From: Smith, Randy
To: Wickham-Saxon, Kristin
Cc: Sutherland, Sue; Kwiek, Nicole; Reed, Katie; Smith, Randy; Duffy, Lisa; Hunt, Ryan; Vankeerbergen, Bernadette; Martin, Andrew; Aski, Janice; Renga, Dana; Horn, David; Jones, Norman; Daly, Meg; Orr, James; Wiser, Beth; Zadnik, Karla
Subject: Establishment of an ASL Access, Equity, and Inclusion Major
Date: Thursday, November 7, 2024 3:28:55 PM
Attachments: image001.png

Kristin:

The proposal from the College of Arts and Sciences to establish an ASL (American Sign Language) Access, Equity, and Inclusion major, leading to the Bachelor of Arts degree, was approved by the Council on Academic Affairs at its meeting on November 6, 2024. Thank you for attending the meeting to respond to questions and comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2025).

I will now work with the College of Arts and Sciences to prepare the proposal for submission to the Ohio Department of Higher Education. I would expect action at that level in Winter 2025. I will monitor its progress closely. The program may not be offered until that level of approval is secured.

The Office of the University Registrar will help you with any implementation issues.

If you have any questions, please contact the Chair of the Council, Professor Sue Sutherland (.43) , or me.

I wish you the best with this new program.

Randy

THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.
Vice Provost for Academic Programs
Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201
614-292-5881 Office
smith.70@osu.edu
Assisted by:
Katie Reed
Executive Assistant
(614) 292-5672
reed.901@osu.edu

Good morning,

Responses to your five questions are provided in blue font below. Should you need additional information, please do not hesitate to let us know.

Best regards,
Kristin

1. The circumstances around the proposing unit are a little confusing. Within the supporting letter as well as the proposal verbiage, we see the following units named: Center for Languages, Literatures, and Cultures, the ASL Center for Teaching, Training and Deaf Equity, and the Center for ASL and Deaf Equity. **Could you please clarify the differences among these and how they relate to the proposed major? Has the Center for ASL and Deaf Equity been established, and if not, when is that anticipated? Is it correct to say that this major will be housed in the Center for ASL and Deaf Equity?**
   The Center for Languages, Literatures, and Cultures currently houses the ASL Program and the ASL Studies Minor. Like the minor, our proposed major in ASL Access, Equity, and Inclusion will also be housed within the CLLC.

   To clarify, the Center for ASL and Deaf Equity was established Autumn 2024. This center is not related to the proposed major. Any mention of the ASL Center for Teaching, Training and Deaf Equity was an oversight (this was a "working" title in when developing the proposal for this new center).

2. It appears that there are a number of major courses to be developed, and it's uncertain about the development timeline and the teaching modalities of these courses (aside from ASL4250 and 4350, where they were listed as synchronous online). **Please provide more information about the timeline and anticipated delivery modalities for the major coursework.**

   All of the courses for major have been approved by ASCC. Courses in the major will be taught in-person, with the exception of ASL 4250 and ASL 4350 (*synchronous online). Spring 2025 begins the slow roll-out of the new courses. See below for the expected schedule of 1st offerings for each course.

1st semester offered	New Courses for Major
Spring 2025	ASL 3104: ASL Conversational Discourse II
Autumn 2025	ASL 3450: Life Experiences of Deaf Children
	ASL 4250*: ASL Linguistics
Spring 2026	ASL 3650: American Deaf Culture & History
	ASL 4350*: ASL Accessibility and Social Justice
Autumn 2026	ASL 3750: Intersectionality, d/Deaf Identities, and Memberships in d/Deaf Communities
	ASL 4104: Presentational Language and Discourse Analysis

3. Regarding the program's staffing:
   a. **Is the intent to have 3 faculty members (1 tenure-track and 2 professors of teaching) deliver the bulk of this curriculum? Is that a reasonable instructional staffing expectation given the teaching workload?**

   The major courses will be taught by ASL Program Lecturers, Senior Lecturers, Professors of Teaching, and the tenure-track faculty member. To meet the growing demand and our ability to offer new courses, the College of Arts and Sciences has committed to hiring two additional full-time Lecturers for Autumn 2025. These positions will be posted in early 2025.

