

## Term Information

Effective Term

Spring 2026

[Previous Value](#)

[Spring 2015](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

\*Name Change

\*Credit hour change

\*Prerequisite change

\*Requesting an increase from 3 to 4 credit hours

\*Requesting Service Learning High Impact practice

**What is the rationale for the proposed change(s)?**

The ASL Program believes that this course is an ideal course for the Citizenship Theme. Our students embody the goals and objectives of the Citizenship for a Diverse and Just World theme by participating in this course. Not only are they learning about the goals and objectives of the theme, they are applying that knowledge immediately, in the same semester through service learning. They are involved with members of the Deaf community outside of OSU. They have consistent (required number of hours) and meaningful interactions (incorporating their ASL skills) with Deaf people that come from different backgrounds and who provide a multitude of perspectives. We are also asking for this course to be considered a service learning high impact course. This course is taught in ASL and students use ASL not only at their service learning placements but in the classroom with the ASL instructors as well.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

There are no programmatic changes that will take place with the changes to this class.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## 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

4189S

Course Title

Immersive Service-Learning Within Deaf Communities

[Previous Value](#)

[Intersection of American Sign Language, Deaf Culture, and the Deaf Community](#)

Transcript Abbreviation

ASL Service Learn

[Previous Value](#)

[ASL Intersections](#)

Course Description

Students explore the Deaf World focusing on citizenship, diversity & justice. Students are placed in the Deaf & Hard of Hearing community to engage directly with fluent users to understand how equitable access & inclusion shape community life. They will expand language skills, cultural understanding, & awareness of systemic issues, while reflecting on their role as responsible, informed citizens.

[Previous Value](#)

[Designed to increase student awareness of agencies and organizations that serve the central Ohio deaf community. Students will have the opportunity to use American Sign Language with fluent users and apply their understanding of cultural norms and expectations through providing needed services and support at those organizations.](#)

Semester Credit Hours/Units

Fixed: 4

*Previous Value*

*Fixed: 3*

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Field Experience
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Successful completion (grade of C- or better) of ASL 1103 or equivalent credit or departmental permission.
<i>Previous Value</i>	<i>Prereq: 1101, and permission of instructor or department.</i>
Exclusions	
Electronically Enforced	Yes
<i>Previous Value</i>	<b>No</b>

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.1601
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Citizenship for a Diverse and Just World; Service-Learning  
The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Successful students will ascertain an increased level of confidence in their receptive and expressive sign language skills through meaningful interactions within signing communities.
- Successful students will be able to reflect on the acquisition of new and advanced-level signs and concepts during the service-learning experience.
- Successful students will critically self-assess their receptive and expressive ASL skills comparing the beginning and end of the service experience, to demonstrate measurable growth in both proficiency and confidence.
- Successful students will be able to initiate and engage signed conversations in the service-learning environment.
- Successful students will be able to implement tasks assigned by community partner.
- Successful students will appreciate intercultural competence needed for justice among deaf and hearing communities.
- Successful students will be able to examine their experiences within deaf, hard of hearing, and signing communities through deep reflection.
- Successful students will be able to identify how lived experiences interact with cultural traditions and structures of power and/or advocacy within hearing communities and the deaf and hard of hearing communities.
- Successful students will be able to reflect upon their expectations and experiences as citizens within the service-learning environment.
- Successful students will be able create in-depth arguments in support of perspective-taking and a reciprocal mindset as a foundation for taking action and implementing change within the service-learning environment.
- Successful students will engage in practices that recognize the social and systemic hierarchies within deaf and hard of hearing communities.
- Successful students will develop their evolving roles as citizens within deaf and hard of hearing communities.
- Successful students will compare their confidence and competence when interacting with deaf and hard of hearing communities at the beginning and end of the service experience.
- Successful students will critically examine how social and systemic hierarchies are challenged or manifest within their service site.
- Successful students will explain the importance of Community Cultural Wealth within their service site.
- Successful students will analyze a range of perspectives on ways intercultural competence, fairness, opportunities, and mutually supportive relationships manifest within their service site.

**Previous Value**

- *Through meaningful interactions with the signing community, students will ascertain an increased level of confidence in their receptive and expressive sign language skills.*
- *Students will ascertain an increased level of comfort with the Deaf culture and the Deaf community.*
- *Students will appreciate d/Deaf and hearing people share more commonalities than differences.*
- *Community partners will perceive a benefit from student service.*
- *To increase student awareness of agencies and organizations that serve the central Ohio deaf community. Students will understand the scope of work the agencies and organizations perform.*

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**Content Topic List**

- What is Service-Learning?
- What is Civic Engagement?
- Intro to Critical Consciousness
- Building and Maintaining Community Partnerships
- Intent vs. Impact in Communication
- Civic Engagement
- Service Site Culture
- Becoming Community
- Creating Cultural Connections
- Intro Critical Communication: Power, Dialogue, & Reflexivity
- Identifying Advantages
- Power Dynamics
- Intercultural Sensitivity
- Reframing Thoughts
- Redistribute power through dialogue
- Hearing Privilege
- Effective Communication
- Leadership
- Proactive Responses
- Reflection in Action
- Collaborative Relationships Build Acceptance
- Failure with the Best of Intentions
- Ambiguity
- Adaptability
- Assumptions
- Assessments
- D-U-E Process Framework
- 4 Elements of Conceptual Accuracy
- Put Accountability Into Practice
- Engaging One's Critical Consciousness
- Language and Culture
- ASL Accessibility
- Social & Systemic Hierarchies
- Access, Audism, Accommodations
- Agent Role
- Spreading the Impact
- Giving Back to the Community
- Citizenship
- Intercultural Competence

**COURSE CHANGE REQUEST**  
4189S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/11/2025

**Previous Value**

- Community Accountability
- Taking Action and Implementing Change
- Deaf-Way Etiquette

- *Introduction to Deaf Community*
- *Introduction to Service Learning*
- *Negotiating a Signing Environment*
- *Site specific vocabulary*

**Sought Concurrence**

No

**Attachments**

- Service-Learning Course Inventory\_09.07.2025.docx: Service-learning Course Inventory  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- Intersection syllabus original.doc: Original Syllabus  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- ASL 4189 Citizenship Theme request form.docx: GE Theme sheet  
*(Other Supporting Documentation. Owner: Jones, Tia M)*
- 2-Day ASL 4189S Syllabus SP 2026 REVISED 11.30.2026.docx: New Syllabus  
*(Syllabus. Owner: Jones, Tia M)*
- ASL 4189S Response to Themes II Subcommittee 11.30.2025.docx: Cover Letter/Responses  
*(Cover Letter. Owner: Jones, Tia M)*

**Comments**

- Please see feedback email sent to department 11-05-2025 RLS *(by Steele, Rachel Lea on 11/05/2025 05:19 PM)*
- Sorry to have to send this back one more time but this time the Citizenship form has not been uploaded. Thanks for providing the GE sheet. *(by Vankeerbergen, Bernadette Chantal on 10/06/2025 06:03 PM)*

**COURSE CHANGE REQUEST**  
4189S - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
12/11/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	02/12/2024 04:35 PM	Submitted for Approval
Approved	Jones,Tia M	02/12/2024 04:36 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/12/2024 04:39 PM	College Approval
Submitted	Jones,Tia M	11/26/2024 12:00 PM	Submitted for Approval
Approved	Jones,Tia M	11/26/2024 12:00 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/03/2024 03:37 PM	College Approval
Submitted	Jones,Tia M	10/06/2025 04:59 PM	Submitted for Approval
Approved	Jones,Tia M	10/06/2025 05:01 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/06/2025 06:04 PM	College Approval
Submitted	Jones,Tia M	10/08/2025 12:19 PM	Submitted for Approval
Approved	Jones,Tia M	10/08/2025 12:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/09/2025 01:02 PM	College Approval
Revision Requested	Steele,Rachel Lea	11/05/2025 05:19 PM	ASCCAO Approval
Submitted	Jones,Tia M	12/10/2025 05:38 PM	Submitted for Approval
Approved	Jones,Tia M	12/10/2025 05:38 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/11/2025 02:06 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/11/2025 02:06 PM	ASCCAO Approval

**TO:** Themes II Subcommittee of the ASC Curriculum Committee

**FROM:** The American Sign Language Program

**RE:** Response to Contingencies for 4189s Service-Learning Course (GE Theme: Citizenship for a Just and Diverse World)

**DATE:** November 30, 2025

Dear Subcommittee Members,

Thank you for your thoughtful review and constructive feedback on our course submission for the **GE Theme: Citizenship for a Just and Diverse World**. We have carefully revised the course materials in response to each of the contingencies noted in your report. Below, we outline the changes made based upon the contingencies & recommendations.

**a. This letter details the changes made to the course submission materials in response to the feedback.**

**b. Student-friendly integration of the Theme throughout the syllabus**

- The **course description** (p. 1) now clearly states that citizenship, diversity, and justice are central to the course's purpose and content.
- The **course goals and ELOs** (now pp. 4-6) have been revised to emphasize the development of students' abilities to critically analyze issues of citizenship, diversity, and justice through disciplinary and interdisciplinary perspectives.
  - a. Each Course Goal now states which GE Theme ELOs are in alignment.
- The **course textbook** (now p.8-9) includes various concepts from the text and explicitly describing their connection to the GE Theme.
- Each **course material (reading/video)** (now p.8-12) includes a sentence explicitly describing its connection to the GE Theme.
- The **major assignments** (now pp. 20-23) were revised to explicitly describe how each assignment helps students engage with issues of citizenship, diversity, and justice in applied, reflective, and/or analytical ways.
- The **weekly schedule and reading list** (now pp. 34-43) is prefaced with a table illustrating the Alignment of Citizenship for a Just and Diverse World Theme to Course Topics & Assignments (see p.33) by connecting weekly topics and readings to specific aspects of the GE Theme (e.g., civic participation, social justice frameworks, global perspectives on diversity).
- Language from the **GEN submission form** has been incorporated through into to support student-friendly explanations.

**c. Revisions to Course Goals and ELOs in [curriculum.osu.edu](http://curriculum.osu.edu)**

- The revised **course goals** (in the “Course Details” section of curriculum.osu.edu) emphasize the development of students’ abilities to critically analyze issues of citizenship, diversity, and justice through disciplinary and interdisciplinary perspectives.
- As requested, **the GE Theme Goals and ELOs are not included** in the curriculum.osu.edu “Course Goals” field.

**d. Retention and explanation of GE Theme Goals and ELOs in the syllabus**

- The **GE Theme Goals and ELOs** remain in the syllabus (pp. 2–3).
- Following the GE Theme ELOs, we have added two brief, student-oriented explanations of what students will explore, analyze, and do to satisfy the GE Theme (see p.3) and to satisfy the Course Goals for successful service-learning (see p.6-7).

**e. The Title IX statement (now p. 29) has been replaced with a statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”**

**f. Additional formatting and clarity**

- Page numbers have been inserted
- Key Theme terms (“citizenship,” “civic,” “culture,” “diversity,” “equity,” “inclusion,” “justice,” “perspective”) and their derivatives have been **bolded** and **signposted** throughout the syllabus for visibility.
- All updates were made to ensure that students can clearly understand how the course aligns with the GE Theme goals.
- The course Attendance Policy (pp. 13-15) has been modified per the ASL Program.

We appreciate the Subcommittee’s guidance in making this course clearer and more engaging for students. Please let us know if any further clarification is needed.

Sincerely,

Kristin Wickham-Saxon, Asst. Professor of Professional Practice, ASL Director of Undergraduate Studies

Marla Berkowitz, Senior Lecturer, ASL 4189S Instructor





# SYLLABUS



## ASL 4189S

### Immersive Service-Learning Within Deaf Communities

Spring 2027

4 credit hours

In-Person (Wed and Fri, from 10:20am – 12:10pm)

## COURSE OVERVIEW

### Instructor

Instructor: Marla Berkowitz

Email Address: [berkowitz.44@osu.edu](mailto:berkowitz.44@osu.edu)

Office Hours: by appointment

**Note:** My preferred method of contact is Carmen Inbox (this keeps a record of your sent messages).

This course is offered through the ASL Program, Center for Languages, Literatures, and Cultures, College of Arts & Sciences. For more course or program information, Kristin Wickham-Saxon, Director of Undergraduate Studies [wickham-saxon.1@osu.edu](mailto:wickham-saxon.1@osu.edu).

### Prerequisites

Successful completion (grade of C- or better) of ASL 1103 or equivalent credit or departmental permission.

