



April 2, 2020

Associate Professor Alison Crocetta
Chair, Arts and Sciences Curriculum Committee

Re: Approval of a new Minor Program in American Sign Language Studies

Dear Alison,

On March 24, 2020, the Arts and Humanities Panel 1 of the ASCC reviewed a proposal to create a new Minor program in American Sign Language Studies. The program consists of well-structured required course sequences which have been offered regularly with increased enrollments for the past three years. In addition, the program includes six elective courses which provide students with the opportunity to engage in high impact educational practices.

The panel members agreed that this new program will contribute to the national needs of offering an ASL Studies minor that goes beyond the more commonly focus area of Interpreting and Deaf Studies at other institutions. The panel approved the proposal via email with minor recommendations, which have been resolved. We now advance the proposal to the Arts and Sciences Curriculum Committee with a motion to approve.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Taleghani-Nikazm", followed by a horizontal line.

Carmen Taleghani-Nikazm
Professor
taleghani-nikazm.1@osu.edu



February 21, 2020

Dear Colleagues,

I am pleased to write in strong support of the proposed ASL Studies minor program which has been carefully developed and reviewed by the ASL faculty. The vision for an ASL Studies minor began in 2016 and the program has been making consistent efforts since then leading up to this proposal. Since 2016, we have developed 3 new ASL courses and significantly revised one additional three-credit course that was already in the catalog. In addition, we have offered each of these courses at least two times since they were developed and have surpassed minimum enrollments each time they were offered. The following table illustrates enrollments in minor level course since 2017:

	ASL 2000	ASL 3000	ASL 4000
SP2017			16
AU2017		20	
SP2018	20		23
AU2018	28	18	
SP2019	43	13	20
AU2019	31	18	8
SP2020	8	10	22

The proposed minor program establishes 4 program goals centered on ASL proficiency, intercultural competence, understanding of ASL in relation to spoken language, and knowledge of various types of literary production in ASL. It meets these goals through a well-structured three course sequence that builds on competencies gained in the ASL 1101-1103 sequence. In addition, it offers students the opportunity to engage in high impact educational practices through a menu of six elective classes.

We are proud to have secured concurrences from our most significant program partners including English, Linguistics, and the College of Education and Human Ecology. We attempted to secure concurrence from Speech and Hearing Sciences but did not receive a response within the two-week window.

Given the fact that the courses in the minor have been offered consistently over the past three years and that students nearing graduation have enrolled in these courses, we believe that many students will immediately take advantage of this minor once it is approved. In order to make this opportunity available to these students, I am requesting an **expedited review** of this proposal. Our aim is for the minor to be available to students beginning in Autumn 2020.

Sincerely yours,

Glenn A. Martínez, PhD MPH
Martinez.474@osu.edu

**Center for Languages Literatures and Cultures
Request for Program Proposal**

Minor in American Sign Language (ASL) Studies

The American Sign Language Program is submitting this proposal to offer a minor in American Sign Language Studies beginning Autumn 2020. The American Sign Language Program, with support from the Center for Languages, Literatures and Cultures (in terms of Fiscal and HR support), will be responsible for administering the program.

Preamble

Direct communication is essential to the human experience. American Sign Language (ASL) as a means of direct communication has been misunderstood as an mere process of making pictures through gesture. This assumption has lent credence to the view that ASL is but a simplified gestural form of English. Extensive research in recent decades, however, has established ASL as an autonomous, natural language, comparable in complexity and expressiveness to verbal languages. The study of ASL, therefore, provides opportunities for exploration into how human languages take shape in a medium of expression other than speech. Since one cannot separate language from its users, exploring the associated ASL and Deaf communities is essential to a holistic approach of studying this growing field. This proposal envisions the creation of a minor in ASL Studies with a focus on developing intercultural competencies in a visual language which is not only semantically and grammatically different from the students' own language, but to also broaden and enrich their knowledge of and their respect for ASL and the communities who use it. The proposed ASL Studies minor will thus provide a key complement to students in a range of majors throughout the College of Arts and Sciences and beyond.