   The new courses for the major were developed by ASL Program Lecturers, Senior Lecturers, and the Professors of Teaching. Instructors who wrote the courses will have the first opportunity to teach the class when it is offered. Discussion has begun with other members of the teaching team (ASL Program Lecturers, Senior Lecturers, Professors of Teaching, and the tenure-track faculty member) to gauge interest in teaching existing and new upper-level courses.

   b. **What about an academic advisor for the program's students? We see that Mary Ellen Jenkins is aware of the need for an**

advisor, but does that mean that one will be provided?

> **Dr. Tommy Beyl will be ASC staff advisor for our major and under the supervision of Emily Carpenter (our current ASC staff advisor for the minor).**

4. Regarding the well-designed program assessment plan: the SLPI:ASL/ASLPI offer a robust, standardized means of assessing Goal 1. You acknowledge the issue of funding – **could you please share more about where the funding for these assessments could come from? If you cannot use these standardized assessments, how will you ensure that the backup plan (i.e., an ASL program member will evaluate the students to "the best of their ability") will provide equivalent assessment data?**

> **We have met with the OSU Office of Advancement and hope to identify donors/endowments.**

> **For the past nine years, our Director of Undergraduate Studies, Kristin Wickham-Saxon, has served as an interviewer and rater for SLPI candidates. She also mentors new SLPI team members. This extensive experience provides the knowledge and experience to administer assessments for students in the major. Should enrollment numbers require additional administration support, Wickham-Saxon can train colleagues to assist.**

5. **Are the Siena program credit hours counted toward the major's electives category?**

> **The Siena, Italy "Study Abroad for Deaf & Signers" allows for eight credits. Seven of these credits are listed as ASL electives in Appendix C: Curriculum Map for Major in ASL and Deaf Studies.**

Siena Study Abroad for Deaf & Signers Course	OSU Course	Credit Hour Equivalent
Italian Sign Language	ASL 3104: ASL Conversational Discourse II	3
Italian Deaf Culture & History	ASL 3350: American Deaf Arts and Literature	3
Italian Language	ASL 5797: Study Abroad	1
	IT 1198.71: Italian on the Ground	1

We continue to explore additional study abroad opportunities for students in the major. Nine credit hours would be the maximum earned toward the major from any study abroad program.

Kristin N. Wickham-Saxon, MEd, NIC
Pronouns: she, her, hers Why?
American Sign Language Program: Assistant Professor, Professional Practice and Director of Undergraduate Studies
Center for American Sign Language and Deaf Equity: Assistant Director
wickham-saxon.1@osu.edu | **asl.osu.edu**

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

THE OHIO STATE UNIVERSITY

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

From: Kwiek, Nicole <kwiek.1@osu.edu>
Date: Wednesday, October 16, 2024 at 9:54 AM
To: Reed, Katie <reed.901@osu.edu>, Martin, Andrew <martin.1026@osu.edu>, Aski, Janice <aski.1@osu.edu>, Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>, Jones, Tia <jones.2246@osu.edu>
Cc: Sutherland, Sue <sutherland.43@osu.edu>, Smith, Randy <smith.70@osu.edu>, Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: CAA Review: Proposal to Establish a Major in ASL Access, Equity, and Inclusion

Perfect, thanks so much Katie!

From: Reed, Katie <reed.901@osu.edu>
Sent: Wednesday, October 16, 2024 9:41 AM
To: Martin, Andrew <martin.1026@osu.edu>; Kwiek, Nicole <kwiek.1@osu.edu>; Aski, Janice <aski.1@osu.edu>; Wickham-Saxon, Kristin <wickham-saxon.1@osu.edu>; Jones, Tia <jones.2246@osu.edu>
Cc: Sutherland, Sue <sutherland.43@osu.edu>; Smith, Randy <smith.70@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: RE: CAA Review: Proposal to Establish a Major in ASL Access, Equity, and Inclusion

Hi all,

There is typically a letter from ASCC. It was not originally uploaded to the curriculum portal, but I did eventually receive it. Attached is the updated proposal. I will upload this version to the subcommittee's Teams folder.