### Course Description

In this course, students explore the Deaf World through hands-on service and real-world connections, with a central focus on **citizenship**, **diversity**, and **justice**. Students partner with agencies, schools, or organizations serving Deaf and Hard of Hearing communities, practicing ASL and engaging directly with fluent users to understand how **equitable** access and **inclusion** shape community life. Through these experiences, students deepen their language skills, **cultural** understanding, and awareness of social and systemic issues, while reflecting on their role as responsible, informed **citizens**. The course concludes with a reflective project where students showcase their growth in ASL, **cultural** fluency, and **civic** engagement, demonstrating how they, as **citizens**, can contribute to fair, **diversity**-inclusive, and **just** communities.

## **GE Theme: Citizens for a Just and Diverse World**

### **Goals and Expected Learning Outcomes**

As part of the General Education curriculum, this course is designed to prepare students to be able to do the following:

#### **GE THEME, GOAL 1**

Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

- **Expected Learning Outcome 1.1**  
Successful students will engage in critical and logical thinking.
- **Expected Learning Outcome 1.2**  
Successful students will engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

#### **GE THEME, GOAL 2**

Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- **Expected Learning Outcome 2.1**  
Successful students will identify, describe, and synthesize approaches or experiences.
- **Expected Learning Outcome 2.2**  
Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

#### **GE THEME, GOAL 3**

Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply knowledge, skills, and dispositions that constitute citizenship.

- **Expected Learning Outcome 3.1**  
Successful students are able to describe and analyze a range of perspectives on what constitutes **citizenship** and how it differs across political, cultural, national, global, and/or historical communities.
- **Expected Learning Outcome 3.2**  
Successful students are able to identify, reflect on, and apply the knowledge,

skills, and dispositions required for **intercultural competence** as a global citizen.

### **GE THEME, GOAL 4**

Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the US and/or around the world.

- **Expected Learning Outcome 4.1**  
Successful students are able to examine, critique, and evaluate various expressions and implications of **diversity, equity, inclusion**, and explore a variety of lived experiences.
- **Expected Learning Outcome 4.2**  
Successful students are able to analyze and critique the intersection of concepts of **justice, difference, citizenship**, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

### **How this Course Satisfies the Citizenship for a Just and Diverse World Theme Through Service-Learning:**

This course is about becoming a thoughtful and active participant—a **citizen**—in our interconnected world. We focus on ASL and communication as our lens to explore how we can contribute to a more **fair** and **inclusive** society, focusing on **justice, diversity, and civic life**.

Through our readings, discussions, projects, and hands-on service-learning within Deaf and Hard of Hearing communities, you will:

- **Practice ASL and Communicate:** You will build confidence in both using and understanding ASL, applying new vocabulary and concepts in signed conversations at your service sites and reflecting on your communication growth.
- **Analyze Power and Justice:** You'll examine **perspectives** from the Deaf and Hard of Hearing communities and analyze how linguistic, **cultural**, social, and economic factors influence **citizenship**. We will look at how power structures and social inequalities affect who gets to participate, and we'll learn to recognize and leverage the unique strengths and assets (Community Cultural Wealth) within these communities.
- **Grow Interculturally:** You will increase your **cultural awareness**, recognizing common ground between Deaf and hearing communities. You'll practice a reciprocal mindset—learning from and working with our community partners—for meaningful collaboration and social change.
- **Connect to the Real World:** You will connect classroom learning to real-world issues locally, nationally, and globally. Through self-reflection and critical

thinking, you will understand your **civic responsibilities** and contribute meaningfully to both your service site and the wider **civic** community.

In short, you will develop practical skills, **intercultural competence**, and a deeper understanding of your role as a **citizen** in creating a more **just** and **diverse** world.

### **Course Goals & Learning Outcomes**

In successful service-learning partnerships, community partners can identify the impact of students' service on their agency/organization/school.

### **Course Goal A: SIGN LANGUAGE SKILL DEVELOPMENT**

Successful students will ascertain an increased level of confidence in their receptive and expressive sign language skills through meaningful interactions within signing communities.

- **Expected Learning Outcome A.1**  
Successful students will be able to reflect on the acquisition of new and advanced-level signs and concepts during the service-learning experience.
- **Expected Learning Outcome A.2**  
Successful students will critically self-assess their receptive and expressive ASL skills comparing the beginning and end of the service experience, to demonstrate measurable growth in both proficiency and confidence.
- **Expected Learning Outcome A.3**  
Successful students will be able to initiate and engage signed conversations in the service-learning environment.
- **Expected Learning Outcome A.4**  
Successful students will be able to implement tasks assigned by community partner.

### **Course Goal A aligns with the following GE Theme Expected Learning Outcomes:**

- **1.2** Successful students will engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.
- **2.1** Successful students will identify, describe, and synthesize approaches or experiences.
- **2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

### **Course Goal B: INTERCULTURAL AWARENESS**

Successful students will appreciate **intercultural competence** needed for **justice** among deaf and hearing communities.

- **Expected Learning Outcome B.1**  
Successful students will be able to examine their experiences within deaf, hard of hearing, and signing communities through deep reflection.
- **Expected Learning Outcome B.2**  
Successful students will be able to identify how lived experiences interact with cultural traditions and structures of power and/or advocacy within hearing communities and the deaf and hard of hearing communities.
- **Expected Learning Outcome B.3**  
Successful students will be able to reflect upon their expectations and experiences as **citizens** within the service-learning environment.
- **Expected Learning Outcome B.4**  
Successful students will be able create in-depth arguments in support of **perspective-taking** and a reciprocal mindset as a foundation for taking action and implementing change within the service-learning environment.

**Course Goal B aligns with the following GE Theme Expected Learning Outcomes:**

- **1.1** Successful students will engage in critical and logical thinking.
- **1.2** Successful students will engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.
- **2.1** Successful students will identify, describe, and synthesize approaches or experiences.
- **2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- **3.1** Successful students are able to describe and analyze a range of **perspectives** on what constitutes **citizenship** and how it **differs across political, cultural, national, global, and/or historical communities**.
- **3.2** Successful students are able to identify, reflect on, and apply the knowledge, skills, and dispositions required for **intercultural competence** as a global **citizen**.
- **4.1** Successful students are able to examine, critique, and evaluate various expressions and implications of **diversity, equity, inclusion**, and explore a variety of lived experiences.
- **4.2** Successful students are able to analyze and critique the intersection of concepts of **justice, difference, citizenship**, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

**Course Goal C: SOCIAL STRUCTURES WITHIN DEAF and HARD OF HEARING COMMUNITIES**

Successful students will engage in practices that recognize the social and systemic hierarchies within deaf and hard of hearing communities.

- **Expected Learning Outcome C.1**  
Successful students will develop their **evolving roles as citizens** within deaf and hard of hearing communities.
- **Expected Learning Outcome C.2**  
Successful students will compare their confidence and competence when interacting with deaf and hard of hearing communities at the beginning and end of the service experience.
- **Expected Learning Outcome C.3**  
Successful students will critically examine how **social and systemic hierarchies** are challenged or manifest within their service site.
- **Expected Learning Outcome C.4**  
Successful students will explain the importance of Community Cultural Wealth within their service site.
- **Expected Learning Outcome C.5**  
Successful students will analyze a range of **perspectives** on ways **intercultural competence, fairness**, opportunities, and mutually supportive relationships manifest within their service site.

**Course Goal C aligns with the following GE Theme Expected Learning Outcomes:**

- **1.1** Successful students will engage in critical and logical thinking.
- **1.2** Successful students will engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.
- **2.1** Successful students will identify, describe, and synthesize approaches or experiences.
- **2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- **3.1** Successful students are able to describe and analyze a range of perspectives on what constitutes **citizenship** and how it **differs across political, cultural, national, global, and/or historical communities**.
- **3.2** Successful students are able to identify, reflect on, and apply the knowledge, skills, and dispositions required for **intercultural competence** as a global citizen.
- **4.1** Successful students are able to examine, critique, and evaluate various expressions and implications of **diversity, equity, inclusion**, and explore a variety of lived experiences.
- **4.2** Successful students are able to analyze and critique the intersection of concepts of **justice, difference, citizenship**, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

**How this Course Satisfies Course ELOs for Successful Service-Learning Partnerships Using ASL**

This course literally goes beyond the classroom! You will develop crucial skills as an **engaged citizen** by interacting directly with the Deaf and Hard of Hearing communities through **service-learning**.

- **ASL Confidence:** You'll significantly build your confidence in both understanding (receptive) and using (expressive) American Sign Language. You'll apply new signs and concepts immediately in real conversations at your service sites and reflect on your growth.
- **Intercultural Awareness:** You will increase your **understanding of different cultures**, recognizing shared experiences between Deaf and hearing communities. This helps you develop a collaborative and reciprocal mindset—meaning we learn from and work with, not for, the community.
- **Systemic Understanding:** You will learn about the social systems and structures within Deaf and Hard of Hearing communities, examining ideas of fairness, opportunity, and different forms of strength and support (Community Cultural Wealth) within these communities.
- **Meaningful Contribution:** By connecting your learning to real-world community engagement, you'll cultivate practical skills and **civic responsibility**, making a **meaningful contribution** to your service site.

### Credit Hour and Work Expectation

This is a 4-credit hour course. According to Ohio State policy, to receive a grade of (C) average, students can expect:

- approximately 4 hours per week of time spent on direct instruction (class time)
- approximately 8 hours per week of coursework (i.e.: independent practice, collaboration).

ASC Honors provides an excellent guide to study expectations.

## COURSE MATERIALS AND TECHNOLOGY

### Required Materials for Purchase

Students are required to purchase the following text:

Cress, Christine M., Collier Peter J., Reitenauer, Vicki L. ***Learning Through Serving: A Student Guidebook for Service –Learning and Civic Engagement Across Disciplines and Cultural Communities***. Stylus Publishing, LLC, 2013. Print. Available online from Amazon and Barnes & Noble.



This text addresses numerous concepts that support the goals and expected learning outcomes for the GE Theme, “Citizens for a Just and Diverse World,” including but not limited to:

### **Civic Identity Development and Participation**

Students explore their role and responsibility as public-facing learners engaging ethically with **diverse** communities.

### **Civic Responsibility & Community Accountability**

Reliability and professionalism are emphasized as core **civic** skills that uphold **equity** and respect within community partnerships.

Trust and mutual respect support effective, **justice**-oriented community partnerships.

### **Taking Action for Justice**

Students are encouraged to see service as an active **civic** responsibility tied to reducing **inequities**.

Examine advocacy efforts across social systems to reinforce how **citizens** promote **justice** through policy and practice.

### **Citizenship & Social Justice Frameworks**

Practical guidance for **equitable** interaction is provided to reinforce that informed, respectful communication is part of responsible **citizenship**.

Structural privileges and oppression affecting various communities help students analyze **inequity** and consider their own **civic** responsibilities.

### **Critical Reflection for Justice**

Students practice deep reflection to examine biases, power, and their role in promoting or challenging **inequity**.

### **Course Materials**

Required readings and videos featuring members of Deaf and signing communities will be provided for students on Carmen. Prior to each class according to the weekly schedule (subjected to change), each Carmen module will list a variety of required reading selections from textbooks, journals, articles, and/or online. This course is designed as a unique visual learning experience focused on American Sign Language. Required videos may not include closed captions or transcripts when instructional content within the videos is conveyed through hand gestures and visual cues, allowing learners to engage directly with the target language in its natural, visual form. For videos hosted on *YouTube.com* that are owned by an individual or organization not

affiliated with The Ohio State University, closed captioning and transcripts cannot be edited for the videos.