A minor in ASL Studies will foster students' language development as well as their relationships in the different communities that are part of linguistic minorities both in the United States and globally. Upon the conclusion of our first Assessment Report to the College of Arts and Sciences, the ASL program recognized that that it was time to move forward with the minor. We identified gaps in our GE curriculum and in order to address those gaps, our curriculum would need revisions. This realization then led to the discussions of expanding our footprint here at OSU by the expansion of the development of language competencies in our students. ASL students were surveyed to determine how such an expansion would be received; an overwhelming number of students stated their desire to continue to learn and study American Sign Language.

Program Goals and Objectives:

1. Students will continue to develop their ASL Interpersonal and Interpretive (comprehension) language skills.
2. Students will understand and appreciate the concepts of intercultural competence and their personal development of intercultural competence throughout the courses.
3. Students will be able to compare and contrast how ASL is a natural language equal to spoken languages.
4. Students will be able to differentiate between various types of literature that holds a significant place in the Deaf and ASL communities.

List of courses that will be utilized as requirements or electives:

All courses listed as requirements or electives for the proposed ASL Studies minor are currently offered by the ASL program, the CLLC and partner departments such as English and Linguistics. The following courses are required for the proposed ASL Studies minor:

1. **ASL 2104:** American Sign Language Conversational Discourse, 3 credit hours.
2. **ASL 3105:** American Sign Language Literature, 3 credit hours.
3. **ASL 3350:** American Deaf Arts and Literature, 3 credit hours.

The following courses have been identified as electives for the proposed ASL studies minor:

4. **ASL 4189S:** Intersection of American Sign Language, Deaf Culture, and the Deaf Community Service Learning Course, 3 credit hours.
5. **CLLC 3301.01S*:** Intercultural Competence for Global Citizenship, 2 credit hours.
6. **CLLC 3301.02S*:** Intercultural Competence for Global Citizenship Summer Camp, 1 credit hour.
7. **CLLC 3302S:** Intercultural Competence for Global Citizenship After School Program, 3 credit hours.
8. **CLLC 5100:** Introduction to Community Interpreting, 3 credit hours.
9. **ENGLISH 2277:** Introduction to Disability Studies, 3 credit hours.
10. **LING 2000:** Introduction to Linguistics, 3 credit hours.

To sustain the minor, the ASL Program will not need to develop any new courses in support of the ASL Studies minor program.

Program Sheet:

See attached.

Similar Programs at other universities:

Ohio State is in a unique position to offer this minor. The OSU ASL program has a passionate and dedicated team of ASL Senior Lecturers and Lecturers committed to expanding and broadening the ASL experience of students. Nationally there are a small number of schools with programs specifically focused on ASL Studies as an area of focus. In the State of Ohio, the universities and colleges that offer majors and/or minors related to ASL are most often focused on Interpreting and/or Deaf Studies. The following are some examples of institutions in Ohio that have such programs: Columbus State Community College (Interpreter Education Program), Cincinnati State Community College (Interpreter Training Program), Kent State University (2 majors: American Sign Language and ASL/English Interpreting), Shawnee State University (Deaf Studies), Sinclair Community College (Interpreter Education Program), University of Akron (2 certificates: First Responder Certificate in ASL and a Manual Communication Certificate), University Of Cincinnati (Deaf Studies Certificate), Wright State University (Major – Sign Language Interpreting). Expanding beyond the State of Ohio to look at the Big Ten Academic Alliance, the University of Iowa was the only institution to offer a minor in ASL. If the BTAA institution currently offer ASL, it is as a General Education course similar to what we currently offer.

By offering an ASL Studies minor at OSU, we would be one of a select few schools in Ohio leading and expanding the field of ASL beyond Interpreting and Deaf Studies as well as leading the BTAA in offering a program beyond general education courses. The ASL Studies minor would create professionals who can

utilize the language relevant to their field, create direct interactions with the associated communities, as well as generate opportunities for research currently unexplored.

