
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 4451
Course Title American Sign Language Teaching Practicum
Transcript Abbreviation ASL Teach Pract
Course Description This course provides students an opportunity to observe a qualified ASL instructor and apply knowledge from ASL Linguistics and Teaching Methods courses. Under direct supervision of the host instructor, this Teaching Practicum will include the creation and implementation of lesson plans, design and evaluation of assessments, and reflective practice.
Semester Credit Hours/Units Fixed: 3

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 Successful completion of ASL 4450 with a grade of C- or better. 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 be able to set appropriate goals pertaining to their course work, as well as their growth as a teacher placed in an ASL class.
- Students will be able to construct goals related to expectations, interactions, and communication between themselves and their Host Instructor.
- Students will be able to construct pedagogically effective goals for the Execution phase regarding their growth as an instructor, the execution of lesson plans, and classroom management.
- Students will be able to create goals that incorporate a supportive classroom culture.
- Students will be able to consider goals for improvement and additions of lesson plans, formative and summative assessments plus rubrics that will culminate in the final Practicum Portfolio.
- Students will be able to execute the duties and responsibilities of teaching in an ASL course.
- Students will be able to create multiple lesson plans that align with their Teaching Philosophy including manipulatives, assignments and/or rubrics for each lesson
- Students will be able to create formative and summative assessments to determine the efficacy of course lessons taught in the host classroom.
- Students will be able to develop rubrics to grade students' work and assess comprehension of assignments and assessments.
- Students will be able to give feedback on a student's work that reflects appropriate and positive assessments.
- Students will develop the skill of reflection and critical assessment with the goal of improving all aspects of their teaching.
- Students will be able to reflect upon the work of their peers and Host Instructor while identifying skills, lesson plans, assessments and feedback.
- Students will be able to reflect upon their Teaching Philosophy and make additions, or changes as needed.
- Students will be able to assess the efficacy of lesson plans and its execution.
- Students will be able to assess the effectiveness of assessments: both formative and summative.
- Students will be able to assess the efficacy of rubrics and determine how to improve the efficacy of the rubric(s) for future assignments

Content Topic List

- ASL Teaching Practicum Goal Plan
- "My Teaching Philosophy"
- "Expectations, Interactions and Communication between myself and my Host Teacher"
- Lesson Plans Collaboration
- Teaching At Its Best (TAIB)
- "Understanding Students and How They Learn"
- "Visual Aids"
- How to create Community in the classroom
- Diversity, Equity and Inclusion
- "Constructing Student Assessments for Grading"
- Lessons and Activities in American Sign Language
- Assessments (Formative and Summative)
- Grading Student Assessments
- Rubrics
- Lesson Plans - course expectations
- Execution of Lesson Plans

Sought Concurrence

No

Attachments

- ASL 4451 DL Cover sheet ASL Teaching Practicum.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Jones, Tia M)
- ASL 4451 Teaching Practicum Syllabus Final v1.pdf: Syllabus
(Syllabus. Owner: Jones, Tia M)
- EHE Concurrence.pdf: Concurrence
(Concurrence. Owner: Jones, Tia M)

Comments

- Please ask for concurrence from the College of EHE. *(by Vankeerbergen, Bernadette Chantal on 07/09/2024 03:25 PM)*
- This course is not a part of the new major. It is a part of the new certificate. Separate focus on both content and groups of students. Please see certificate proposal. *(by Jones, Tia M on 05/29/2024 01:39 PM)*

COURSE REQUEST
4451 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/26/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	05/23/2024 02:16 PM	Submitted for Approval
Approved	Jones, Tia M	05/23/2024 02:19 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/24/2024 10:37 AM	College Approval
Submitted	Jones, Tia M	06/03/2024 06:19 PM	Submitted for Approval
Approved	Jones, Tia M	06/03/2024 06:21 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/09/2024 03:25 PM	College Approval
Submitted	Jones, Tia M	09/16/2024 03:32 PM	Submitted for Approval
Approved	Jones, Tia M	09/16/2024 03:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/26/2024 03:52 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/26/2024 03:52 PM	ASCCAO Approval