### **Materials Provided on Carmen**

1. **“Deaf Bing: ILY.”** *Facebook* uploaded by *The Daily Moth*, 31 May 2019.  
[https://www.facebook.com/TheDailyMoth/posts/1120038938198005?comment\\_id=1120039214864644&comment\\_tracking=%7B%22tn%22%3A%22R%22%7D](https://www.facebook.com/TheDailyMoth/posts/1120038938198005?comment_id=1120039214864644&comment_tracking=%7B%22tn%22%3A%22R%22%7D).  
 Accessed 26 March 2024. (01:04)  
**GE Theme: Diversity & Cultural Identity**  
 Shows how humor and everyday expressions reflect shared Deaf **cultural** norms, supporting students’ understanding of how identity and community **belonging** function in **culturally diverse** groups.
2. **Fogarty, Peter. “Hearing privilege and Deaf disempowerment.”** *Public Address*, 11 July 2017. <https://publicaddress.net/access/hearing-privilege-and-deaf-disempowerment/#:~:text=Deaf%20can%20do%20everything%20except,themselves%20and%20the%20hearing%20world>. Accessed 26 March 2024.  
**GE Theme: Social Justice Frameworks**  
 Introduces structural privilege and oppression affecting Deaf communities, helping students analyze **inequity** and consider their own **civic** responsibilities.
3. **“Getting to know ProTactile ASL.”** Uploaded to *YouTube* by Melissa Elmira Yingst, 14 February 2019. <https://www.youtube.com/watch?v=jMpfK1wt7tQ>.  
 Accessed 26 March 2024. (01:11)  
**GE Theme: Accessibility & Inclusive Citizenship**  
 Demonstrates how tactile communication functions as an **equitable** linguistic system, encouraging students to examine **inclusion** and participation across sensory differences.
4. **“How ASL is Shaping Up Accessibility in the Deaf Community.”** *Captioning Star*, 12 September 2023. <https://www.captioningstar.com/blog/how-asl-is-shaping-up-the-accessibility-in-the-deaf-community/#:~:text=Many%20deaf%20teachers%20and%20advocates,access%20to%20opportunities%20and%20services>. Accessed 26 March 2024.  
**GE Theme: Civic Participation & Equity**  
 Highlights advocacy efforts for language access and educational **equity**, reinforcing how **citizens** promote **justice** through policy and practice.
5. **“The Journey from reflection to reflexivity.”** Uploaded to *YouTube* by Siobhan Maclean, 20 March 2020.  
<https://www.youtube.com/watch?v=6UxggX6M1eg&t=288s>. Accessed 30 August 2025.  
**GE Theme: Critical Reflection for Justice**  
 Differentiates reflection from reflexivity, equipping students with analytical tools to examine biases, power, and their role in promoting or challenging **inequity**.

6. **Kohli, Sahaj.** “Hearing Privilege Is One Many People Take For Granted: It's time to increase public awareness.” *HuffPost*, 28 September 2016.  
[https://www.huffpost.com/entry/hearing-privilege\\_n\\_57ebd4c5e4b024a52d2bb142#vqi=16 &http%253A%252F%252Fm.huffpost.com%252Fus%252Fentry%252Fus\\_57ebd4c5e4b024a52d2bb142%252F&](https://www.huffpost.com/entry/hearing-privilege_n_57ebd4c5e4b024a52d2bb142#vqi=16&http%253A%252F%252Fm.huffpost.com%252Fus%252Fentry%252Fus_57ebd4c5e4b024a52d2bb142%252F&). Accessed 26 March 2024.  
**GE Theme: Social Justice Awareness**  
 Supports critical examination of privilege to deepen understanding of how societal structures advantage some groups over others.
7. **“Positive Use of Hearing Privilege in the ASL Community.”** Uploaded to *YouTube* by Awti, 03 October 2014.  
<https://www.youtube.com/watch?v=P071B5sPCvg>. Accessed 26 March 2024. (07:36)  
**GE Theme: Ethical Citizenship & Allyship**  
 Shows how individuals can use unearned advantages responsibly to support **equity**, modeling ethical **civic** action.
8. **“Pro-tactile ASL: A new language for the DeafBlind.”** Uploaded to *YouTube* by Quartz, 31 October 2016. <https://www.youtube.com/watch?v=9GrK3P15TYU>. Accessed 26 March 2024. (00:47)  
**GE Theme: Global Perspectives on Diversity**  
 Highlights linguistic innovation emerging from marginalized communities, inviting inquiry into global and cross-disability **diversity**.
9. **“Put your hearing privilege to good use.”** Uploaded to *YouTube* by TEDx Talks, 11 March 2020. <https://www.youtube.com/watch?v=WKXILHZGzMI>. Accessed 26 March 2024. (10:04)  
**GE Theme: Taking Action for Justice**  
 Encourages students to see allyship as an active **civic** responsibility tied to reducing **inequity** in communication and access.
10. **“Tactile communication.”** Uploaded to *YouTube* by Dawn Watts, 20 May 2016. <https://www.youtube.com/watch?v=Ot6YErH85BQ>. Accessed 26 March 2024. (03:06)  
**GE Theme: Accessibility & Inclusive Design**  
 Introduces tactile strategies that promote **equitable** participation, showing how communication can be redesigned for **justice**.
11. **“A Toolkit for Working with Deaf and Hard of Hearing Individuals.”** Access and Disability Services, Harper College and DeafTEC. [https://uploads-ssl.webflow.com/5ff610c896109ac9687ec91b/60625c2e601410782925d20e\\_A-Toolkit-for-Working-with-Deaf-and-Hard-of-Hearing-Individuals.pdf](https://uploads-ssl.webflow.com/5ff610c896109ac9687ec91b/60625c2e601410782925d20e_A-Toolkit-for-Working-with-Deaf-and-Hard-of-Hearing-Individuals.pdf). Accessed 076 Sept. 2025.  
**GE Theme: Civic Responsibility & Inclusive Practice**  
 Provides practical guidance for **equitable** interaction, reinforcing that informed, respectful communication is part of responsible **citizenship**.
12. **Ward, Kelly and Robin Sakina Mama.** “Guidance for Service-Learning: Boundaries.” Excerpts adapted from *Breaking Out of the Box: Adventure-Based*

*Field Instruction*. New York, Oxford University Press, 04 December 2019, p.123-127, 131-132.

**GE Theme: Ethical Community Engagement**

Teaches students to maintain healthy boundaries while serving **diverse** communities, linking ethics to **justice**-centered engagement.

13. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Building Professional Relationships.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p.11-17.

**GE Theme: Civic Participation & Community Accountability**

Explores how trust and mutual respect support effective, **justice**-oriented community partnerships.

14. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Empathy and Self-Determination.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p.47-55.

**GE Theme: Justice & Human Dignity**

Promotes respect for clients’ autonomy and **cultural** experiences, helping students recognize **justice** as centered on self-determination.

15. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Expectations and Status as a Service-Learning Student.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p.21-22, 25.

**GE Theme: Civic Identity Development**

Helps students understand their role and responsibility as public-facing learners engaging ethically with **diverse** communities.

16. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Supervision-Communication-Assertiveness.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p. 42-43, p.103-109.

**GE Theme: Intercultural Competence**

Models communication strategies that respect linguistic and **cultural** differences, strengthening students’ ability to navigate **diversity** responsibly.

17. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Terminating Your Service.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p.161-165.

**GE Theme: Community Accountability**

Supports ethical closure and sustainable relationships, emphasizing accountability in **civic** engagement.

18. **Ward, Kelly and Robin Sakina Mama. “Guidance for Service-Learning: Work Ethic.”** Excerpts adapted from *Breaking Out of the Box: Adventure-Based Field Instruction*. New York, Oxford University Press, 04 December 2019, p.147-150.

**GE Theme: Citizenship & Responsibility**

Emphasizes reliability and professionalism as core **civic** skills that uphold **equity** and respect within community partnerships.

19. **“What is Critical Consciousness?”** Uploaded to *YouTube* by Philosophy Beyond, 18 July 2025.

<https://www.youtube.com/watch?v=XkG8yCy5KBk&t=219s>.

Accessed 30 August 2025. (03:39)

**GE Theme: Social Justice Frameworks**

Defines how individuals move from awareness to action in addressing oppression, supporting analytical engagement with **justice**.

20. **“#Who Will Answer: Community Accountability.”** Uploaded to *YouTube* by Communication Services for the Deaf, 02 December 2014.

<https://www.youtube.com/watch?v=Qnzi2-pinMw>. Accessed 26 March 2024.

(01:37)

**GE Theme: Community Responsibility & Justice**

Shows how communities mobilize to address harm, offering a model of collective action aligned with **justice**-oriented **citizenship**.

21. **Whyte, Aimee and Erin Esposito. “Deaf Community Accountability Model.”**

*The Voice: The Journal of the Battered Women’s Movement*, Fall 2011, p 26-28.

**GE Theme: Justice & Community-Led Frameworks**

Provides a Deaf-centered accountability model, illustrating how marginalized communities develop **justice** practices rooted in **cultural** values and collective care.

## COURSE TECHNOLOGY

- Daily access to OSU email
- Access to high-speed internet
- Daily access to the OSU Carmen course
- Videos shown during class and available on Carmen and online
- Recording, editing, and uploading video (within Carmen, webcam, tablet, etc.)
- 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](https://go.osu.edu/office365help).

### Carmen

Carmen will be our anchor for this course. All assignments, videos, grades, resources, and communication will happen primarily through Carmen. Check Carmen daily. Set your notifications so that class Announcements are pushed to you.

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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](https://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.

## COURSE EXPECTATIONS FOR ENGAGEMENT

### Mode of Delivery

This course meets on campus for in-person class sessions. Off-campus service-learning at one site placement occurs weekly; the service schedule is coordinated between the student and their site supervisor.

### Approaches to the Material During Class

- use of target language (ASL) for instruction and student participation in the classroom
- demonstration/modeling
- guided/directed activities
- simulation/role play activities
- lectures and active discussion
- student presentations-individually, partners, small groups
- video clips
- feedback provided by your instructor
- feedback provided by and to your peers

\*Students are strongly encouraged to **bring portable technology** (iPad, laptop) to class.

### Independent Approaches to the Material

- partner and small group meetings and discussions (expressed in ASL and English)
- video clips viewed independently and available on Carmen

- independent readings available in required texts and on Carmen
- written reflective responses to texts, film, discussions, and experiences
- creating discussion prompts and tangible materials to initiate reflection

### **Expectations and Pacing of Service to Community Partners**

Students will be assigned a service-learning site that best fits with their academic schedule and the community partners' needs. Students will engage in service and service-related activities during the semester for a total of 45 to 50 hours. The dates and times of service will be arranged between the student and the Site Supervisor. The specific service activities performed will be determined by the needs of the service site.

### **Approaches to Service Vary Based on Service-Learning Placement Site**

Potential service site placements that serve the deaf and hard of hearing communities include independent and supported living centers, social service agencies, nursing home, schools, supported work environments, deaf-owned/operated businesses, and employers of deaf people.

## **GRADING AND FACULTY RESPONSE**

### **Class Attendance: REQUIRED**

Attendance at all class sessions, final exam, and site days are mandatory to support your preparation for service and developing capacity to serve in solidarity within deaf communities. 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 are 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 may also affect your grade.

**Note:** Assignments requiring live presentation cannot be made-up.

Examples of <b>UNexcused</b> absences	<b>Excused</b> absences defined by the University

X Unverified illness* X Vacation or travel X Inclement weather X Conflicts with work schedule X Graduate school and/or job interviews X Transportation breakdowns X Caring for family member* <i>*Based on no documentation</i>	√ 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* <i>(subpoenas, jury duty, military service, attendance accommodations indicated by SLDS)</i>
<p><b>Documentation</b> is due to instructor the first day you return to class (or sooner).</p> <p><b>**Documentation</b> is due to instructor by second week of semester and to address due dates and missed class contents.</p>	

## **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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Summary of Attendance Expectations:**

1. Read and understand the attendance and tardiness policies for this course.
2. Keep track of your own attendance and tardiness.
3. Present documentation no later than one week after you return to class.
4. In the event of an emergency or need for absence, you must immediately contact the course instructor and the Site Supervisor(s) to explain the situation.

### **Class Participation: REQUIRED**

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 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 instructor.

As such, instructors offer the following evaluation approach for participation. Once 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.

[Ohio State's Shared Values initiative](#) calls on each of us – faculty, students, and staff – to strive for the highest standards of excellence, **inclusion**, care, compassion, respect, and accountability in our interactions. In ASL courses, we work hard to create a thriving class community in which we understand each other better through open and curious learning and communication, appreciate our **cultural** backgrounds and experiences,

and share in meaningful success. Our participation and accountability to this community and growth is crucial to language and **culture** study. We invite you to practice the qualities, attitudes, and skills of **intercultural competence** by being honest with yourself and trying to imagine how others, such as your instructor, view your performance.

**Misuse of computers, tablets, cell phones, and smartwatches:** During class, you are asked not to consult email, text messages, social media, etc.; you may only access course material. Cell phones should be set on vibrate or turned off and put away. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Misuse of technology during class can negatively impact your participation grade. Please review the ASL Program's Code of Conduct carefully.

### **Class Participation Tips:**

- **Come to class prepared.** This means reviewing vocabulary and grammar, completing the assigned readings & videos, and coming up with questions and/or ideas to share.
- **Be engaged.** This means participating in class activities, asking questions, and respectfully paying attention to other students' contributions.
- **Be respectful.** This means creating a positive and supportive learning environment and avoiding personal attacks and offensive comments. It also means keeping your devices (laptop, tablet, cell phone, and/or smartwatch) on silent and use them only to access class material. Respect the practice of immersion by following a "voices-off" policy and always use ASL.
- **Contribute to the learning of the class.** This means sharing your knowledge and experience with others and helping to clarify or expand on the concepts being discussed.
- **Reflect on your participation.** After each class, take some time to reflect on your participation. How did your class participation help you learn? What could you do to improve?