Thanks,
Katie

Hi Nicole
We typically don't have a letter from ASCC supporting these proposals, when they are advanced in the system I write a letter of support from the college, which I believe is part of the package?
Best
Andrew

THE OHIO STATE UNIVERSITY

Andrew W. Martin
Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

Dear colleagues,
My name is Nicole Kwiek, and I lead the CAA subcommittee reviewing your center's proposal to establish a major in ASL Access, Equity, and Inclusion.

It was a pleasure to read your well-reasoned proposal, and pending your responses below, our subcommittee is in favor of moving this forward at an upcoming CAA meeting (likely at the beginning of November).

We have relatively minor questions (listed below) on which we will need clarity before we present at the CAA meeting. **An email with your responses is much appreciated.**

1. The circumstances around the proposing unit are a little confusing. Within the supporting letter as well as the proposal verbiage, we see the following units named: Center for Languages, Literatures, and Cultures, the ASL Center for Teaching, Training and Deaf Equity, and the Center for ASL and Deaf Equity. **Could you please clarify the differences among these and how they relate to the proposed major? Has the Center for ASL and Deaf Equity been established, and if not, when is that anticipated? Is it correct to say that this major will be housed in the Center for ASL and Deaf Equity?**

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3. Regarding the program's staffing:
   a. **Is the intent to have 3 faculty members (1 tenure-track and 2 professors of teaching) deliver the bulk of this curriculum? Is that a reasonable instructional staffing expectation given the teaching workload?**
   b. **What about an academic advisor for the program's students? We see that Mary Ellen Jenkins is aware of the need for an advisor, but does that mean that one will be provided?**

4. Regarding the well-designed program assessment plan: the SLPI:ASL/ASLPI offer a robust, standardized means of assessing Goal 1. You acknowledge the issue of funding – **could you please share more about where the funding for these assessments could come? If you**

cannot use these standardized assessments, how will you ensure that the backup plan (i.e., an ASL program member will evaluate the students to "the best of their ability") will provide equivalent assessment data?

5. **Are the Siena program credit hours counted toward the major's electives category?**

6. ***For Andrew* - I recall typically seeing a letter of support from the appropriate ASC curricular committee in these proposal packages. Is there one here?**

We appreciate your help in providing clarity to these responses as we support your proposal moving closer to the finish line!

Best,
Nicole

Cc: Katie Reed, Sue Sutherland, Randy Smith

THE OHIO STATE UNIVERSITY

Nicole Cartwright Kwiek, PhD, FAPE
Senior Associate Dean for Academic Affairs and Educational Innovation
Clinical Professor of Pharmacy Education and Innovation
College of Pharmacy

138A Parks Hall | 500 W. 12th Avenue, Columbus, OH 43210
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Pronouns: she/her/hers

September 3, 2024

W. Randy Smith, Vice Provost
Council on Academic Affairs
Bricker Hall
CAMPUS

Dear Randy:

I am pleased to endorse the proposal submitted by the Center for Languages, Literatures, and Cultures and the ASL Center for Teaching, Training and Deaf Equity to create a Bachelor of Arts in ASL Access, Equity, and Inclusion. This new major meets a growing student interest in American Sign Language and Deaf Studies, and ensures that as a land grant institution, Ohio State serves the needs of all of its residents, including deaf individuals. This is one of the few programs in the country with such a focus (no such program exists in the Big Ten), and therefore is likely to draw students from beyond the state of Ohio. The major represents a larger effort by the ASL Center for Teaching, Training, and Deaf Equity to respond to the growing interest in ASL teaching and training more broadly.