ASL 4451: American Sign Language Teaching Practicum

Autumn 2024

Course Credits: 3

Class Meetings: Monday/Wednesday for 80 minutes each day

Class Location: Online

Instructor: Heidi Kinnamon

Email: Kinnamon.29@osu.edu

Office hours: appointments by request

Office: 120W Hagerty Hall

Mailbox: 100 Hagerty Hall

SYLLABUS

COURSE OVERVIEW

Prerequisites

Successful completion of ASL 4450 with a grade of C- or better. Students must be enrolled in the ASL Elementary-Level Teaching Certificate or have permission of the instructor.

Course description

This course provides students an opportunity to observe a qualified ASL instructor and apply knowledge from ASL Linguistics and Teaching Methods courses. Under direct supervision of the host instructor, this Teaching Practicum will include the creation and implementation of lesson plans, design and evaluation of assessments, and reflective practice. Upon successful completion of this course, students will possess foundational skills for ASL teaching.

Course learning outcomes

Goal A. Students will be able to set appropriate goals pertaining to their course work, as well as their growth as a teacher placed in an ASL class.

Students will be able to:

- A1. Construct goals related to expectations, interactions, and communication between themselves and their Host Instructor.
- A2. Construct pedagogically effective goals for the Execution phase regarding their growth as an instructor, the execution of lesson plans, and classroom management.
- A3. Create goals that incorporate a supportive classroom culture.
- A4. Consider goals for improvement and additions of lesson plans, formative and summative assessments plus rubrics that will culminate in the final Practicum Portfolio.

Goal B. Students will be able to execute the duties and responsibilities of teaching in an ASL course.

Students will be able to:

- B1. Create multiple lesson plans that align with their Teaching Philosophy including manipulatives, assignments and/or rubrics for each lesson.
- B2. Create formative and summative assessments to determine the efficacy of course lessons taught in the host classroom.



B3. Develop rubrics to grade students' work and assess comprehension of assignments and assessments.

B4. Give feedback on a student's work that reflects appropriate and positive assessments.

Goal C. Students will develop the skill of reflection and critical assessment with the goal of improving all aspects of their teaching.

Students will be able to:

C1. Reflect upon the work of their peers and Host Instructor while identifying skills, lesson plans, assessments and feedback.

C2. Reflect upon their Teaching Philosophy and make additions, or changes as needed.

C3. Assess the efficacy of lesson plans and its execution.

C4. Assess the effectiveness of assessments: both formative and summative.

C5. Assess the efficacy of rubrics and determine how to improve the efficacy of the rubric(s) for future assignments.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This is an online course. It will be a mix of synchronous and asynchronous.

This course will be divided into three main phases: Preparation Phase, Observation Phase and Execution Phase.

1. **Preparation Phase:** For weeks 1-5 the instructor will hold regular synchronous class meetings via Zoom twice a week.
2. **Observation Phase:** During weeks 6-10, students will be paired with a Host teacher and will be observing within their placement. They will attend synchronous class meetings via Zoom once a week. In addition, students will have asynchronous assignments (ex. Discussion Boards, Peer review, Journals, etc.)
3. **Execution Phase:** During weeks 11-15, students will begin actively teaching with their Host Teacher. Students will continue to have asynchronous assignments to post (Journal Entries, Discussion Boards, Lesson Plans, etc.) They will be observed by the Course Instructor twice during the Execution Phase.
4. **Exam Week:** During the final week, students will meet for Synchronous classes via Zoom to present their Portfolio and turn in the final reflection of their ASL Teaching Practicum Goal Plan.

Pace of online activities: This course is divided into **three 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.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

- **Office hours and live sessions: By appointment.**

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Teaching At Its Best, Todd Zakrajesk Linda B. Nilson, 5th Edition. Jossey-Bass. Amazon



Lessons and Activities in American Sign Language. Brenda E. Cartwright, Suellen J. Bahleda. RID Press. Amazon

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Recommended/optional

Small Teaching: Everyday Lessons From The Science of Learning, James M. Lang. Jossey-Bass. Amazon

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Other fees or requirements

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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 with audio narration (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.