**Voice-Off ASL Environment:** The ASL classroom must be linguistically accessible to D/deaf, hard of hearing, *and* hearing individuals. Furthermore, courses within the ASL Program are required to be conducted in ASL. While in class, you are asked to respect the practice of immersion by using ASL and following our "**voices-off**" policy.

### **Instructor Feedback and Response Time**

The following list provides an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have technology-related problems.)

- **Grading and feedback**: For large assignments and assessments, you can generally expect feedback within **7 days**.
- **Email**: I aim to reply to emails within **48 hours on days during weekdays**.

### **Site Supervisor Feedback and Performance Evaluation**

The course instructors will maintain regular contact with site supervisors. At a minimum, students should discuss their performance with their supervisor at the middle and end of the semester. Instructors will send performance evaluation forms to supervisors near the end of the semester. The site supervisor will complete an evaluation of the student's service performance and overall contribution to the community partner.

Students are expected to be in regular communication with your site supervisor during the semester and to remind them to submit the performance evaluation forms.

### **Grade Review Policy**

Students are to review all assignments (tests, papers, etc.) upon receipt of grade. If you have questions or concerns, discuss them with your instructor within ten days of receiving the grade. Instructors are not obligated to review or adjust grades after that.

- **Online Submissions (English or ASL)**: You are encouraged to back up your work and keep documentation (i.e. screen shot) of proof of submission or attempted submission.
- **Collaborative Activities & Assessments (ASL)**: Many of our assignments require collaborative, face-to-face work with classmates, which makes absences difficult to accommodate. If there are extenuating circumstances preventing you from participating in and completing any of these on time, discuss with your instructor and partners (when applicable) with as much advanced notice as possible.

### **Late Assignments and *LifeFlex* Extension Policies**

**Assignments must be turned in by the due date to be eligible to earn full credit.**

However, we offer two policies to adjust for special circumstances:

1. **LifeFlex Extension** is an approach to permit students a **one-week extension** with no questions asked, *if* students request their need for an extension **prior to the due date and time**. Although most assignments are eligible for *LifeFlex*; the

*ePortfolio, Group Presentation Project*, and required hours of service are **not** eligible. Discuss any questions with your instructor.

2. **10% deduction per day beyond the due date** will apply if extenuating circumstances do not allow for prior approval and you turn in an assignment late. Once the number of days causes deductions equal to a zero grade, the work will not be accepted and/or will be marked with a grade of zero. Assessments are not eligible for late submission.

### Grading Scale

Letter Grade	Range	Letter Grade	Range
A	100% to 93%	C	76.9% to 73%
<b>A-</b>	<b>92.9% to 90%</b>	<b>C-</b>	<b>72.9% to 70%</b>
B+	89.9% to 87%	D+	69.9% to 67%
<b>B</b>	<b>86.9% to 83%</b>	<b>D</b>	<b>66.9% to 60%</b>
B-	82.9% to 80%	E	59.9% to 0%
<b>C+</b>	<b>79.9% to 77%</b>		

### How Your Grade is Calculated

Your grade in this class will be based on the breakdown of assessments below. Read further for more detailed explanations of each category. All grades will be posted on Carmen.

ASSIGNMENT CATEGORY	POINTS
<b>45-50 Hours of Service</b> <i>Verified by two (2) supervisor-signed Time + Service Logs</i>	Less than 45 hours of service = (E) for course grade
<b>Self-Reflection of Class Engagement</b>	5
<b>Lead Small Group Activity</b> <i>with visual aid/tangible</i>	15
<b>Nine (9) Reflection Assignments</b> (10 points each)	90
<b>ePortfolio</b> 1. <b>Template</b> (10 points) 2. <b>Mid-Semester Checkpoint</b> (20 points) 3. <b>Two (2) Peer Evaluations</b> (10 points each) 4. <b>Final submission</b> (50 points)	100
<b>Group Presentation</b> 1. <b>Presentation Draft</b> (25 points) 2. <b>Attend Presentation Meeting with instructors</b> (15 points) 3. <b>Group Presentation</b> <i>with visual aids</i> (60 points)	100

<b>Two (2) Time + Service Logs</b> ( <i>signed by supervisors: 10 points each</i> )	20
<b>Total</b>	<b>330</b>

## DESCRIPTIONS OF MAJOR COURSE ASSIGNMENTS

### \*Collaboration with Peers

The course includes many opportunities for formal and informal collaboration with your classmates. Respecting boundaries in collaboration is part of practicing **ethical citizenship, accountability, and respect for diverse experiences**. By offering feedback without reproducing others' work, you support a learning environment grounded in **fairness, integrity, and justice**.

### SITE PLACEMENT and SERVICE HOURS POLICY

Each student will be assigned a community site placement by the instructor, and details will be shared in class. Students are required to complete **45–50 hours of direct service between Weeks 2–16** as part of their **civic** learning experience. This applied workplaces students in real-world Deaf community settings where they actively engage with issues of **citizenship, linguistic access, equity, and social justice**. Through sustained service, students gain firsthand insight into how structural barriers affect Deaf individuals and organizations, and how responsible **citizenship** involves contributing to **inclusive** and **culturally** responsive community partnerships. To pass the course, students must complete a minimum of 45 hours of service.

### SELF-REFLECTION OF CLASS ENGAGEMENT

Once during the semester, you will self-assess both the quality and quantity of your engagement using a provided rubric. Your instructor will also assess your engagement. This transparent process helps you identify how your participation demonstrates awareness of **diverse perspectives, ethical communication practices, and your responsibilities as a learner engaging in community-centered justice work**. By reflecting on your own behaviors and contributions, you strengthen your ability to participate respectfully in discussions about **citizenship**, cultural **diversity**, power, and **fairness**. Participation counts for 2% of your final grade. This assignment is eligible for a *LifeFlex* Extension.

## LEAD SMALL GROUP ACTIVITY

During Weeks 3, 5, 7, or 9, you will design and lead a small-group activity using visual and/or tactile materials connected to the assigned readings and videos. Your activity should help peers critically analyze concepts of **citizenship** and **justice** and themes such as **language diversity, cultural difference, community identity, privilege, and the responsibilities of citizens within multilingual and multicultural contexts**. By facilitating learning for classmates, you practice leadership skills and contribute to a shared exploration of **justice**-oriented questions raised in the course. **Academic integrity** applies; you must develop the activity independently.

## REFLECTION ASSIGNMENTS

Students will complete regular Reflection Assignments to make meaningful connections between course materials and lived service experiences. These assignments require students to synthesize and critically evaluate their role as **citizens** and **critically examine how issues of citizenship, diversity, linguistic access, community cultural wealth, and social justice emerge in their ASL interactions and service contexts**. Reflections help students identify personal growth, challenge assumptions, and understand the lived experiences of Deaf individuals and communities. Themes may include service-learning principles, critical consciousness, ASL development, Deaf **culture**, **cultural** generalizations, and ASL accessibility. Reflections also serve as foundational materials for the Group Presentation Project and the ePortfolio.

**Collaboration** is welcome in study groups and peer-reviews, but **weekly reflection content** must be your own. These assignments are eligible for a *LifeFlex* Extension.

## FINAL INDIVIDUAL PROJECT: ePORTFOLIO

The ePortfolio is a culminating project in which students synthesize their semester-long service-learning experiences. Students will demonstrate how their work at the site, their reflections, and course concepts reveal evolving understandings of **citizenship, cultural diversity, equity**, Deaf community experiences, and **justice-oriented** action. The ePortfolio requires students to critically curate evidence of growth, articulate how they responded to issues of accessibility and **inclusion**, and present how their learning informs their **civic** and ethical responsibilities moving forward. Students receive instructor and two peers feedback throughout the development process.

## FINAL GROUP PRESENTATION PROJECT: THESIS DEVELOPMENT to PRESENTATION

In groups of two or three, students will create a collaborative presentation that examines service-learning themes related to **intercultural competence, citizenship, community accountability, and action toward social change**. This group project fosters teamwork and collaboration skills as students apply an ethos of “giving back/paying forward to community” with respect, empathy, and new understanding as **citizens**.

Working from observations in their service sites and course assignments, each group will analyze how systems, institutions, and interpersonal communication practices influence **equity, access, and justice** for Deaf communities. The final presentation synthesizes academic learning and community engagement to illustrate how informed, ethical **citizenship** can support more **just** and inclusive environments. Groups will present their work to stakeholders such as community partners, instructors, ASL students, faculty, and invited guests. **Collaboration** is required, but **each student is expected to contribute** their own content.

**A general timeline of development is provided below.**

**WEEK #3:** Students practice inclusive collaboration and accountable communication—**key elements of ethical citizenship and respect for diverse perspectives**.

**WEEKS #4-8:** Students analyze how their service experiences reveal issues of **equity, cultural diversity, and community accountability, identifying justice-oriented themes** to guide their project.

**WEEK #9:** Students critically examine service-site experiences through the lenses of **citizenship, intercultural competence, community accountability, and action for social change**, linking theory to lived community contexts. In addition, students will identify roles and responsibilities of each group member to prepare for Group Presentation.

**WEEKS #11-12:** Before their pre-meeting with the instructor, students will submit a Presentation Draft that articulates how their **developing analysis reflects justice-focused learning and demonstrates responsible authorship and reflective engagement** with **diverse** community experiences.

**WEEK #11-12:** At the zoom meeting with Instructor, using the Presentation draft, students receive guidance on strengthening their **analytical framing of citizenship, diversity, and justice** and ensuring their project responsibly represents community partners and experiences.

**WEEKS #12-14:** Students integrate feedback to refine a **justice-oriented, community-informed Group Presentation that links service interactions** to broader questions of **equity, access, and civic responsibility**.

**WEEK #15:** Students communicate their insights on **citizenship, diversity, and justice** to an authentic audience, demonstrating how their **service-learning experience informed their understanding of intercultural competence and community engagement**. The audience will consist of stakeholders (community partners, instructors, ASL students, ASL Program faculty, students' friends and family, university community, and the Deaf and Hard of Hearing communities).

### **TIME & SERVICE LOGS: SUPERVISOR-SIGNED SUBMISSIONS**

Twice during the semester, students will submit a supervisor-signed *Time & Service Log* documenting their service work. In addition to recording dates, tasks, and hours, each submission must explicitly connect service activities to **course concepts related to citizenship, cultural and linguistic diversity, equity, accessibility, and social justice**. Students will reflect on how specific interactions and observations at their site deepen their awareness of Deaf **cultural** experiences, power dynamics, and their own responsibilities as ethical participants in community spaces. A *Time & Service Log* template will be provided on Carmen.

## **OTHER COURSE POLICIES**

### **Written Assignments**

Your written work, including the Presentation Draft and contributions to the Group Presentation, must be your own original work. Use a consistent citation style (MLA, APA, or Chicago), and while a trusted person may proofread, no one else may revise or rewrite your work. Producing original, properly cited writing is part of practicing **ethical citizenship** and respect for **diverse perspectives**, ensuring that you engage with issues of **equity and justice** through your own analysis rather than someone else's work.



## Course Drop

Instructors expect you to contact them to discuss any plans for dropping the course and the process for terminating your service with the community partner. This process ensures clear communication, healthy and sustained relationship between the community partner and the ASL service-learning program.

## Communication is Crucial

In any service-learning course, clear and timely communication is crucial for success. The instructor's role is to support you in all aspects of this journey. Should you have any questions, concerns, or experiences during service that give you pause, please do not hesitate to bring this to the instructor's attention immediately.

Likewise, your service site supervisor also wants you to have a positive experience. Since their supervision of our service-learning students is in *addition* to their primary work responsibilities, you are encouraged to proactively communicate with your supervisor(s) in a clear and concise manner. At the beginning of the semester, ask your site supervisor(s) for their preferred medium of contact outside of the service site (text, email, *Glide* app, *Marco Polo* app, etc.). Should you have any questions or concerns about communicating with your supervisor(s), reach out to your instructor for suggestions and/or assistance in facilitation.

## Discussion and Communication Guidelines for Class Sessions

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

- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions.
- **Participation:** At the start of our sessions, we will share specific expectations for how to interact and raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with the instructors afterward to make sure your questions are answered. Plan to be present during each entire class session. Our goal is to create a comfortable environment where we can benefit from connecting, seeing each other, and exploring the work of allyship with the deaf community.