Curriculum Plan:

The proposal is for a 12 credit hour minor in American Sign Language Studies. All students will take the ASL series of 1101, 1102, and 1103 prior to taking some of the required minor courses. Students must pass all three of the courses in the series with a grade of C, or higher. Students can take one of the required courses, ASL 3350, prior to starting their ASL language courses.

Nine of the credit hours will be satisfied by the three required core courses. The final three credit hours will be satisfied by selecting one elective course from a list of options. All of the courses (required and elective) are regularly scheduled and are currently being taught or have been taught during the past two years.

Required Core Courses (3)

1. **ASL 2104:** American Sign Language Conversational Discourse, 3 credit hours. This course is designed to develop conversational discourse and personal narrative skills in ASL. Students will continue the development of ASL communication skills both receptively (listening) and expressively (speaking), by expanding on ASL vocabulary and ASL grammar. These skills will allow students the ability to expand conversations in ASL beyond every day topics. Course instruction and activities are in the target language of ASL. This course has a prerequisite of completion of ASL 1103 with a C or better. This course is currently being offered.
2. **ASL 3105:** American Sign Language Literature, 3 credit hours. This course is an introduction to American Sign Language Literature through exploration and analysis of storytelling and poetry of the American Deaf Community. Students will expand their expressive (speaking) and receptive (comprehension) skills by examining and deciphering ASL Literary works by native ASL users as well as by creating their own works of literature using ASL. Topics to be discussed range from the history and definition of ASL Literature, ASL Storytelling features, incorporating ASL for aesthetic expression, and ASL poetry forms and features. This course has a prerequisite of completion of ASL 2104 with a C- or better. This course is currently being offered.
3. **ASL 3350:** American Deaf Arts and Literature, 3 credit hours. This course will survey literary and artistic works, specifically in America, about being deaf/Deaf that are written or created by individuals who are American and deaf/Deaf. Through the application of critical, literary, historical, and production theories, we will develop an understanding and appreciation of the complexities of experiencing, living and identifying with, and reflecting on, being deaf/Deaf in America. This course does not have a prerequisite, although some basic knowledge in American Sign Language will be of benefit to the student. This course is currently being offered.

Elective Courses (1 from the following list):

- **ASL 4189S:** Intersection of American Sign Language, Deaf Culture, and the Deaf Community Service Learning Course, 3 credit hours. This course is 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. This course has a prerequisite of ASL 1101. This course is currently being offered.
- **CLLC 3301.01S*:** Intercultural Competence for Global Citizenship, 2 credit hours. This course is preparation for teaching in the one-week summer camp for elementary and/or middle school children (3301.02S). Students will learn the theories, skills and techniques involved in teaching world languages and cultures and will prepare the teaching materials that they will use in the summer camp. The prerequisite for this course is for students to have a grade of B or above in a 2000-level world language course. Not open to students with credit for 3302S.
- **CLLC 3301.02S*:** Intercultural Competence for Global Citizenship Summer Camp, 1 credit hour. Students will participate as assistants and instructors in a one-week summer camp for elementary and/or middle school children. Students will assist with the running of the camp, teach a two-hour full immersion language lesson in a world language (other than English), teach a one-hour culture lesson in English, and organize and teach an international game. The prerequisite for this course is CLLC 3301.01S.
- **CLLC 3302S:** Intercultural Competence for Global Citizenship After School Program, 3 credit hours. Students will learn theories, skills and techniques involved in teaching world languages and cultures and will prepare the teaching materials that they will use to teach a world language at a local elementary and/or middle school. The prerequisites for this course are a grade of B or above in a 2000-level world language course. Not open to students with credit for 3301.02S.
- **CLLC 5100:** Introduction to Community Interpreting, 3 credit hours. Introduces students to the foundational aspects of community interpreting. Students will explore the profession of community interpreting with emphasis on its core ethical principles, protocols and skills, strategies for mediation in the interpreted encounter, and the role and professional identity of the interpreter.
- **ENGLISH 2277:** Introduction to Disability Studies, 3 credit hours. Foundational concepts and issues in disability studies; introduction to the sociopolitical models of disability. The prerequisite for this course is English 1110.01 or equivalent.
- **LING 2000:** Introduction to Linguistics, 3 credit hours. Examination of language as a system of human communication; provides students with the tools needed for the recording, investigation, and close analysis of language. The prerequisite for this course is that the course is not open to students with credit for 2000H or 201.
- **LING 2000H:** Introduction to Linguistics, 3 credit hours. Examination of language as a system of human communication; provides students with the tools needed for the recording, investigation, and close analysis of language. The prerequisite for this course