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	POINTS
Activities and Assignments (Discussion Boards, Filing Lesson Plans, Journals) (5 x 28=140)	140
Two Participation Reflection Evaluations	10
Two Instructor Observation 2 x 25 =50	50
ASL Teaching Practicum Goal Plan 2 x 25 =50 (Submitted at beginning and updated at end)	50
Practicum Portfolio	100
Total	350

See course schedule below for due dates.

CLASS ATTENDANCE AND PARTICIPATION: Our interactive class offers numerous opportunities for direct engagement with your classmates. Since this course is taught using American Sign Language, the class experience cannot be replicated in the event of absences. Your regular attendance and active engagement is not only critical to understanding the course content, but the expectations also align with the collectivist values of Deaf communities. To make the most of this experience and build a learning community, it is essential that everyone attends class, arrives on time, and actively participates. Late arrival and early departures are visually distracting and particularly disruptive behaviors which will also affect your grade.

The following is a summary of attendance expectations:

With that being said, I strongly support both flexibility and high expectations. Although attendance policies are necessary, they may create barriers and increase the difficulty a student is dealing with in their lives. Please bear in mind that this policy has been designed to specifically accommodate unforeseen circumstances and emergencies that may arise. The purpose is to serve as a safety net, providing flexibility and peace of mind. As such, I offer the following evaluation approach for attendance:

GRACE DAYS: You may have two grace days for your absence from class throughout the semester. Simply email your instructor expressing your intention to use a grace day without stating why and there is no penalty. Use them wisely. Note: Only your attendance is excused; assignments are still due.

BEYOND GRACE DAYS: To avoid grade penalties for absences beyond these two grace-granted days, students are required to provide appropriate excused documentation (refer to university policy) to your instructor no later than one week after your return to class. If you are in a situation that may have



recurring absences, obtain medical documentation that is certified and dated by a medical practitioner and/or work with the Office of Student Life Disability Services to arrange accommodation. Unexcused absences will impact your grade. Note: The falsification of official documents is a serious offense that will be reported to COAM.

Communicating Missed Classes with Instructor	Action & Steps Needed	Percentage Deduction of Final Grade Course
1 st missed class <i>grace day</i>	Email the instructor. 2) Submit due assignment(s).	none
2 nd missed class <i>grace day</i>	Email the instructor. 2) Submit due assignment(s).	none
3 rd missed class	Unexcused absences impact your grade→	-3%
4 th missed class	Unexcused absences impact your grade→	-6%
5 th missed class	Unexcused absences impact your grade→	-9%
6 th missed class	Unexcused absences impact your grade→	-12%

Excused absences as defined by the University	Examples of Unexcused absences
Participation in a sanctioned University function* Observation of a religious holiday* A death in the family or of a close friend** Illness/appointment with doctor’s excuse** Other legitimate excused absences requiring documentation* (subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)	Unverified illness* Vacation or travel Inclement weather Conflicts with work schedule Graduate school and/or job* interviews Transportation breakdowns Caring for family member**
*Documentation is due to instructor by second week of semester and to address due dates and missed class contents. **Documentation is due to instructor no later than one week after you return to class.	*Based on no documentation **Communicate with instructor prior 2 nd week of semester of your circumstances

Students who are at risk of failing the course are strongly encouraged to notify their academic advisor as soon as possible to explore options.

Summary:

1. You understand the attendance and tardiness policies for this course.
2. It is your responsibility to keep track of your own attendance and tardiness.
3. Present documentation no later than one week after you return to class.
4. Communicate with your instructor as you choose wisely with your absences.

As a scholar, you know that attendance is just the first step – participation is also an essential part of this course as we interact in both classroom and online spaces with thoughtfulness and respect. Thus, participation and attendance will be evaluated and scored separately.



The following is a summary of participation expectations:

The criterion for active engagement includes attentiveness during class, arriving prepared for discussions/activities, sharing insights, asking questions, offering feedback, and utilizing ASL skills. Students who do not participate in class are unable to fully benefit from the learning experience; you are encouraged to share ideas, ask questions, and engage in the learning process with your classmates and me.

