |
| 11 | March 24 | <p>Module 11: Teaching Demonstration materials and production Watch recorded lesson.</p> <p>DUE: Discussion Board #7: Complete Discussion Board #7 in Carmen.</p> <p>Preparation for Module 12: Read “Interviewing successfully for academic positions: A framework for candidates for asking questions during the interview process.”</p> |
| 12 | March 31 | Module 12: The interview process. Watch the recorded lesson. |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|------|----------|---|
| | | <p>DUE: Reflection/journal entry for the EPortfolio. See Carmen for guidelines.</p> <p>START PLANNING: reach out to higher education faculty you would like to interview and inquire about availability.</p> <p>Preparation for Module 13: Read Scudamore & McWhir – Chapters 22-24 (pages 331-377).</p> |
| 13 | April 7 | <p>Module 13: The interview process (understanding questions – potential deeper meanings). Watch the recorded lesson.</p> <p>DUE: Higher education faculty interview informational form and questions (please make sure to have reached out and secured your meeting times with them – will need to be included).</p> <p>DUE: Discussion Board #8: Complete Discussion Board #8 in Carmen.</p> <p>Preparation for Module 14: Complete interviews with higher education faculty. Read Scudamore & McWhir – Chapter 27 (pages 407-419).</p> |
| 14 | April 14 | <p>Module 14: The interview process (replying to questions – creating responses that reflect the instructor within & what they are looking for in a colleague). Watch the recorded lesson.</p> <p>DUE: Summary (2-3 page paper minimum) sharing what you learned while interviewing 2 current higher education instructors about their interview experiences. See Carmen for guidelines.</p> <p>DUE: Submission of interview questions for your fellow classmates' mock interviews.</p> <p>Preparation for Module 15: Sign up on the GoogleDoc for your Mock interview time. Review mock job posting and the compilation of mock interview questions submitted. Complete mock interview preparation activity in Carmen.</p> |
| 15 | April 21 | <p>Module 15: The interview process (mock interviews) Participate in a mock interview with a member of the OSU ASL teaching faculty.</p> |

| Week | Dates | Topics, Readings, Assignments, Deadlines |
|--------|----------|--|
| | | DUE: Reflection/journal entry for ePortfolio. See Carmen for guidelines. Continue working on final items for ePortfolio |
| FINALS | April 28 | DUE ePortfolio |

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

At the beginning of the course, the instructor will explain the overall learning objectives of the course and discuss how assignments will be conducted and explain how they are scaffolded so that it all leads to the end portfolio with materials ready to move forward with the application process for academic positions. Also the instructor will walk through how the modules are arranged, where to find due dates for each assignment, and any other pertinent information for being successful in the course. Students will complete discussion boards to demonstrate their learning and then create materials to show the application of that learning. Twice during the course students will be able to provide feedback about the course as well as again at the end of the course (SEI and the ASL Program discursive evaluation).

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.