is to have honors standing and the course is not open to students with credit for 2000 or 201.

*CLLC 3301.01 and CLLC 3301.02 must be taken together to meet elective course requirements.

The following table lists the forecasted offerings of required courses and number of sections in the ASL Studies minor over the next three years:

<i>Course</i>	<i>AU 2020</i>	<i>SP 2021</i>	<i>AU 2021</i>	<i>SP 2022</i>	<i>AU 2022</i>	<i>SP 2023</i>
<i>ASL 2104</i>	1 section	1 section	2 sections	2 sections	2 sections	2 sections
<i>ASL 3105</i>	1 section	1 section	1 section	2 sections	2 sections	2 sections
<i>ASL 3350</i>	1 section		1 section	1 section	2 sections	2 sections

Admissions:

The ASL Studies minor will be open to OSU undergraduate students who have completed the ASL GE sequence (ASL 1101, ASL 1102 and ASL 1103) at OSU or at another university. It is anticipated that the minor will appeal to students primarily in the College of Arts and Sciences, as well as extend to those in other colleges such as: College of Education and Human Ecology, College of Social Work, and College of Public Health to name a few. As mentioned previously, we believe that students particularly those majoring in linguistics, medicine, law, deaf education, special education, counseling, anthropology, history, psychology, speech pathology, audiology, and social work will recognize immediate connections and applications of the ASL Studies minor to their major disciplines.

Recruitment:

Currently, there are approximately 30 students who have already completed the coursework or are in the process of completing the coursework for an ASL Studies minor as conceived in this proposal. In addition to students who have already completed the requirements, over 650 students are currently enrolled in the General Education ASL series of 3 courses (1101-1103) between the Columbus and 3 regional branches. Students taking the ASL series are from a variety of disciplines throughout the university and as they proceed through the language series, they attempt to draw connections relevant to their major areas of study. The ASL Studies Minor will expand on those connections and provide students with intercultural competencies to work and communicate with Deaf and hard of hearing people. According to an informal straw poll of 400 enrolled ASL students, approximately 174 students out of 400 expressed an interest in an ASL minor. Students surveyed provided their thoughts and concerns regarding the ability to achieve such a minor before graduation including availability of seats in pre-minor courses (1101-1103) and scheduling of required courses in the minor (2104, 3105 and 3350) given upper division requirements such as student teaching practica and field placements. We have addressed these concerns by opening up more sections of ASL 1101-1103 and by varying the scheduling of ASL 2104, 3105 and 3350 including evening options. We believe that these adjustments will maximize the potential candidate pool for the ASL Studies minor.

The minor will be continuously advertised to current undergraduate students in the ASL GE program as well as in key undergraduate programs in the Colleges of Arts and Sciences, Education and Human Ecology, and Social Work.

Acceptance:

Students who complete ASL 1103 or its equivalent will be eligible to declare the minor in ASL Studies.

Professional Placement:

We have intentionally designed the ASL Studies minor program to offer enrolled students a vision for potential professional applications of ASL. Within our menu of elective courses we have included ASL 4189S, a service-learning course that engages students with local agencies serving Deaf communities, CLLC 3301.01S, 3301.02S and 3302S, a service-learning course that provides opportunities for language teaching at the middle school level, and CLLC 5100, a course in community interpreting. These course options will help students to build networks among agencies that serve Deaf communities and provide a window into the multiple applications of ASL within their chosen major area.