As such, I offer the following evaluation approach for participation. Twice during the semester, you will self-assess the quality and quantity of your engagement using a provided rubric. Your instructor will also assess your engagement using a provided rubric. This transparent evaluation process is designed to help you understand the expectations for active engagement in our course and to take ownership of your learning. Participation points comprise 2% of your total course grade.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Activities and Assignments (Discussion Boards, Filing Lesson Plans, Journals) (5 x 28=140)	140
Two Participation Reflection Evaluations	10
Two Instructor Observation 2 x 25 =50	50
ASL Teaching Practicum Goal Plan 2 x 25 =50 (Submitted at beginning and updated at end)	50
Practicum Portfolio	100
Total	350

See course schedule below for due dates.

Descriptions of major course assignments

Activities and Assignments

Description: Students will have 28 assignments which include 8 Discussion Boards, 7 Filed Lesson Plans, 7 Journal entries, 3 Peer Review, and 3 Videos.

Each assignment must be the student’s own work. No sharing or copying assignments. Ideas/elements of other lessons can be included (example: an activity from the Lessons and Activities in American Sign Language book but proper credit must be given)

ASL Teaching Practicum Goal Plan

Description: Students will earn 50 points on their ASL Teaching Practicum Goal Plan. (25 x 2) This plan will include personal goals as it pertains to interactions and communications with the Host Teacher, Teaching Philosophy, Teaching Methods, Diversity, Lesson Plans, Creating Assessments, Equity and Inclusion as well as creating a positive classroom culture.

The Goal Plan will be submitted at the beginning of the semester and then updated and resubmitted at the end to track progress and completion of goals.



Students will create their own set of goals independent of other students and show great care and consideration to each goal for the semester.

Instructor Observation

Description: Students will earn 50 points for their Instructor Observation. (25 x 2)

Each student will be responsible for arranging the days and time with the Host Teacher for the Practicum Instructor to observe a lesson or prepare a recording of the lesson to share with the Practicum Instructor. Students will be in attendance, prepared and ready to teach during the time planned for their observation.

Final Portfolio

Description: Students will earn 100 points for their Final Portfolio.

This Portfolio can be used in conjunction with the Navigation Academia Culture Course. The Final Portfolio is a culmination of work from Teaching Methods, ASL Teaching Practicum and Navigating Academia Course. (Lesson Plans, Teaching Philosophy, Sample Videos, and Assessments and/or Rubrics) that best showcase the student's skills and abilities.

Late assignments

Late submissions will not be accepted without a documented reason. Please refer to Carmen for due dates and to the Class attendance and Participation Policy for excused and unexcused absences.

Grading scale

: A	326-350 points
: A-	315-325 points
: B+	305-314 points
: B	291-304 points
: B-	280-290 points
: C+	270-279 points
: C	256-269 points
: C-	245-255 points
: D+	235-244 points
: D	210-234 points
: E	0-209 points

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. **614-688-4357(HELP)** for technical assistance

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 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.
- **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:** For discussion boards, please cite 1-2 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.

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](#)

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)

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. 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 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)

ASL Teaching Practicum
WEEKLY SCHEDULE

*This schedule is subject to change. Check Carmen and your OSU email daily. You are expected to preview all assigned texts *prior* to the assigned class and study them after that class. Additional homework activities may be assigned throughout the semester to provide supplemental practice. Be prepared to demonstrate homework during class. This counts towards your participation grade.

CLASS #	DATE	TOPICS	ASSIGNMENTS/PREPARATION
All Discussion Boards and responses due on Sunday the week assigned at 11:59pm			All Course Packet readings, articles, and video clips are due before class.
PREPARATION PHASE. WEEKS 1-5 (Synchronous Zoom Classes twice a week)			
Week 1	Aug. 21	Greetings, warm-up, review & syllabus	<ul style="list-style-type: none"> • Read through Syllabus • Complete Syllabus “Quiz” (in Carmen) Discussion Board Post #1 Introductions. Respond to at least three Discussion Board posts.