The proposed curriculum is well designed and accessible. The major does not duplicate any other currently offered at Ohio State and complements other programs in ASC and in other colleges. It has the full support of the College of Arts and Sciences.

Sincerely,

Andrew W. Martin
Associate Dean for Undergraduate Education
Professor, Department of Sociology

THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Department of Spanish & Portuguese

298 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340

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August 29, 2024

Dear Chair and Members of the Arts and Sciences Curriculum Committee:

On March 6, 2024, the Arts and Humanities Subcommittee 2 reviewed a request from the Center for Languages, Literatures and Cultures to create a new undergraduate major in ASL Access, Equity and Inclusion.

The proposed major has the goal of training students in American Science Language and Deaf Studies to create a more supportive society where deaf individuals can thrive. The proposed major responds to the rapid increase in enrollments in ASL and the growing need for professionals in a variety of fields (criminology, education, journalism, medicine, public policy, etc.) with proficiency in ASL, cultural and historical knowledge of Deaf communities in the United States, and the necessary intercultural competencies to serve those communities. Additionally, the proposed major enhances equity in higher education and strengthens OSU's status as a deaf-welcoming institution.

Beyond the pre-requisites (ASL 1101, 1102, and 1103), the 30-credit hour major includes the following:

- 3 core courses (totaling 9 credit hours)
- 7 elective courses (totaling 21 credit hours)

As detailed in the proposal, the new major will offer an innovative combination of ASL, ASL Studies and Deaf Studies with a focus on access, equity and inclusion, and will provide a curricular pathway unavailable at our peer institutions in the Big Ten.

A&H Subcommittee 2 voted unanimously to approve the request with eight contingencies and one recommendation. Those items have since been addressed by the unit and the proposal is now advanced to the ASCC with a motion to approve.

Sincerely,

Laura A. Podalsky
Professor
Department of Spanish and Portuguese
Chair, ASCC A&H Subcommittee 2

I. Undergraduate Major Proposal: ASL Access, Equity and Inclusion

Degree: Bachelor of Arts in **ASL Access, Equity and Inclusion**

Implementation date: Fall 2024

Unit administering the Major Program: *The Center for Languages Literatures and Cultures*, and then when the *Center for ASL and Deaf Equity* is established (in 2024 or early 2025) they will take over. Since Centers are not degree-granting units and a major requires at least one faculty member to operate, the College will fund the hiring of two Professors of Teaching and a faculty member assigned to a TIU. The faculty member would have a 50% appointment with the CLLC to teach in the major program and/or the certificate[1] program and oversee the major and minor curricula. In addition, there are two future goals that this faculty member could work toward if desired: 1) develop a teacher training manual based on the curriculum offered for the certificate, 2) develop an online Master's program in ASL teaching.

Several possible candidates to target have been identified by the ASL instructional team.

1. Dr. Joseph Hill: Rochester Institute of Technology
   Associate Professor in the Department of ASL and Interpreting Education, Associate Director of the Center on Culture and Language, and Assistant Dean for Faculty Recruitment and Retention
2. Dr. Octavian Robinson: Gallaudet University
   Associate Professor of Deaf Studies; Deaf Historian
3. Dr. Raychelle Harris: True+Way ASL (formerly at Gallaudet University)
   Senior Adjunct Faculty Department of Language, Education, & Culture
4. Dr. Naomi Sheneman: University of Northern Colorado
   Curriculum Developer in Department of ASL & Interpreting Studies (focus on ethics in interpreting work)
5. Dr. Rezenet Moges-Riedel: California State University, Long Beach
   Assistant Professor in ASL Linguistics and Deaf Cultures
6. Dr. Becky Brooks: Ohio University
   Associate Professor of Instruction & ASL Program Coordinator
7. Dr. Kenneth DeHaan: Gallaudet University
   Assistant Professor & Masters of ASL Education Program Director
8. Dr. Lissa Ramirez-Stapleton: California State University Northridge
   Associate Professor at California State University Northridge in the Deaf Studies Department and core faculty in the Educational Leadership and Policy Studies Program
9. Dr. Franklin Jones, Jr. (PhD): Boston University
   Faculty Lecturer: Wheelock College of Education & Human Development

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[1] The ASL program is in the process of creating the first scarlet canvas certificate program: American Sign Language Teaching Training. The online courses are almost complete; we are in the process of creating the proposal in conjunction with Jeremie Smith's office. The goal is to send the proposal to the curriculum committee in early Spring 2024.