Human Resources:

Faculty members who teach in the ASL program include a cohesive team of Senior Lecturers and Lecturers with a wide variety of skills and experiences on all 4 OSU campuses. The ASL instructional team has been integral to the development of this proposal. The ASL faculty includes:

- a. Marla Berkowitz
- b. Tammy Eckard
- c. Crystal Kupar
- d. Lauren Sanders
- e. Trena Shank
- f. Tamara Steele
- g. Kristin Wickham-Saxon

Staff members necessary to support this program include:

- a. Tia Jones, Academic Program Coordinator, CLLC – Tia Jones will serve as the Academic Program Coordinator for the ASL Studies minor program. Tia will provide services related to curriculum proposals and course scheduling, and coordinate advising services for students enrolled in the program. She will also provide instruction.
- b. Estephanie Ortiz, Outreach Coordinator, CLLC – Estephanie Ortiz will serve as the Outreach Coordinator for the ASL Studies program.
- c. Charlie Boss, Communication Specialist, CLLC – Charlie Boss will serve as Communication Specialist for the program developing and coordinating the publicity of the ASL Studies minor program.

We do not anticipate that additional faculty and staff support will be necessary for the successful launch of the minor during its first three years.

Other Resources:

Additional sources of support for the ASL Studies minor program include the Donna Thomas Fund and the Sanders ASL Fund. These two endowments funds may be used to provide for resources or support to students in their pursuit of the ASL Studies Minor. For example, some students who enroll in the ASL 4189 service-learning course are required to complete a background check, the Donna Thomas fund has

been paying to complete the background checks for those students. These funds will also provide honorariums and travel costs to presenters who will be brought to campus to speak and interact with our faculty and students.

Assessment Plan:

The assessment of the ASL Studies minor program will take place on a yearly basis. The assessment will be based on both direct and indirect measures:

Direct Measures

1. Student will take an OSU-administered assessment through CARMEN that will be reflective in nature. The assessment will be administered while the student is enrolled in ASL 3105. The questions will measure ability in the following three program goals:

PROGRAM GOAL	MILESTONE 1	MILESTONE 2	CAPSTONE
STUDENTS WILL CONTINUE TO DEVELOP THEIR ASL INTERPERSONAL AND INTERPRETIVE (COMPREHENSION) LANGUAGE SKILLS.	Student effectively communicates using ASL skills interpersonally and interpretively.	Student proficiently communicates using ASL skills interpersonally and interpretively.	Student exceptionally communicates using ASL skills interpersonally and interpretively beyond the expectations of the courses.
STUDENTS WILL UNDERSTAND AND APPRECIATE THE CONCEPTS OF INTERCULTURAL COMPETENCE AND THEIR PERSONAL DEVELOPMENT OF INTERCULTURAL COMPETENCE THROUGHOUT THE COURSES.	Students identify the concepts of intercultural competence and begin to recognize their own personal development of competencies.	Students have an evolving awareness of their personal development of intercultural competencies and are able recognize their own strengths and areas of improvement for the competencies.	Students continuously demonstrate attitudes and qualities of an interculturally competent citizen as well as begin to share their knowledge and appreciation of intercultural competencies with other people.
STUDENTS WILL BE ABLE TO DIFFERENTIATE BETWEEN VARIOUS TYPES OF LITERATURE THAT HOLDS A SIGNIFICANT PLACE IN THE DEAF AND ASL COMMUNITIES.	Students will be able to identify and explain the types and differences of literature that are a part of the Deaf and ASL communities.	Students will be able to analyze, summarize, and provide examples of the types of literature that are a part of the Deaf and ASL communities.	Students will be able to demonstrate the differences in the types of literature of literature that are a part of the Deaf and ASL communities by providing examples in ASL.

Indirect Measures

2. We will develop and administer a pre-graduation survey that will prompt students to offer a self-assessment with regards to four program goals. Aggregated responses will be very helpful in fine-tuning the curriculum as the program positions itself for further growth.