		“Sharing introductions, Experience, and Aspirations.”	
Week 2	Aug. 28	“ASL Teaching Practicum Goal Plan” “This semester I want to learn or improve....” “My Teaching Philosophy”	Discussion Board #2 1. Post 3-5 goals you want to work on/improve this semester. Respond to at least three Discussion Board posts. Consider how these goals fit into your current Teaching Philosophy. 2. Time/schedule-begin to plan for Host Teacher
Week 3	Sept 4	“Expectations, Interactions and Communication between myself and my Host Teacher” Introduction-Host Teacher	Discussion Board #3 (Padlet) 1. Read the posts containing samples of Mentor/Mentee interactions in Padlet. Respond with Like, Love, or Dislike. Add comments to at least 3 Padlet Posts. 2. Send an Introductory Email to your Host Teacher 3. Your personal ASL Teaching Goal Plan Due Sunday 11:59pm
Week 4	Sept 11	Lesson Plans Collaboration Teaching At Its Best (TAIB) Chapter 1 “Understanding Students and How They Learn”	Discussion Board #4 1. Post a new lesson plan or a lesson plan created in your Methods course. You may use the Lesson Plan Template Respond to 3 classmate’s lesson plans with improvements, additions or areas that sparked a new idea for you. Pull ideas from the TAIB reading- Chapter 1 (pages 4-7) 2. Send a copy of your ASL Teaching Goal Plan to your Host Teacher. Finalize arrangements for the Observation Phase.
Week 5	Sept. 18	“Visual Aids” Create a signed vocabulary video for an upcoming Unit in your Host class.	Peer Review #1 Post your vocab video created Week 4. Use posted Rubric to assist in giving feedback to your peer. Video #1 Create a Vocab Video 4-7 minutes in length showcasing vocabulary. Consider captions, background, and lighting.
OBSERVATION PHASE Weeks 6-10 (Synchronous Zoom classes ONCE a week)			
Week 6	Sept. 25	How to create Community in the classroom TAIB Chapter 7 “Create a Welcoming Classroom Environment for your Students”	Journal #1 How does your Host Teacher create a Community in their classroom?
Week 7	Oct. 2	Diversity, Equity and Inclusion TAIB Chapter 26 “Constructing Student Assessments for Grading”	Journal #2 How does your Host Teacher include DEI in their teachings and/or materials, videos, etc. What will you consider incorporating into your lessons when you begin teaching? Discussion Board #5 Respond to posted sample Lesson Plan. Create an assessment/rubric for the



			materials. (3 to 5 questions.) Compare/contrast answers. Respond to at least three Discussion Board Posts
Week 8	Oct. 9	Lessons and Activities in American Sign Language (LAASL)	<p>Journal #3 What type of movement or activities does your Mentor Teacher employ to encourage Kinesthetic Learning?</p> <p>Discussion Board #6 Based on the vocabulary/Unit from your Mentor sight- choose 3 activities from LAASL and post how you might use them if you were teaching. (Post the pages you pulled from) Respond to at least three Discussion Board Posts.</p> <p>NO classes Oct 11 and 12-Fall Break</p>
Week 9	Oct. 16	Assessments (Formative and Summative) TAIB Chapter 27 "Grading Student Assessments" Rubrics	<p>Journal #4 What kind of Assessments does the Mentor teacher use? (formative and summative) What type of tools do they use for grading or feedback? (rubric-holistic? Analytical?)</p> <p>Peer Review #2 Post a sample video you have created. Choose a peer to review. Use Rubric to assess elements such as lighting, captions, video quality etc.</p> <p>Video #2 Create new video for use in the Execution Phase. Possible topics: vocab, review activity, ASL sentences for student translation, an accompaniment for a game.</p>
Week 10	Oct. 23	Lesson Plans - course expectations Using a Template- identify elements of lesson plan Sample: Lesson Plan Template	<p>Journal #5 What kind of planning does your Host Teacher do to prepare? Do they write things down? Use a template? Or call on prior experience?</p> <p>Lesson Plans #1 File a Lesson Plan you will teach during Execution Phase</p> <p>Assessments Ask the Host Teacher for an opportunity to grade an assignment with them. Give feedback to students with Host's guidance.</p> <p>Plan with Host teacher a lesson you can teach during Week 11 (10-20 minutes)</p>
Execution Phase Weeks 11-15 NO Synchronous Zoom classes-still post assignments.			
Week 11	Oct. 30	Execution of Lesson Plans	<p>Lesson Plans #2 File 1 Lesson plan to be used in your Host Site (always include Template for all posted lesson plans)</p> <p>Teach one 10-20 minute lesson in Host Class.</p> <p>Journal #6 -Self Reflection. What went well? How was the timing? Were students engaged? What could be improved?</p> <p>Final Portfolio Begin culling lessons for Final Portfolio Due Week 15</p>
Week 12	Nov. 6	Execution of Lesson Plans	<p>Lesson Plans #3 File 2 Lesson plans to be used in your Host Site-include template.</p>