10. Aimee Sever-Hall (PhD Candidate): St. Catherine University
    Asst. Professor (TT), Department Chair: ASL & Interpreting Dept.
11. Dr. Amy Rowley: California State University, East Bay
    Professor & Coordinator of ASL Program
12. Dr. Stephanie Cawthorn: University of Texas at Austin
    Professor & Director of the Collaborative for Access & Equity

II. Rationale

A. Rationale/Purpose of the major, Data, Resources

ASL is experiencing a boom in enrollments at OSU and across the country. From Fall 2022 to the present the increase in enrollment in 1101-1103 prompted the hiring of 8 additional full-time instructors and three adjuncts. It is important to point out that prior to this time, many students had not been able to get into ASL 1101-1103 courses until their Junior year and thus did not have time to declare the minor. Moreover, the practice prior to hiring new staff had always been to ensure that the 1101-1103 GE courses were offered, so the minor courses had limited offerings. With the recent investment in instructors, our ability to reach underclassmen has grown and the ASL Studies minor has healthy enrollments, suggesting that now is the time to develop a major. The minor was approved in the Spring of 2020 and in Autumn 2020 students could declare the minor. The first year the minor was offered 9 students declared the minor and 7 graduated with the minor by the end Spring of 2021. Since then, 84 students have declared the minor.

The courses included in the Minor are the following:

- ASL 2104: *American Sign Language Conversational Discourse*
- ASL 3105: *American Sign Language Literature*
- ASL 3350: *American Deaf Arts and Literature*
- ASL 4189S: *Service-Learning Within Deaf Communities*

During academic year 2022- 2023, the ASL program along with the Center for Languages Literatures and Cultures applied for and received the ASC Undergraduate Student Success Grant in the amount of $3000.00 to extend the placements of ASL Service-Learning Course (ASL 4189s) into the month of May for students interested in continuing with their experiential learning. The grant was awarded to ASL and the CLLC by the College of Arts and Sciences Career Success Office. The grant was used to provide students with a stipend for hours worked in May of 2023 while continuing at their service-learning community partners and expanding their language growth, continuing their involvement in the Deaf community, and furthering their development of intercultural awareness. Another part of the grant was for all students enrolled in the ASL 4189s course to receive guidance from the ASC Career Success Office on how to include experiential learning opportunities on their resumes and how to navigate Handshake. Students interested in the extension of experiential learning applied and were vetted with the assistance of their course instructors. At the completion of the grant, 23 students had worked throughout the semester on their resumes and Handshake with the ASC Career Success

Office. Three students were selected to continue with their experiential learning and during May 2023 they worked a total of 124 hours with 3 Deaf community partners. The ASL & CLLC have applied to the ASC Undergraduate Student Success Grant for the academic year 2023 – 2024 to continue the development of the expanded experiential learning opportunities and connecting students to resources within the College.

We continue to try to hire ASL instructors, but we have had difficulty finding qualified teaching staff, which is a foundational reason for the creation of the *Certificate for ASL Teacher Training* that we are also proposing. The certificate will be part of the *Center for ASL Teacher Training and Deaf Equity*, which has been approved and funded by the College. The major goes hand-in-hand with the certificate (with some courses overlapping), since we recognize that a center for ASL teacher training at an institution that does not have a major in ASL, at least in progress, creates an optics problem.