Curriculum Map:

Pre-Minor (Complete the following three courses):

1. **ASL 1101:** Elementary American Sign Language I
2. **ASL 1102:** Elementary American Sign Language II
3. **ASL 1103:** Intermediate American Sign Language

Required Courses (Take the following three courses):

1. **ASL 2104:** American Sign Language Conversational Discourse, 3 credit hours.
2. **ASL 3105:** American Sign Language Literature, 3 credit hours.
3. **ASL 3350:** American Deaf Arts and Literature, 3 credit hours.

Elective Courses (Take 1 of the following courses):

1. **ASL 4189S:** Intersection of American Sign Language, Deaf Culture, and the Deaf Community Service Learning Course, 3 credit hours.
2. **CLLC 3301.01S*:** Intercultural Competence for Global Citizenship, 2 credit hours.
3. **CLLC 3301.02S*:** Intercultural Competence for Global Citizenship Summer Camp, 1 credit hour.
4. **CLLC 3302S:** Intercultural Competence for Global Citizenship After School Program, 3 credit hours.
5. **CLLC 5100:** Introduction to Community Interpreting, 3 credit hours.
6. **ENGLISH 2277:** Introduction to Disability Studies, 3 credit hours.
7. **LING 2000:** Introduction to Linguistics, 3 credit hours.
8. **LING 2000H:** Introduction to Linguistics, 3 credit hours.

American Sign Language (ASL) Studies Minor

Coordinating advisor: Tia Jones, American Sign Language Program, 100 Hagerty Hall, 1775 College Rd, Columbus, Ohio 43210. <https://asl.osu.edu/>

The 12 credit hour American Sign Language (ASL) Studies Minor will add to undergraduates major field of study by creating professionals who can utilize ASL relevant to their field, create direct interactions with local Deaf communities, as well as generate opportunities for research currently unexplored.

The ASL Studies Minor consists of 12 hours of course work beyond 1103. All courses are three credits unless otherwise indicated. All students must take the three (3) required core courses and then select one (1) course from the list of elective courses.

Required core course (9 credits):

- **ASL 2104:** American Sign Language Conversational Discourse (3)
- **ASL 3105:** American Sign Language Literature (3)
- **ASL 3350:** American Deaf Arts and Literature (3)

Elective Courses (3 credits):

Students will choose one of the following courses:

- **ASL 4189S:** Intersection of American Sign Language, Deaf Culture, and the Deaf Community (3)
- **CLLC 3301.01S:** Intercultural Competence for Global Citizenship (2)*
- **CLLC 3301.02S:** Intercultural Competence for Global Citizenship Summer Camp (1)*
- **CLLC 3302S:** Intercultural Competence for Global Citizenship After School Program (3)
- **CLLC 5100:** Introduction to Community Interpreting (3)
- **ENGLISH 2277:** Introduction to Disability Studies (3)
- **LING 2000:** Introduction to Linguistics (3)
- **LING 2000H:** Introduction to Linguistics (3)

*CLLC 3301.01 and CLLC 3301.02 must be taken together to meet elective course requirements.

ASL Studies Minor Program Guidelines

The following guidelines govern the minor.

Required for graduation: No

Credit hours required: A minimum of 12. 1000-level course work shall not count towards the minor.

Transfer and EM credit hours allowed: A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE: A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s):

- The minor must be in a different subject than the major.
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required:

- Minimum C- for a course to be counted towards the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits: No more than 3 credit hours.

Minor approval: The minor course work must be approved by the academic unit offering the minor.

Filing the minor program form: The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor: Once the minor program is filed in the college office, any changes must be approved by ASL Studies Minor advisor.