			<p>Teach two 10-20 minute lessons in Host Class.</p> <p>Journal #7-Self Reflection. How did you create Community in the classroom? How did your lesson(s) include Diversity, Equity and Inclusion? Final Portfolio Cull lesson plans that incorporate examples of DEI for Final Portfolio</p>
Week 13	Nov. 13	Execution of Lesson Plans	<p>Lesson Plans #4 File 1 Lesson plan to be used in your Host Site-include template</p> <p>Teach one 20-30 minute lesson in Host Class.</p> <p>Discussion Board #7 Post a situation or part of a lesson plan you would like help with. (assessments, activities or materials) Respond to three discussion board posts. Course Instructor Observation #1</p>
Week 14	Nov. 20	Execution of Lesson Plans	<p>Lesson Plans #5 File 1 Lesson plan to be used in your Host Site <i>(If applicable-due to holiday schedule)</i> -Include template -try to Include activities from LAASL Peer Review #3 Share a recording of a lesson taught in your Host room. Choose the posted Rubric. Assess the efficacy of the lesson and give 2 positives and 2 suggestions of improvement. Teach one 20-30 minute lesson in Host Class. (If applicable-due to holiday schedule)</p> <p>No classes Wed- Friday Thanksgiving break</p>
Week 15	Nov. 20	Execution of Lesson Plans	<p>Lesson Plans #6 File 1-2 Lesson plans to be used in your Host Site-include template</p> <p>Teach one 20-30 minute lesson. Create a formative assessment, with rubric and video.</p> <p>Video #3 include a video to accompany the lesson</p> <p>Final Portfolios (Final draft DUE Sunday 11:59pm) Students will post a Portfolio to Carmen-shareable for all the class to view. Final Portfolio Cull videos and PPTs to be included in Final Portfolio Course Instructor Observation #2</p>
Week 16	Nov. 27	Execution of Lesson Plans	<p>Lesson Plans #7 File 1-2 Lesson plans to be used in your Mentor Site-include template</p>



			<p>Teach one 20-30 minute lesson. Create a formative assessment/assignment, with accompanying rubric. Give students feedback on assignment.</p> <p>Final Portfolios (Final draft DUE Sunday 11:59pm) Students will post a Portfolio to Carmen-shareable for all the class to view.</p> <p>Discussion Board #8 Students will give feedback on each other's Portfolios- 3 things done well and 2 suggestions</p> <p>ASL Teaching Practicum Goal Plan with updates and details of met goals is DUE Sunday 11:59PM</p>
Final Presentations. Synchronous Zoom classes Both days.			
Week 17	Dec. 4	Final Presentations	Portfolios. Students will present their Portfolio to the class.

Much appreciated. Thank you for your reply.

Best regards,
Kristin

From: Troyan, Francis <troyan.14@osu.edu>
Date: Friday, September 13, 2024 at 5:20 PM
To: Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>
Cc: Robinson, Octavian <robinson.948@osu.edu>, Jones, Tia <jones.2246@osu.edu>
Subject: Re: Concurrence for a new online Certificate: American Sign Language Elementary-Level Teaching

Dear Dr. Wickham-Saxon,

Thank you for reaching out. I apologize for the delay.