## Discussion and Communication Guidelines for Carmen

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

- **Language use:** This course will be instructed entirely in American Sign Language. The instructors will have ASL interpreters because lessons may be dense and surpass the ASL linguistic knowledge and skills that the students have. During these times with ASL interpreters, you are still expected to adhere to classroom engagement policies (e.g. maintaining eye-contact) and engage in class discussions.
- **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 the same for everyone. This course may include topics that are prone to be emotionally charged. Please maintain a respectful tone and actively listen with the intent to learn a new **perspective**. Failure to be respectful in class discourse may result in being asked to leave the class for the day.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For any text or other course materials, list the title, page numbers, year of publication. For online sources, include the author or organization name, date if applicable and include a link. For ASL videos, you are still required to cite ideas or materials that are not original (yours).
- **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 Assignments.

### **Electronic Submission Issues and Problems**

Problems with computer equipment and/or Internet access (computer crashes, internet was "out", etc.) may **NOT** be used as an excuse for late, missing, or incomplete coursework in order to receive full credit. Access to a reliable Internet connection is required for this course. If you experience problems while working on assignments for this course, it is your responsibility to find alternative equipment, alternative method of submitting the assignment, or Internet access point, such as a public library or Wi-Fi® hotspot.

It is the **STUDENT'S responsibility** to double check that the paper, on-line quiz & exams, or any other assignment has been submitted successfully and on-time according to the weekly schedule or any Carmen updates. YOU need to do this immediately and/or before the deadline of the assignment. If there is a problem with the submission the instructor must be made aware of the problem (preferably through email) **PRIOR** to the deadline of the assignment. It is recommended that you keep documentation of proof of submission or attempted submission. If the student has not been in contact with the instructor prior to the deadline, the assignment will be considered late, and the late work policy will take effect. See the Late Work Policy above for specifics.

### **Intellectual Diversity**

Ohio State is committed to fostering a **culture of open inquiry and intellectual diversity** within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for **citizenship** includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Artificial Intelligence and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a **culture** of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

### **Academic Misconduct**

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://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.

## **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules.) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the ASL Director of Undergraduate Studies, the Director of the Center for Languages, Literatures, and Cultures, the college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

## **Weather or Other Short-Term Closing**

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather:

<https://hr.osu.edu/policies/weather-other-short-term-closings/>

In the unlikely event of class cancellation due to emergency, I will post an announcement on the home page of our Carmen course site, under "Announcements." I will contact you as soon as possible following the cancellation to let you know how the syllabus and work deadlines will be affected.

## **Student Services and Advising**

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

## **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

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  1. Any human resource professional (HRP);
  2. Anyone who supervises faculty, staff, students, or volunteers;
  3. Chair/director; and
  4. Faculty member.

### **Mental Health Statement**

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](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younklin 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.

**Note:** You have a **right to privacy**. Students sometimes feel the need to divulge personal information in order to justify the need for an accommodation, an absence, or something else. **Please know you are never under any obligation to divulge anything to me.**

***Help is always available.***



## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

Please submit SLDS accommodations to me by the start of Week #2. Accommodations are provided upon receipt of documentation from SLDS, not retroactively.

### 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 accommodation with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## Alignment of Citizenship for a Just and Diverse World Theme to Course Topics & Assignments

GE GOALS	THEMES	Citizenship, Diversity and Justice
GE THEME GOAL 1	Critical and Advanced Engagement	<p><b>Weeks 1 – 2</b> - Students are introduced to analytical thinking about <b>power, privilege, and social hierarchies</b>.</p> <p><b>Weeks 3 – 6</b> - Students evaluate their <b>own assumptions, language use, and service experiences</b>.</p>
GE THEME GOAL 2	Integrating Academic Knowledge with Experiential Learning	<p><b>Weeks 1- 15</b> - Assignments i.e. Organization Action Research, Conceptual Accuracy Videos, and Mid-Semester Reflection directly link classroom learning (readings, videos, LTS concepts) to <b>hands-on civic engagement</b>.</p>
GE THEME GOAL 3	Exploring Citizenship and Intercultural Competence	<p><b>Weeks 2 – 7</b> - Students examine social and systemic hierarchies within Deaf and Hard of Hearing communities. Small group activities allow <b>dialogue and practice of inclusive communication</b>.</p> <p><b>Weeks 8 – 9</b> - Students identify actionable ways to contribute to <b>civic life and community improvement</b>.</p>
GE THEME GOAL 4	Examining Justice, Equity, and Diversity	<p><b>Weeks 2 – 7</b> - Students critique <b>inequities and consider systemic barriers</b> affecting Deaf and Hard of Hearing communities.</p> <p><b>Weeks 8–15</b> - Culminating activities require synthesis of learning, application of <b>justice-oriented</b> approaches, and presentation of knowledge gained.</p>
ASL, ICC Awareness, Social Structures	Service-Learning Specific Outcomes	<p><b>Weeks 1–15</b> - ePortfolio, Conceptual Accuracy Videos, Mid-Semester Reflection, and Group Presentation Project.</p>

## Weekly Course Schedule

Schedule is subject to change. Refer to Carmen for up-to-date assignment due dates.  
Assignment details will be posted on Carmen.



= on-campus class meetings occur during Weeks 1, 2, 3, 5, 7, 9, & Final Exam Day.






= virtual meetings occur during Weeks 11, 12, 13, and 15.








= service site placement occurs during Weeks 2-15.


**LTS** = Learning Through Serving (text) **GSL** = Guidance for Service-Learning (readings on Carmen)



Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
Week 1 Day 1 	<b>LTS Chapter Topics:</b> <ul style="list-style-type: none"> <li>What is Service-Learning?</li> <li>What is <b>Civic Engagement</b>?</li> </ul> <b>Topic:</b> <ul style="list-style-type: none"> <li>Intro to Critical Consciousness</li> </ul>	1. <b>Read</b> <i>Learning Through Serving</i> (LTS): Introduction: Why a book about Learning Through Serving? (p.1-5) 2. <b>Read</b> <i>LTS</i> : Ch. 1: What are Service-Learning and Civic Engagement? (p.9-18) 3. <b>Watch video</b> : "What is Critical Consciousness" 4. Begin <b>Assignment #1: Organization Action Research</b> for your site placement
Week 1 Day 2 	<b>Community Partner Site Orientation</b>  <b>LTS Chapter Topics:</b> <ul style="list-style-type: none"> <li>Building and Maintaining Community Partnerships</li> <li>Intent vs. Impact in Communication</li> </ul> <b>Topics:</b> <ul style="list-style-type: none"> <li>Introduce <i>ePortfolio</i></li> </ul>	1. <b>Read</b> <i>LTS</i> : Ch. 2: Building and Maintaining Community Partnerships (p.19-30) 2. <b>Read</b> guidelines for <b>ePortfolio Masterpiece</b>  <b><u>Due</u>: Assignment #1: Organization Action Research</b>

Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	<ul style="list-style-type: none"> <li>○ <b>Civic Engagement</b></li> <li>○ <b>Service Site Culture</b></li> </ul>	
Weeks 2-15  Service 	<b>Community Service at Site</b>	<b>Follow schedule plan agreed upon between you and your service site supervisor.</b>
Week 2 Day 1 	<b>Citizenship &amp; Intercultural Competence</b>  <i>LTS Chapter Topics:</i> <ul style="list-style-type: none"> <li>• Becoming Community</li> <li>• Creating <b>Cultural Connections</b></li> </ul> <i>Topics:</i> <ul style="list-style-type: none"> <li>• Intro Critical Communication: <b>Power, Dialogue, &amp; Reflexivity</b></li> <li>• Identifying Advantages</li> <li>• Power Dynamics</li> <li>• Introduce Small Group Activity</li> </ul>	1. <b>Read LTS:</b> Ch. 3: Becoming Community; From I to We (p.37-44)  2. Begin creation of <b>ePortfolio Template</b>
Week 2 Day 2 	<b>Citizenship &amp; Intercultural Competence</b>  <i>LTS Chapter Topics:</i> <ul style="list-style-type: none"> <li>• Becoming Community</li> <li>• <b>Intercultural Sensitivity</b></li> </ul>	1. <b>Read LTS:</b> Ch. 3: Helping, Fixing, or Serving; Reflecting on Individual & Group Change (p.44-47)  2. <b>Read LTS:</b> Ch. 5: Creating Cultural Connections; Building Intercultural Sensitivity (p.77-84)  3. <b>Read article:</b> <i>Hearing privilege and Deaf disempowerment</i>  4. <b>Watch video:</b> <i>The Journey from reflection to reflexivity</i>



Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	Topics: <ul style="list-style-type: none"> <li>• Dialogue: Reframing Thoughts</li> <li>• Reflexivity: Redistribute power through dialogue</li> <li>• Hearing Privilege – Part 1</li> </ul>	5. Complete <b>ePortfolio Template</b>  <b><u>Due:</u> Assignment #2: Reading Quiz: 7 Cs, Modes of Service, Hearing Privilege, &amp; the 3 “-sets”</b>
Week 3 Day 1 	<b>Community Accountability</b>  <i>LTS Chapter Topic:</i> <ul style="list-style-type: none"> <li>• Effective Communication</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Proactive Responses</li> <li>• Hearing Privilege – Part 2</li> <li>• Introduce Group Presentation Project</li> </ul>	1. <b>Read</b> article: <i>Deaf Community Accountability Model</i>  2. <b>Watch video:</b> <i>Community Accountability</i> (direct communication – ASL video with captions)  3. <b>Read</b> guidelines for <i>Group Presentation Project</i>  <b><u>Due:</u> ePortfolio Template link</b>
Week 3 Day 2 	<b>Professionalism and Communication Expectations</b>  <i>Small Group Activity #1</i>  <i>LTS Chapter Topic:</i> <ul style="list-style-type: none"> <li>• Reflection in Action</li> </ul> Topics: <ul style="list-style-type: none"> <li>• Collaborative Relationships Build Acceptance</li> </ul>	1. <b>Read</b> <i>LTS: Ch. 6: Reflection in Action; Tips for Successful Reflection Experiences, Modes of Reflection</i> (p. 95-98, 101-103, 105-108)  2. <b>Read</b> <i>GSL: Boundaries; Expectations &amp; Work Ethic; Building Professional Relationships; and Supervision/Shared Meaning</i>  <b><u>Due:</u> Assignment #3: Pre-Service Thoughts Video</b>





Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	<ul style="list-style-type: none"> <li>ePortfolio Check-Ins</li> </ul>	
Week 4 Day 1 	<b>Wellness &amp; Transformational Learning</b>  <i>LTS Chapter Topic:</i> <ul style="list-style-type: none"> <li>Failure with the Best of Intentions</li> </ul> <i>Topics:</i> <ul style="list-style-type: none"> <li>Ambiguity</li> <li>Adaptability</li> <li>Assumptions</li> <li>Assessments</li> </ul>	1. <b>Read</b> <i>LTS</i> : Ch. 9: Failure with the Best of Intentions (p.137-150)  2. <b>Watch video:</b> <i>Positive Use of Hearing Privilege in the ASL Community?</i> (07:46)  <u><b>Ongoing Assignment:</b></u> Continue work on <b>ePortfolio for Weeks 1-6</b>
Week 4 Day 2 	<b>Wellness &amp; Transformational Learning</b>  <i>LTS Chapter Topic:</i> <ul style="list-style-type: none"> <li>Failure with the Best of Intentions</li> </ul> <i>Topic</i> <ul style="list-style-type: none"> <li>D-U-E Process Framework</li> </ul>	<u><b>Due:</b></u> Assignment #4: <i>Site's Purpose, Culture, &amp; Procedures</i>  <u><b>Ongoing Assignment:</b></u> Continue work on <b>ePortfolio for Weeks 1-6</b>
Week 5 Day 1 	<b>Purpose &amp; Making a Difference: Intercultural Competence</b>  <i>LTS Chapter Topic:</i> <ul style="list-style-type: none"> <li>Beyond a Grade</li> </ul> <i>Topics:</i> <ul style="list-style-type: none"> <li><b>Civic Engagement and the Deaf Community</b></li> </ul>	1. <b>Read</b> <i>LTS</i> : Ch. 11: Understanding Your Own Experiences (p.168-170)  2. <b>Read</b> <i>GSL: Supervision-Communication-Assertiveness</i>  3. <b>Read</b> guidelines for <b>Assignment #5: Conceptual Accuracy Video #1</b>  <u><b>Ongoing Assignment:</b></u> Continue work on <b>ePortfolio for Weeks 1-6</b>




Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	<ul style="list-style-type: none"> <li>4 Elements of Conceptual Accuracy</li> </ul>	
Week 5 Day 2 	<p><b>Agents of Change: What Makes Me Come Alive?</b></p> <p><i>Small Group Activity #2</i></p> <p>LTS Chapter Topic:</p> <ul style="list-style-type: none"> <li>Start Anywhere, Follow it Everywhere</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Put Accountability Into Practice</li> <li>Engaging One's Critical Consciousness</li> </ul>	<p>1. <b>Read</b> LTS: Ch. 13: Start Anywhere, Follow it Everywhere (p.191-199)</p> <p>2. <b>Watch TEDX video:</b> <i>Put your hearing privilege to good use</i> (10:04)</p> <p><b><u>Ongoing Assignment:</u></b> Continue work on <b>ePortfolio for Weeks 1-6</b></p>
Week 6 Day 1	<p><b>Agents of Change: What Makes Me Come Alive?</b></p> <p>LTS Chapter Topic:</p> <ul style="list-style-type: none"> <li>Start Anywhere, Follow it Everywhere</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Language and <b>Culture</b></li> <li>ASL Accessibility</li> </ul>	<p>1. <b>Read</b> article: <i>How ASL is Shaping Up Accessibility in the Deaf Community</i></p> <p>2. <b>Read</b> GSL: <i>Empathy and Self-Determination</i></p> <p>3. <b>Read:</b> <i>A Toolkit for Working with Deaf and Hard of Hearing Individuals</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on <b>ePortfolio for Weeks 1-6</b></p>
Week 6 Day 2	<p><b>Mid-Semester Reflection on Language and Culture and ASL Accessibility</b></p>	<p><b><u>Due:</u></b> Assignment #5: <i>Conceptual Accuracy Video #1</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on <b>ePortfolio for Weeks 1-6</b></p>


Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
Week 7 Day 1 	<b>Mid-Semester Reflection on Service-Learning at Community Partner Site</b>  <i>Small Group Activity #3</i>  Topics: <ul style="list-style-type: none"> <li>• Reflections of Service Experiences</li> <li>• Review ASL Accessibility</li> <li>• Discuss/feedback on Conceptual Accuracy Videos</li> </ul>	<b><u>Due:</u> Bring to class:</b> 1. two (2) scenarios of success and challenges during service 2. listed examples of strategies for ASL Accessibility  <b><u>Ongoing Assignment:</u> Continue work on ePortfolio for Weeks 1-6</b>
Week 7 Day 2 	<b>Mid-Semester Reflection on Service-Learning at Community Partner Site</b>  Topics: <ul style="list-style-type: none"> <li>• Social &amp; Systemic Hierarchies</li> <li>• Access, Audism, Accommodations</li> <li>• Strategies for Next Steps for Remainder of Service</li> </ul>	<b><u>Due:</u> Bring to class:</b> 1. two (2) examples/scenarios of hearing privilege observed during service  2. list three (3) strategies for changes (individual and service-related)  <b><u>Due:</u> Supervisor-signed <i>Time &amp; Service Log #1</i></b>  <b><u>Due:</u> ePortfolio link for <i>Mid-Semester Checkpoint</i> (incorporation of Assignments #1-5 into ePortfolio)</b>
Week 8 Day 1	<b>Agents of Change: Taking Action and Implementing Change</b>  Topics: <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Accountability</li> <li>• Agent Role</li> </ul>	1. Set meeting with <i>Group Presentation Project</i> members to define course themes & discuss examples from service for each  2. Schedule an appointment with Site Supervisor to discuss your performance (strengths and needs for improvement)



Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	<ul style="list-style-type: none"> <li>• Spreading the Impact</li> <li>• Giving Back to the Community</li> </ul>	<p><b><u>Due:</u> Assignment #6: <i>Agents of Change</i></b></p> <p><b><u>Due:</u> Class Participation Reflection Evaluation</b></p> <p><b><u>Ongoing Assignment:</u> Continue work on <i>ePortfolio</i> for Weeks 7-12</b></p>
Week 8 Day 2	<p><b>Agents of Change</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Review Course Themes</li> <li>• <b>Citizenship</b></li> <li>• <b>Intercultural Competence</b></li> <li>• Community Accountability</li> <li>• Taking Action and Implementing Change</li> </ul>	<p>1. <b>Read</b> <i>LTS</i> Ch. 14: Looking Back, Looking Forward – Where do you go from here? (p. 201-206)</p> <p><b><u>Due:</u> Assignment #7: <i>Hearing Privilege</i></b></p> <p><b><u>Ongoing Assignment:</u> Continue work on <i>ePortfolio</i> for Weeks 7-12</b></p>
Week 9 Day 1 	<p><b>Course Themes and Presentation Preparation</b></p> <p><i>Small Group Activity #4</i></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Group Presentation Project Themes &amp; Expectations</li> <li>• <i>ePortfolio</i> Peer Reviews</li> </ul>	<p><b><u>Due:</u> Assignment #8: <i>Being the Change, Research Your Turning Point</i></b></p> <p><b><u>Due:</u> <i>ePortfolio</i> link (updated to prepare for <i>Peer Reviews</i>)</b></p> <p><b><u>Ongoing Assignment:</u> Continue work on <i>ePortfolio</i> for Weeks 7-12</b></p>
Week 9 Day 2 	<p><b>Course Themes and Presentation Preparation</b></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Exit Plan with Service</li> </ul>	<p>1. <b>Read</b> <i>GSL: Terminating Your Service</i></p> <p>2. Schedule an appointment with Site Supervisor to discuss Exit Plan</p> <p><b><u>Due:</u> <i>Peer Reviews</i> of two (2) <i>ePortfolios</i></b></p> <p><b><u>Ongoing Assignment:</u> Continue work on <i>ePortfolio</i> for Weeks 7-12</b></p>

Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
	<ul style="list-style-type: none"> <li>• Being the Change with themes review</li> <li>• ePortfolio completion</li> </ul>	
Week 10	<b>Spring Break</b>	
Weeks 11-16 Service 		Double-check your progress toward completing service hours (minimum requirement is 45 hours)
Week 11 Day 1	<b>Groups meet to finalize <i>Presentation Draft</i></b>	<p><b><u>Due:</u> Presentation Group A Students only:</b> <i>Presentation Draft for Pre-Meeting</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on ePortfolio for Weeks 7-12</p>
Week 11 Day 2 	<b>Presentation Group A: Meeting with Instructors</b>	<p><b><u>Due:</u> Presentation Group B Students only:</b> <i>Presentation Draft for Pre-Meeting</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on ePortfolio for Weeks 7-12</p>
Week 12 Day 1 	<b>Presentation Group B: Meeting with Instructors</b>	<p><b><u>Due:</u> Presentation Group C Students only:</b> <i>Presentation Draft for Pre-Meeting</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on ePortfolio for Weeks 7-12</p>
Week 12 Day 2 	<b>Presentation Group C: Meeting with Instructors</b>	<p><b><u>Due:</u> Assignment #9: <i>Conceptual Accuracy Video #2</i></b></p> <p><b><u>Due:</u> Presentation Group D Students only:</b> <i>Presentation Draft for Pre-Meeting</i></p> <p><b><u>Ongoing Assignment:</u></b> Continue work on ePortfolio for Weeks 7-12</p>

Dates	Topics & Themes	Readings, Videos, Assignments, & Deadlines *All assignments due by <u>start of class</u> on the assigned date.
Week 13 Day 1 	<b>Presentation Group D: Meeting with Instructors</b>	<b><u>Ongoing Assignment:</u></b> Finalize details of <i>ePortfolio</i>
Week 13 Day 2 	<b>Reflection: Being the Change, Service-Learning Experiences &amp; Comparisons</b>  OSU Career Services Training	<b><u>Ongoing Assignment:</u></b> Continue collaboration with Presentation Group
Week 14 Day 1	<b>Reflection: Being the Change, Service-Learning Experiences &amp; Comparisons</b>	<b><u>Due:</u></b> Supervisor-signed <i>Time &amp; Service Log #2</i>  <b><u>Ongoing Assignment:</u></b> Continue collaboration with Presentation Group
Week 14 Day 2	<b>Reflection: Being the Change, Service-Learning Experiences &amp; Comparisons</b>	<b><u>Due:</u></b> <i>ePortfolio Masterpiece</i> link (incorporation of Assignments #6-9 and Weeks 7-12)  <b><u>Ongoing Assignment:</u></b> Continue collaboration with Presentation Group.
Week 15 Day 1	<b>Group Presentation Project Rehearsal</b>  Topics: <ul style="list-style-type: none"><li>• Deaf-Way Etiquette</li><li>• Language usage</li><li>• Technology Tips</li></ul>	1. Schedule an appointment with Site Supervisor to discuss <i>Performance Evaluation</i>  <b><u>Ongoing Assignment:</u></b> Finalize details with Presentation Group
Week 15 Day 2 	<b>Group Presentation to Stakeholders</b>	<b><u>Due:</u></b> <i>Group Presentation Project</i> materials (each member submits PPTs/visual aids)
Finals	<b>Course &amp; Service Reflection</b>	<b>Attendance and Participation is <span style="color: red;">required</span></b>

Dates	Topics & Themes	<b>Readings, Videos, Assignments, &amp; Deadlines</b> *All assignments due by <u>start of class</u> on the assigned date.
Week 	*Date & time per the Registrar  *Awaiting university final exam schedule SP 2027	

# GE Theme course submission worksheet: Citizenship for a Just & Diverse World

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

## Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

ASL 4189S: Service-Learning Within the Deaf Community

Through immersion in a cross-cultural context, students learn to appreciate diverse values, cultures, and life experiences while simultaneously enhancing their civic responsibilities. Students utilize their personal assets to benefit the needs of Deaf, DeafBlind, DeafDisabled, Hard of Hearing and Late-Deafened communities.

## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	This course will build skills necessary to engage in critical and logical thinking about community service with Deaf and Hard of Hearing populations through: (1) weekly Reflection Assignments based on assigned readings and materials which require students to synthesize and critically evaluate their role as citizens (serving within Deaf, Hard of Hearing, and signing populations) as applied to the four course themes ( <i>Citizenship, Intercultural Competence, Community Accountability, and Taking Action/Implementing Change</i> ); (2) engagement during class discussions and activities (i.e. role play and simulations) using evidence-based logical reasoning to evaluate hierarchies and structures observed within the service site placement.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	This course supports the development of skills relevant to a variety of themes ( <i>Citizenship, Intercultural Competence, Community Accountability, and Taking Action/Implementing Change</i> ) and topics ( <i>Creating Cultural Connections, Leadership in Service-Learning, Agents of Change, Community Cultural Wealth</i> ) through: (1) interacting with Deaf and Hard of Hearing communities and professionals in authentic work, school, and residential environments; (2) engaging with specific-guided prompts during class discussions, applying evidence-based, logical reasoning to develop possible actions/solutions students can utilize to take shared responsibility as citizens;

	Course activities and assignments to meet these ELOs
	<ul style="list-style-type: none"> <li>(3) identifying gaps in understanding and developing intentional plans to cultivate the needed knowledge;</li> <li>(4) completion of Reflection Assignments which act as a scaffold to create their individual, multimedia ePortfolio (drafts include instructor feedback and peer reviews);</li> <li>(5) facilitate a Small Group Activity to communicate course content, demonstrate comprehension and application of course themes, and practice leadership skills within a supportive environment.</li> <li>(6) completion of the Group Presentation which fosters teamwork and collaboration skills as students apply an ethos of “giving back/paying forward to community” with respect, empathy, and new understanding as citizens.</li> </ul>
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	<p>Students build upon the ASL skills and cultural knowledge developed in the GE series as they engage in advanced exploration of each course theme through a combination of readings and videos, lectures, discussions and activities.</p> <p><b>Readings and Videos:</b> The textbook and readings for this course provide an academic sense of civic service in preparation one’s role as future citizen leader. Students develop an understanding of their roles as citizens engaging in service with communities in need of their compassionate expertise in utilizing American Sign Language (ASL), Deaf culture and disciplinary knowledge to address community issues and challenges. Additional videos created by and for the Deaf communities offer students additional insight into the communities in which they serve. Students take charge of applying their observations within the Deaf and Hard of Hearing communities to the assigned text, articles, and videos.</p> <p><b>Lectures:</b> Course materials come from variety of sources to guide students to engage in the relationship between Deaf and Hard of Hearing communities and role of citizenship at an advanced level. Each week is comprised of lectures that expand upon information from the textbook, articles, and videos. Additionally, each week entails components of self-reflection to increase students’ awareness of their boundaries, assertiveness, and role of serving in solidarity within the Deaf and Hard of Hearing communities.</p> <p><b>Discussions:</b> Based on the week’s themes and topics, students engage in both full-class and small group discussions. Students are offered flexibility to explore information from external sources they’ve discovered and are encouraged to practice their skills as they continue to gather, analyze, and communicate this newly discovered knowledge within their designated communities.</p> <p><b>Activity Example:</b> “ASL Accessibility and Citizenship” Previous cohorts provided service-related experiences and</p>