B. Benefits of the major

1. Improve access, opportunities, diversity, and increase OSU's presence as a deaf-welcoming institution

As a land-grant institution, Ohio State aims to improve the lives of individuals within our state with research-based programming and educational resources. Likewise, developing an ASL Center for Teaching and a major will improve access, opportunities, diversity, and increase OSU's presence as a deaf-welcoming institution. Historically, there have been significant gaps in achievement outcomes that have drastic and lasting consequences for deaf[2] people worldwide. Nationally deaf people, compared to their hearing peers, are falling short with a 23% employment gap, a 6.5% high school completion gap, a 14.7% bachelor's completion gap, and an 8% gap in postsecondary enrollment (Garberoglio et al., 2019). Ohio falls even further below the deaf national employment gap average, 23.8%, the high school completion gap, 7.6%, and the bachelor's completion rate, 15.6% (Garberoglio et al., 2017), some disturbing facts despite Ohio's many thriving deaf communities (e.g., Columbus, Cincinnati, Cleveland, Dayton, Youngstown).

       Within the last three years, deaf enrollment at OSU has seen an uptick from thirteen students in 2019 to twenty-three students in 2022. Perhaps attributed to increased shared financial support for college and university training services from both in-state and out-of-state vocational rehabilitation services (e.g., Ohio College2Careers). Recently, Governor DeWine announced an additional $2.1 million in additional support for college students with disabilities (State of Ohio Office of the Governor, 2022).

       A need still exists to interrogate further the educational barriers that limit deaf people's access to higher education (Eckard, 2019; 2020; 2021a; 2021b). Such barriers as, who defines what academic, social, and noncognitive skills look like for a deaf person, and systemic hearing dominant ideologies (Eckard, 2021a). Searching beyond the static structures grounded in one reality, the hearing way, to a constructivist viewpoint based on lived experiences, the deaf way (Eckard, 2021b). A deaf-welcoming academic model will allow opportunities for deaf students to flourish.

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[2] This proposal will use *deaf* to contain all deaf identities such as Deaf, hard-of-hearing, hearing-impaired, late-deafened, and deafdisabled.

Deaf educational disparities reach far beyond the capabilities of higher education. Nevertheless, it is higher education's responsibility to help fight these battles in our community and reimagine greater possibilities committed to more solutions than problems. Solutions that center on deaf people as a linguistic and cultural minority and explore ways to bridge the divide between education and employment (Eckard, 2019; 2020; 2021a; 2021b). Moreover, re-envisioning how to serve and support practices that foster equity and inclusion of more deaf students in postsecondary settings (Eckard, 2019; 2020; 2021a; 2021b).

References

Eckard, T. (2019). *Deaf culture in hearing higher education institutions*. [Unpublished manuscript]. The Ohio State University.

Eckard, T. (2020). *Where are all the deaf college students, and are we ready for them?* [Unpublished manuscript]. The Ohio State University.

Eckard, T. (2021a). *Deaf and hard of hearing achievement gaps: Centering self, experiences, and implications for advancing college readiness praxis* [Unpublished manuscript]. The Ohio State University.

Eckard, T. (2021b). *Can you see me? Centering deaf college students' cultural and linguistic identity development* [Unpublished manuscript]. The Ohio State University.

Garberoglio, C. L., Cawthon, S., & Sales, A. (2017). *Postsecondary Achievement of Deaf People in Ohio: 2017*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Deaf Center on Postsecondary Outcomes.

Garberoglio, C. L., Palmer, J. L., Cawthon, S., & Sales, A. (2019). *Deaf people and educational attainment in the United States*. National Deaf Center on Postsecondary Outcomes.