This program looks wonderful. Please let me know if I could offer any additional support.

Sincerely,

Francis

From: Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>
Sent: Friday, August 30, 2024 11:03 AM
To: Troyan, Francis <troyan.14@osu.edu>
Cc: Robinson, Octavian <robinson.948@osu.edu>; Jones, Tia <jones.2246@osu.edu>
Subject: Concurrence for a new online Certificate: American Sign Language Elementary-Level Teaching

Dr. Troyan,

Our newly created Center for American Sign Language and Deaf Equity intends to propose an online, post-BA Certificate for ASL Introduction to Teaching. We have been asked to seek concurrence from the College of EHE.

Five courses will be offered in the Certificate. Two courses (ASL Linguistics and ASL Accessibility & Social Justice) overlap with our new major and were approved by the Arts & Sciences Curriculum Committee. The other three courses (ASL Teaching Methods, ASL Teaching Practicum, and Navigating Academia) are in the Curriculum Committee queue.

The attached proposal draft will be submitted to Ohio State Online and the Curriculum Committee in two weeks, which is the time you are given to express support or concerns about this proposal. Dr. Octavian Robinson, the Center Director, is cc'd on this email as well. If we have not received a reply from you in two weeks, concurrence is assumed.

With appreciation,

Kristin N. Wickham-Saxon, MEd, NIC

Pronouns: she, her, hers [Why?](#)

American Sign Language Program: Assistant Professor, Professional Practice and Director of Undergraduate Studies

Center for American Sign Language and Deaf Equity: Assistant Director

wickham-saxon.1@osu.edu | asl.osu.edu

Choose your attitude. Play. Make someone's day. Be present.



College of Arts & Sciences
Center for Languages, Literatures, and Cultures
American Sign Language Program

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

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](#).

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

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 are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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 (optional):

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 direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

- 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 (or select methods above):

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):

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.

I have completed and signed off on the preliminary distance learning review for the ***American Sign Language Teaching Practicum*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- You will need to assign a Course # before submitting for regular curriculum approval.
- I recommend disaggregating the activities and assignments category in the assignment category list, creating separate categories for each of the 4 types of assignments, with descriptions of student expectations for each.
- Students see a very wide range of expectations from instructors in discussion assignments and are often confused. Other instructors have reported that specifying a weekly rhythm with separate due dates for initial posts and replies to peers is very helpful in improving the quality of these asynchronous discussions. For example, an initial post (or response to an instructor prompt) is due by Wednesday at 11:59 pm each week and 1 peer response by Saturday at 11:59 pm. This way you are more directly facilitating student interaction by establishing a “post and reply rhythm” (otherwise there may be a deluge of posts/responses written immediately before the due date and thus not much substantive student interaction).
- The final portfolio is a major assignment for which student expectations could be described in more detail to increase course transparency and student metacognition.
- This course syllabus departs significantly from the ASC Distance Learning Syllabus Template, eliminating some features of the template intended to improve digital accessibility. I asked our accessibility specialist to review this syllabus and provide some specific feedback. I am not sure if it would be easier to follow her suggestions or start with the template document and copy and paste the appropriate sections from the syllabus you created:
 - o All headings should have hierarchical “Heading” attributes. They can be amended by highlighting the title text and selecting a Header style under Home>>Style/Style Panes. NOTE: the ASC DL Syllabus Template has these attributes available using custom color and font that follows Ohio State branding.
 - o Body text font size should be at least 12pt (14pt recommended).
 - o All lists should be formatted using a list type attribute. If it is an ordered list, you can select a numeric numbering system. If it is an unordered list, you can select a bullet style. (Learning outcomes are not formatted following this practice). Additionally, remove orphan bullets.
 - o Color contrast in tables makes the text hard to read. Reason: font too small for contrast. Additional suggestion: include alt text for all tables. NOTE: the ASC DL Syllabus Template has preformatted tables with agnostic alt text and accessible color contrast.
 - o Suggestion: consider using formatted list style in course schedule table for clarity. Also consider allowing the header row to repeat on each page.