	Course activities and assignments to meet these ELOs
	<p>observations related to social locations, hierarchies, access to information/resources, ASL accessibility, accommodations, and cultural norms/behaviors. These 36 scenarios are divided across groups of 3-4 students who discuss and determine how each example should be categorized. Then the class debriefs to evaluate the categorizations and posit alternative perspectives. Students brainstorm ways that they, as citizens, may advocate for improved ASL accessibility.</p> <p><b>Sample Scenarios:</b></p> <ul style="list-style-type: none"> <li>• “I am able to tell where people are within the room despite not being able to see them. My site has a screen monitor in the day program room showing camera angles of unseen areas (hallways and side rooms) so supervisors know where everyone is. I do not have to look at this as much as they do since I can often hear them walking away or doing something out of sight.”</li> <li>• “At my site, the staff has to accommodate to the hearing individuals. One hearing individual wanted water and was telling the staff that with his words through his mouth, not using any sign. The deaf staff try to lipread or look at the hearing volunteers and ask them if the client wants water or something else.”</li> <li>• “There are only 3 shelters dedicated to Deaf/HOH community. If a hearing person is homeless and is looking for a shelter they don’t have to consider which would be the best one for communication access. As a deaf person, they have to prioritize if it’s worth it to <i>not</i> have accessible communication or is it worth it to be safe? When I was talking with Rose, she said that she and many others would choose communication over safety. This never occurred to me because I have never thought about having to choose between communication access or my safety.”</li> <li>• “I am able to communicate with the hearing individuals at the day program. They try to interact with and listen to us (students) more than the deaf supervisors even though we hold less authority.”</li> <li>• “As I am surrounded by people fluent in ASL, I am the minority in the group because there is a language barrier. I am still learning ASL, but it is difficult to catch onto everything that a fluent ASL signer is signing. Deaf individuals experience this daily in the hearing world.”</li> </ul>



	Course activities and assignments to meet these ELOs
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students incorporate aspects of their weekly Reflection Assignments and evidence-based sources to demonstrate their service journey and transformation throughout the semester. Collections of artifacts for the ePortfolio document their development of intercultural competence and evolving identity as a citizen and agent of change working within the Deaf, DeafBlind, DeafDisabled, Hard of Hearing and Late-Deafened populations who use ASL.</p> <p>In addition, project groups apply two or more course themes during a ten-minute oral or signed Presentation to peers, friends, community partners, and university stakeholders. They make explicit connections between their academic learning and experiences from their service site.</p> <p><u>Samples of ePortfolios:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Service-Learning at Ohio School for the Deaf - Rhyan Lee</a></li> <li>• <a href="#">Service-Learning with Cornerstone Supported Living - Rainey Jackson</a></li> <li>• <a href="#">Service-Learning with Cornerstone Supported Living (CSL) &amp; Columbus Colony Elderly Care (CCEC) - Grace Wallace</a></li> </ul> <p><u>Excerpt of Group Presentation:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Service-Learning Presentation Spring 2023 Rachel, Grace, Faith (05:22)</a></li> </ul>

## Goals and ELOs unique to Citizenship for a Just & Diverse World

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	The course content, goals, and ELOs comprise a range of perspectives across political, cultural, national, global, and international communities. For example, Assignment #1, “Organization Action Research,” requires students to research their placement’s organization/agency/business/school with their founding and history, mission, connections to public policy, and employment structure; Assignment #4, “Site’s Purpose, Culture, and Procedures,” requires students to further explore their placement’s purpose, culture, and procedures; Assignment #6, “Agents of Change,” and Assignment #7, “Hearing Privilege,” entails examination of multiculturalism and underlying issues (social positions in hierarchical structures, intercultural competence, community cultural wealth) within the politics of difference and implications for community engagement.
<b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Students use ASL, Deaf cultural knowledge, and interpersonal skills when engaging in 45 to 50 hours of community service. This full immersion into Deaf and Hard of Hearing communities presents challenges, opportunities for strategic thinking, and enhanced intercultural sensitivity. Students will demonstrate an ability to identify, reflect, and apply their language and cultural skills during class discussions, activities, and Reflection Assignments. To reinforce ways to implement community accountability, we use role play scenarios to rehearse approaches for how to identify needed accommodations, advocate for ASL accessibility, communicate assertively, and how to transform hearing privileges into assets as citizens. When students film their “Pre-Service Thoughts” for Assignment #3, they capture a moment in time that functions as a tool to measure and reflect upon their growth by the end of the semester. Assignments #5 and #9, “Conceptual Accuracy Videos,” allow students to expand their understanding of ASL pragmatics by reflecting on the choice of signs and concepts used

	Course activities and assignments to meet these ELOs
	<p>within the context of their service engagement. Assignment #8, "Being the Change," focuses on reflection in action while expanding one's horizons -- connecting historical events within the Deaf and Hard of Hearing communities to leverage change through assessing the engagement efforts; the ePortfolio entails artifacts moving from "I to We" to work together, side-by-side, <i>with</i> the community, <u>not</u> for them. Final Group Presentations involve the public sharing of students' research and transformative experiences including their emergent intercultural competency skills (language, culture, and advocacy).</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>The course focuses on developing advanced-ASL skills during instruction. Student participation in class offers practice in providing ASL accessibility. Students' ASL immersion and completion of 45 to 50 hours of community service provides them first-hand experience and exposure to a variety of lived experiences of Deaf, DeafBlind, DeafDisabled, Hard of Hearing and Late-Deafened citizens. Assigned readings and ASL videos provide diverse perspectives on topics such as conceptual accuracy with ASL, Deaf-Hearing hierarchies, community accountability in ASL, and ProTactile communication (used by DeafBlind individuals). Through such topics, students respond to prompts directly through class discussions, complete Reflection Assignments, and examine the strategies, implications, and possible outcomes pertaining to ASL accessibility, accommodations, and individual/systemic stratifications based upon social locations. Additional considerations include audism and how society's social and economic structures impact the lived experiences of Deaf and Hard of Hearing people.</p>
<p><b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Assigned readings, class discussions, Time and Service Logs, Assignment #3, "Pre-Service Thoughts," ensure regular documentation of students' pre-, during- and post-service experiences to analyze their role in and capacity for civic engagement and advocating for social change on individual/systemic levels. Students critique ways they feel able, or limited in ability, to enact change. Students consider why and how barriers, resistance, and lacking awareness of Deaf and Hard of Hearing people persists. Concepts of citizenship and justice are explored through student-led Small Group Activities in which students tackle the complexities of communication access existing in their service communities. For example, students are emergent ASL users. They face ethical uncertainty when tasked with facilitating communication as if in the role of a professional ASL interpreter. Interactions between Deaf and hearing individuals where both language (ASL and English) and cultures (Deaf and Hearing) differ is vital, yet power imbalances emerge when language and</p>

	Course activities and assignments to meet these ELOs
	<p>cultural skills intersect with information sharing and accessibility. Students are also asked to scrutinize systemic structures within their service site in regard to hierarchies and decision-making. Students are instructed to consider cultural norms as they navigate pathways to becoming partners with the Deaf and Hard of Hearing populations while their hearing status simultaneously associates them with the populations who have historically denied Deaf and Hard of Hearing people access to spoken and written information, restricting their ability to be fully autonomous, productive citizens. Students will present their take-aways applying the academic learning with community service and how they intend to shape their civic engagement for social change in the future.</p>

# Service-Learning Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Service-Learning

Course subject & number

ASL 4189S

**Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.2, 2.1, 2.2  
Relevant Course ELOs: B.1, B.3, B.4, C.1, C.3, C.4, C.5

This course links service experience with academic skills related to a variety of themes (Citizenship, Intercultural Competence, Community Accountability, and Taking Action/Implementing Change) and topics (Creating Cultural Connections, Leadership in Service-Learning, Agents of Change, Community Cultural Wealth) through:

- (1) interacting with Deaf and Hard of Hearing communities and professionals in authentic work, school, and residential environments for 45 to 50 hours during the semester;
- (2) engaging with specific-guided prompts during class discussions, applying evidence-based, logical reasoning to develop possible actions/solutions they can utilize to take shared responsibility as citizens;
- (3) through student-led small group activities for multi-sensory learning, identifying gaps in understanding, and developing intentional plans to cultivate needed knowledge;
- (4) Assignment #6, "Agents of Change," and Assignment #7, "Hearing Privilege," which entail examination of multiculturalism and underlying issues (social & systemic hierarchies, intercultural competence, community cultural wealth) within the politics of difference and implications for civic engagement;
- (5) completion of weekly Reflection Assignments which act as a scaffold to create an individual, multimedia ePortfolio;
- (6) completion of the Group Presentation which fosters teamwork and collaboration skills as students apply an ethos of "giving back/paying forward to community" with respect, empathy, and new understanding as citizens.

## Service-Learning Course Inventory

**Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.2, 2.2  
Relevant Course ELOs: A.1, A.2, A.3, A.4, B.1, B.4, C.1

Students invest significant time and effort over the course of 15 weeks with their assigned community partner. Throughout the semester, students:

- (1) serve at least 45 to 50 hours during the semester with Deaf and Hard of Hearing communities and professionals in authentic work, school, and residential environments. Students document their observations, personal relevance, connections to course readings/materials, signs learned, and cultural observations on a daily basis. Service is verified twice during the semester by supervisor-signed Time and Service Logs;
- (2) complete Assignment #1, "Organization Action Research," requiring research into their community partner's organization/agency/business/school, including their founding and history, mission, connections to public policy, and employment structures. Several weeks later, students expand their understanding by further exploring the "Site's Purpose, Culture, and Procedures" (Assignment #4) as well as their sites' internal issues, availability of resources, and service delivery to the community in need;
- (3) submit two "Conceptual Accuracy Videos" (Assignments #5 & #9) to demonstrate their growing understanding of ASL pragmatics and reflect on the semantics of signs and concepts used within the context of their service engagement;
- (4) engage in instructor-led class discussions and activities (i.e. role play and simulations) using evidence-based logical reasoning to evaluate systemic issues observed and range of benefits experienced by individuals within the service site placement;
- (5) create an ePortfolio which incorporates aspects of their weekly Reflection Assignments, evidence-based sources, and a collection of artifacts to document their development of intercultural competence and evolving identity as a citizen during their service journey throughout the semester;
- (6) participate in student-led Small Group Activities scaffolding to final Group Presentation making connections of course themes within their service experiences through self-reflections, personal assets, and/or skills.

**Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 2.1, 2.2  
Relevant Course ELOs: A.1, A.2, A.3, A.4, B.2, B.4, C.2, C.3, C.4, C.5

With language (ASL) as a primary foundation of this course, the importance of regular and open communication is constantly emphasized. Furthermore, clear and timely communication is crucial for success in any service-learning course. Several months before the semester, the instructor contacts community partners to determine their ability to host/supervise students and identify the student skills and the types of service tasks students can fulfill. At least one month before the semester begins, instructors request students complete an inventory to share their skills, interests, experience, and daily schedules in order to determine placements that are suitable for each student and the community partners.

The instructor is designated as the primary point of contact for each service site (typically 5-8 sites during any given semester) and each community partner has a designated site supervisor responsible for providing orientation and general guidance. Students and their site supervisors interact regularly during service and are asked to discuss performance expectations, progress, and service exit plans.

Students have frequent opportunities to engage with a variety of peers through in-class discussions about roadblocks, role playing scenarios about boundaries and assertiveness, a cohort of peers serving with the same community partner, student-led Small Groups Activities, peer review of ePortfolio drafts, and final Group Presentations.

Approximately four weeks before the final Group Presentation Day, the instructor meets with each group to ensure students are communicating with each other, roles and responsibilities for the presentation content are delineated, and the group is on track toward satisfying the requirements.

## Service-Learning Course Inventory

**Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.1, 1.2, 2.1, 2.2

Relevant Course ELOs: A.1, A.2, A.3, A.4, B.1, B.2, C.1, C.2, C.3

Each signed interaction at the student's service site results in immediate feedback – Does the student understand the Signer? Does the other person understand the student's signed communication? Use of a second language while engaging in service within a community to which one is an "outsider" adds a layer of complexity unusual in most service-learning courses. As such, this course is designed to provide frequent opportunities to discuss and unpack experiences students encounter during their service. Each class opens with "taking the pulse" on how students are progressing with their service, drawing out any roadblocks, surprises, and/or ah-ha moments. When students present a challenging experience, the instructors encourage peers to brainstorm strategies and suggestions.