State of Ohio Office of the Governor. (2022, August 24). *Governor DeWine announces $2 million additional support for college students with disabilities*. https://governor.ohio.gov/media/news-and-media/governor-dewine-announces-2-million-additional-support-for-college-students-with-disabilities-08242022

2. Lack of ASL Majors in Ohio and around the country

a. Terminology

Before examining the data (shown in Tables 1 and 2), the following are short definitions of the different types of ASL programs offered at institutions of higher education.[3]

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[3] Programs in Deaf Education have been excluded from this study because they prepare students to teach deaf and hard of hearing students exclusively within PK-12 inclusion, itinerant, resource room, and self-contained public and residential classroom settings. Deaf Education programs (BA, MA) include coursework in child development, child psychology, classroom management, language development (ASL and English), assistive technology, special education, bilingual-bicultural methodologies and adapting the general education curriculum for literacy, mathematics, science, and social studies, differentiating instruction, developing IEPs (Individualized Education Plans), and supervised classroom teaching practicums. Deaf education teacher training programs generally focus on one of the three major philosophies: bilingual (sign language and written language), oral (listening and spoken language), or total communication (combination of oral and bilingual).

ASL and ASL Studies Programs. ASL and ASL Studies programs (AA, BA) programs focus on the study of American Sign Language (ASL) as a language, including its grammar, syntax, and vocabulary with coursework in ASL, ASL linguistics, and ASL literature. Additional coursework may include deaf history, deaf culture, and the many unique features of the deaf community. Students will be able to use ASL in informal conversations but may not develop advanced fluency. The new perspectives, knowledge and skills developed in these ASL and ASL Studies programs prepare students to apply linguistic understanding and intercultural competence when interacting and working with the deaf community in such domains as architecture and design, the arts, business, criminology, journalism, medicine, public policy, service industry, social work, sociology, and vocational rehabilitation. These programs can also provide foundational knowledge and skills for students who pursue professions requiring advanced training, degrees, and licensure such as audiology, speech and language pathology, ASL education, deaf education, special education, linguistics research, occupational therapy, and psychology.

ASL Education Programs. ASL Education programs (BA, MA) include coursework in advanced ASL linguistics, ASL teaching methods, ASL curriculum development & design, assessment of ASL skills, professional issues in teaching ASL, supervised classroom teaching practicum and internships. Programs that lead to K-12 instruction may also include coursework in child development and classroom management. Many programs require applicants to be fluent in ASL. Graduates are expected to have native or near-native fluency. The knowledge and skills developed in these ASL education programs prepare students to teach ASL in community centers, some private schools, and post-secondary settings. K-12 schoolteachers of heritage language learners or within a world language program must pass their state's licensing exams.

ASL - English Interpreting Programs. ASL - English Interpreting programs (AA, BA, MA) include coursework in advanced ASL, ASL linguistics, deaf history, deaf culture, deaf-blind interpreting, advanced and specialized interpreting (artistic, educational, legal, medical, religious), interpreting ethics, etiquette, cultural mediation, and multiple supervised interpreting practicums. Students are expected to participate in ASL and deaf community events and activities outside of class time. The knowledge and skills developed in these interpreter training programs prepare students to work as ASL-English interpreters in a variety of settings. Bachelor's programs include advanced ASL courses that help students become more fluent. To become nationally certified, students must pass the Registry of Interpreters for the Deaf exam.

Deaf Studies Programs. Deaf Studies programs (certificates, AA, BA, MA) take a broader approach than ASL Studies programs by examining deaf communities from multiple perspectives. In addition to ASL courses, Deaf Studies programs may offer courses on topics such as deaf history, deaf culture, deaf identity, deaf art and literature, and issues of concern to the deaf community including deaf education practices, dynamics of oppression, disability studies, intersectionality, advocacy, and public policy. Fundamental education in the historical, sociological, and cultural aspects developed in these deaf studies programs provide cultural and linguistic understanding by examining the experiences of deaf and hard-of-hearing people from a variety of perspectives. The knowledge and skills developed in deaf studies programs prepare

students to work and advocate from a position of allyship in deafness-related agencies and organizations, independent living centers, historical archiving and curating, and vocational training services. These programs can also provide foundational knowledge and skills for students who pursue professions requiring advanced training, degrees, and licensure such as deaf education, ASL education, social work, and law.