From: [Martinez, Glenn A.](#)
To: [Jones, Tia](#)
Subject: FW: Concurrence
Date: Saturday, February 22, 2020 11:15:38 AM

Sent from [Mail](#) for Windows 10

From: Warhol, Robyn <warhol.1@osu.edu>
Sent: Saturday, February 22, 2020 11:01:49 AM
To: Martinez, Glenn A. <martinez.474@osu.edu>
Subject: Concurrence

Hi, Glenn—

English and Disability Studies are glad to concur with the proposal for an ASL program.
Thanks for checking with us—

Robyn

Robyn Warhol
Arts & Sciences Distinguished Professor and Chair
Department of English
The Ohio State University
Cell: (614) 370-4310

FYI

Sent from [Mail](#) for Windows 10

From: Patton Davis, Lori <pattondavis.1@osu.edu>
Sent: Monday, February 24, 2020 8:50:53 PM
To: Martinez, Glenn A. <martinez.474@osu.edu>
Subject: Re: ASL proposal

Hello Glenn. Concurrence is fine. I've shared your document with Peter Paul our Special Education program chair and he agrees.

From: "Martinez, Glenn A." <martinez.474@osu.edu>
Date: Friday, February 21, 2020 at 6:12 PM
To: "Patton Davis, Lori" <pattondavis.1@osu.edu>
Subject: FW: ASL proposal

Dear Prof Patton Davis,

Please find attached a draft proposal for the creation of a minor in ASL Studies. Our faculty have been hard at work over the past several years in developing and piloting the upper division courses to serve this minor. I think the program would be attractive to students in educational studies, specifically those pursuing a career in special education. Would you please review and/or pass along to the appropriate members of the Department of Educational Studies to grant concurrence? Thanks in advance for your cooperation.

All best,
Glenn

Sent from [Mail](#) for Windows 10

From: [Jones, Tia](#)
To: [Jones, Tia](#)
Subject: FW: Linguistics concurrence
Date: Wednesday, March 11, 2020 1:56:16 PM

From: Martinez, Glenn A. <martinez.474@osu.edu>
Sent: Wednesday, March 11, 2020 9:48 AM
To: Jones, Tia <jones.2246@osu.edu>
Subject: FW: ASL proposal

Sent from [Mail](#) for Windows 10

From: Clopper, Cynthia <clopper.1@osu.edu>
Sent: Tuesday, February 25, 2020 11:55:30 AM
To: Martinez, Glenn A. <martinez.474@osu.edu>
Subject: Re: ASL proposal

Dear Glenn,

The Department of Linguistics grants concurrence for the minor in ASL Studies.

Our only suggestion is to include LING 2000H alongside LING 2000 as a possible elective, to make the minor more attractive to honors students.

Thank you,
Cynthia

Cynthia G. Clopper (she/her/hers)
Professor and Chair
Department of Linguistics
Ohio State University
(614) 292 8235
clopper.1@osu.edu

On Feb 21, 2020, at 6:04 PM, Martinez, Glenn A. <martinez.474@osu.edu> wrote:

Dear Cynthia,

Please find attached a draft proposal for the creation of a minor in ASL Studies. The proposed program included Ling 2000 as one of the elective courses. I think it would also be attractive to students in linguistics more generally. Would you please review and/or pass along to the appropriate members of the Department of Linguistics to grant concurrence? Thanks in advance for your cooperation.

All best,
Glenn

Sent from [Mail](#) for Windows 10

From: [Jones, Tia](#)
To: [Jones, Tia](#)
Subject: FW: SHS concurrence request
Date: Wednesday, March 11, 2020 1:53:49 PM
Attachments: [ASL Studies Minor Proposal v4.docx](#)

From: Martinez, Glenn A. <martinez.474@osu.edu>
Sent: Wednesday, March 11, 2020 10:00 AM
To: Jones, Tia <jones.2246@osu.edu>
Subject: FW: ASL proposal

Please include in the ASL Studies proposal.
Gm

Sent from [Mail](#) for Windows 10

From: Martinez, Glenn A. <martinez.474@osu.edu>
Sent: Friday, February 21, 2020 6:07:26 PM
To: Fox, Robert <fox.2@osu.edu>
Subject: FW: ASL proposal

Dear Rob,

Please find attached a draft proposal for the creation of a minor in ASL Studies. I think this program would also be attractive to students in speech and hearing sciences. Would you please review and/or pass along to the appropriate members of the Department of SHS to grant concurrence? Thanks in advance for your cooperation.

All best,
Glenn

Sent from [Mail](#) for Windows 10