Assigned readings from Guidance for Service-Learning focus on soft skills and sticky situations related to boundaries, expectations, work ethic, building professional relationships, communication, assertiveness, empathy, and self-determination. These topics serve as yet another springboard for class discussion and activities. Groups are given the opportunity to role play scenarios requiring some degree of assertiveness and classmates then provide feedback on how concerns were expressed and strategies for clarifying their message. This activity provides a safe space for students to practice being assertive without fear of offending or damaging a relationship.

Each week, students receive regular feedback from the instructor. For the weekly Reflection Assignments, students are evaluated via rubrics AND in narrative form. The first of the two Time and Service Logs is a "check-in" to ensure students are making adequate progress toward completing their required service hours. Halfway through the semester, students receive feedback from the instructor on their ePortfolio progress. Several weeks later, each student uses guided prompts to complete two peer reviews which share insight from an "audience" other than the instructor. Service site supervisors complete an evaluation of students' performance which is also shared with student. The final Group Presentations are made to an audience comprised of peers, friends, family, ASL students, ASL instructors, and university stakeholders. At the conclusion of the presentation, each group fields questions from the audience – receiving real-time feedback about the clarity of communicating their service journey.

**Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.1, 1.2, 2.1, 2.2

Relevant Course ELOs: A.1, A.2, B.1, B.2, B.3, B.4, C.1, C.2, C.3, C.4, C.5

A main tenet of service-learning is the prioritization and integration of reflection. Some of the many benefits of reflection include giving meaning to the experiences within Deaf and Hard of Hearing communities, discovering ways to improve the quality and quantity of service, and developing a "spirit" of life-long service and civic-mindedness. Students consider how the course content, and their own cultural values frame their perceptions of the service experience through a variety of reflection opportunities such as:

- (1) completion of daily Time and Service Log forms with guided questions to record observations, personal relevance, connections to course readings/materials, signs learned, and cultural observations;
- (2) Reflection Assignments which ask students to document their evolving understanding of what it means to be an engaged citizen and apply course readings and materials to their service experiences. Assignment #1, "Organization Action Research," and Assignment #4, "Site's Purpose, Culture, and Procedures," focus on the research, history, procedures, culture, and policies of the community partner. Students examine communication barriers and social/systemic hierarchies through the lens of their developing personal values, community accountability, and civic responsibilities;
- (3) class discussions to encourage students to move beyond the descriptive nature of experiences – asking them to interpret and evaluate why things happened based on individual and systemic forces;
- (4) the multimedia ePortfolio which is designed for the flexibility to select a variety of modalities (text, captioned videos, infographics, photos) to best express the explicit connections between the course content and their service experience. See sample student ePortfolio: Service-Learning with Cornerstone Supported Living (CSL) & Columbus Colony Elderly Care (CCEC) - Grace Wallace: <https://sites.google.com/view/gracewithccecc/home>

**Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.2, 2.2  
Relevant Course ELOs: A.2, A.3, A.4, B.4, C.1, C.2, C.3, C.4, C.5

Class instruction is presented in ASL with English interpretation to ensure advanced theories and concepts are understood. Students are encouraged to use ASL in the classroom and have the support of interpreters when needed. Students also use ASL at their service sites when interacting with site supervisors, staff, and the clients/students with intention to analyze linguistic aspects of semantics and pragmatics relevant to their site's language usage and culture. Their signed and captioned "Conceptual Accuracy Videos" (Assignments #5 and #9) demonstrate students' application of language skills within the service context.

The ASL GE series courses introduce students to the language, culture, and communities of Deaf and Hard of Hearing people. For most students, this course is the first experience in which students engage with Deaf and Hard of Hearing populations in authentic environments, encountering greater diversity than they previously realized existed. Students work side-by-side with the Deaf and Hard of Hearing populations, using ASL as primary needs for communication. Community accountability via direct engagement within Deaf and Hard of Hearing communities reflects students' interaction with ASL and Deaf culture.

Depending on the assigned community partner site, students in this course engage in various modes of service ranging from direct, indirect, research-based, or advocacy-based service-learning projects. Students may be asked to fulfill an immediate need such as providing a service/product requested by the community partner or to identify community needs either on premises and/or bringing in resources. Projects may involve tackling real-world issues and challenges at the service site as a direct-result of witnessing the social, economic, and political realms of Deaf-Hearing structural dynamics. Examples of service activities include:

- (1) DIRECT SERVICE: accompanying Deaf individuals with intellectual/developmental disabilities during daily living activities (i.e. grocery shopping, cooking, doctor appointments, dining out, hiking);
- (2) DIRECT SERVICE: providing conversation and companionship for Deaf and DeafBlind senior citizens at a skilled-care facility and leading activities (i.e. Bingo, crafts, fingernail painting, organizing activity room supplies, teaching basic sign language);
- (3) DIRECT SERVICE: supporting Deaf children's academic and recreational activities (i.e. classroom aide, tutoring, coaching Girls on the Run or Let Me Run chapters leading recreational sports, joining dorm life, attending field trips to skating and trampoline parks);
- (4) INDIRECT SERVICE: planning and hosting fundraiser events (i.e. cornhole tournament, dining for a cause, design & sale of t-shirts);
- (5) INDIRECT SERVICE: website enhancement and creation of promotional materials (i.e. flyers, social media video announcements);
- (6) INDIRECT SERVICE: captioning videos created by a Deaf yoga instructor;
- (7) RESEARCH BASED: contacting local businesses to locate needed resources;
- (8) ADVOCACY BASED: contacting domestic violence services in all 88 Ohio counties to inform them of DWAVE's trauma-informed services for Deaf and Hard of Hearing survivors.

**Public Demonstration of competence in academic settings and, if possible, in the community engagement site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.1, 1.2, 2.1, 2.2  
Relevant Course ELOs: A.1, A.3, A.4, B.1, B.3, B.4, C.2, C.3, C.4

Deaf and Hard of Hearing communities are small and interconnected. Students are reminded that they not only represent the university during service, but also the OSU ASL Program and the instructor. More than one site supervisor has stated that the service-learning students from this course demonstrate the highest levels of maturity and responsibility. Some of the most "visible" demonstrations of such competence include:

- (1) leading fitness classes for Deaf survivors of domestic violence;
- (2) coordinating a special event (and donation of dolls) for Deaf elementary students at the American Girl store;
- (3) participating in a 5K with the Ohio School for the Deaf chapter of Girls on the Run;
- (4) tapping into personal networks (friends, family, sorority, student organizations) to contribute time, materials, and funds to benefit the community partner;
- (5) create social media content with individuals from their service site.

The completion of 45 to 50 hours of direct service at the community partner's site is the microcosm for emergent civic engagement. Students reframe their thinking about this work through observations, interactions, and class discussions regarding their role as hearing persons within Deaf and Hard of Hearing spaces.

In the classroom, students demonstrate competence during discussions and activities. As the semester progresses, each student leads a Small Group Activity that incorporates a visual aid(s) and/or tactile (hands-on) materials based on the week's assigned content. The course culminates with Group Presentations. During the group's ten-minute oral or signed Presentation (to peers, friends, community partners, and university stakeholders), students make explicit connections between their academic learning and their experiences with the community partner. After each presentation, the audience has the opportunity to ask questions to the presenters.



## Service-Learning Course Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.1, 1.2, 2.1, 2.2  
Relevant Course ELOs: B.1, B.2, B.4, C.2, C.3, C.4, C.5

Service sites are comprised of Deaf and Hard of Hearing people of all ages (toddler to senior citizen), abilities (intellectual/developmental disabilities, DeafDisabled, DeafBlind), language fluency (language deprived to multi-lingual), language modality (oral, sign supported speech, signed English, to ASL), socio-economic backgrounds (unemployed to professionals, supervised living to independent), educational experiences (public schools and state residential schools), among other social locations.

Full immersion into such diverse environments gives students firsthand knowledge as witnesses to individual and systemic stratifications and access to resources. Such situations present challenges, opportunities for strategic thinking, and enhanced intercultural sensitivity. During class discussions, students share their service experiences, observations, and interactions. To encourage empathetic responses rooted in cultural awareness, students are prompted to move beyond descriptive nature of experiences; they are asked to interpret and evaluate WHY things happened based upon individual/systemic forces, social locations, and hierarchies. Their frameworks are transformed from a place of HELPING, to SERVING through civic engagement.

Two major assignments ask students to examine their transformative experiences. The ePortfolio entails artifacts moving from "I to We," showing ways they work together, side-by-side, WITH the community, not FOR them. Final Group Presentations involve the public sharing of students' emergent intercultural competency skills (language, culture, and civic engagement).

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Relevant GE Theme "Citizens for a Just and Diverse World" ELOs: 1.1, 1.2, 2.1, 2.2  
Relevant Course ELOs: A.2, A.3, B.1, B.2, B.3, C.1, C.2, C.3, C.5

Establishing a sense of inclusion and safety begins at least one month before the semester begins. Students complete an inventory about their skills, interests, experiences, daily schedules, and ranking of placement preferences in order to determine the most suitable community partner site for the student. This process is especially valuable when a student's schedule best aligns with a community partner/environment to which the student indicates a strong aversion, allowing the instructor to honor individualized needs and experiences.

Various pathways allow the instructor and students to get to know each other and communicate effectively. Anecdotes and ideas are shared through class discussions, conversations before and after class, email, narrative feedback on assignments, and prompts designed to connect students' cultures, languages, and life experiences with course knowledge. Personal interactions via dyads, small groups, and large groups provide spaces of safety and belonging while engaging with coursework. The textbook, Learning Through Serving, can be accessed in multiple formats (print, digital) and is available new, used, and through the OSU library. All spoken and signed video content on Carmen/Canvas is captioned to ensure accessibility.

Students assigned to the same community partner are encouraged to exchange contact information and carpool when appropriate. Communication expectations and potential concerns between instructor-supervisor, supervisor-student, student-student, and student-instructor are addressed through assigned readings, class discussions, and role play activities.

Due to hearing society's historical attitudes, beliefs, and practices that affect Deaf and Hard of Hearing communities, students may have initial trepidation that they will not be welcomed into the Deaf and Hard of Hearing communities. The instructor consciously works to assuage these concerns by offering a culturally-balanced pedagogical approach when tackling cultural and ethical issues. Another way to increase students' transition into their service site relates to key lessons in the course – critical consciousness and the "3 -sets" of mindset, skillset, and heartset. Prior to entering Deaf-centric spaces, students examine their values when interacting and within each of the three "-sets". In doing so, the student's spirit of open-mindedness and open-heartedness is apparent from their very first visit to their placement site. Students report feeling welcomed and a genuine sense of belonging after just one day of service.

When site supervisors conduct orientation, they outline relevant policies and protocols for their organization/agency/business/school. Certain sites may have detailed safety and security procedures in place. For example, Deaf Services Center is located downtown in a secured office building that requires a sign-in logbook and to be buzzed in by security staff. Once you arrive to the DSC floor, a staff person must admit you into the locked DSC offices (despite having no auditory or visual alerting system). The Ohio School for the Deaf is located on a 235-acre campus. They must be aware who is on the campus at all times to ensure the 24/5 safety of children and staff. At schools and Columbus Colony Housing, regular fire, tornado, and lock down drills help to prepare for emergencies.

**Clear plan to promote this course to get a wider enrollment of typically underserved populations.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Despite ASL 1103 as the course prerequisite, students may feel intimidated by taking a 4000-level course in the ASL Program. Each Autumn semester, the instructors actively publicize and recruit students for the course in a variety of ways including:

- (1) the Group Presentations opened to an audience comprised of peers, friends, family, ASL students, and university stakeholders;
- (2) ASL Program instructors sharing the names of promising students so the service-learning instructors can personally contact students;
- (3) sharing promotional materials including a PowerPoint, FAQ document, student testimonials, and infographics with ASL students and both student organizations (Deaf-Hearing OSU and Minority Students Learning Signs);
- (4) the host of each semester's Center for Languages, Literatures, and Cultures World Language Party promoting the service-learning course to students who are interested in the ASL Studies minor (and the currently proposed major);
- (5) the ASL Program website displays ePortfolios from previous cohorts and FAQs <https://asl.osu.edu/courses/asl-4189S>;
- (6) an application process for successful service-learning students to receive a stipend to extend their service an additional month after the semester concludes;
- (7) feature articles in ASC College News, Hagerty Happenings, and The Lantern.