While there is some overlap between ASL Studies and Deaf Studies programs, ASL Studies is typically more focused on the language itself, while Deaf Studies is more focused on the Deaf community as a whole. The proposed major straddles the ASL Studies and Deaf Studies categories, and is therefore designated ASL and Deaf Studies major with a focus on access, equity and inclusion.

b. Data ASL majors in the Big Ten and around the country

Table 1. Big Ten Institutions

BIG TEN Institution	Type of Program
Indiana University-Bloomington	ASL Minor
University of Illinois	none *Only 2 ASL courses offered through residence halls*
University of Iowa	ASL Minor
University of Maryland	none
University of Michigan	none *Only 4 courses offered through living-learning community (classes do NOT satisfy the language requirement)*
Michigan State University	none
University of Minnesota	Deaf Studies Minor
University of Nebraska-Lincoln	none
Northwestern University	none
Penn State University	none *4 ASL courses + 1 Deaf Culture course offered*
Purdue University	ASL & Deaf Studies Minor
Rutgers University	none *Only 2 ASL courses offered*
University of Wisconsin – Madison	none *Only 1 course of combined ASL & Manually Coded English*

Table 2. Bachelor's Degree Programs

Institution	Type of Bachelor's Degree Program

Bloomsburg University (Pennsylvania)	ASL - English Interpreting
Boston University (Massachusetts)	Deaf Studies
California State University-Northridge (California)	ASL - English Interpreting Deaf Studies
University of Connecticut (Connecticut)	ASL Studies (ASL - English Interpreting concentration) or (Deaf Studies concentration)
Framingham State University (Massachusetts)	ASL ASL - English Interpreting (concentration) Deaf Studies (concentration)
Gallaudet University (Washington, DC)	ASL
Gardner-Webb University (North Carolina)	ASL Studies
University of Houston (Texas)	ASL - English Interpreting
Idaho State University (Idaho)	ASL - English Interpreting
Indiana University-Purdue University Indianapolis (Indiana)	ASL - English Interpreting
Kent State University (Ohio)	ASL ASL - English Interpreting Deaf Education
Keuka College (New York)	ASL
*Lamar University (Texas)	ASL: K-12 Education Track ASL: Interpreting Track ASL: Advocacy Track
Liberty University (Virginia)	ASL - English Interpreting
*Madonna University (Michigan)	ASL + ASL - English Interpreting
McDaniel College (Maryland)	ASL Studies
Mount Aloysius College (Pennsylvania)	ASL - English Interpreting
University of North Florida (Florida)	ASL - English Interpreting
University of Northern Colorado (Colorado)	ASL - English Interpreting
Northeastern University (Massachusetts)	ASL Studies

University of Rochester (New York)	ASL
Sacramento State University (California)	Deaf Studies
Sam Houston State University (Texas)	ASL Studies
St. Catherine University (Minnesota)	ASL ASL - English Interpreting
University of South Florida (Florida)	ASL- English Interpreting and Deaf Studies, with ASL Interpreting Concentration
Towson University (Maryland)	Deaf Studies
*Utah Valley University (Utah)	ASL Education (7-12) ASL - English Interpreting Deaf Studies
Valdosta State University (Georgia)	ASL - English Interpreting *ASL Living Learning Community*
Western Oregon University (Oregon)	ASL Studies *ASL Living Learning Community*
William Woods University (Missouri)	ASL - English Interpreting
University of Wisconsin – Milwaukee (Wisconsin)	ASL Studies *Also offer:Study Abroad, ASL Living Learning Community*
Wright State University (Ohio)	ASL - English Interpreting

c. Data summary

Among the Big Ten institutions, there are five ASL-related minors. Ohio State offers an ASL Studies Minor, The University of Minnesota offers a Deaf Studies Minor, Purdue offers an ASL and Deaf Studies Minor, and the University of Iowa and Indiana University (Bloomington) offer an ASL minor. Around the country thirteen institutions offer a Minor – two in Deaf Studies, ten in ASL, and one in ASL-English Interpreting. In Ohio, Kent State also offers a minor in ASL studies.

NOTE: There are no ASL and Deaf Studies majors in the Big Ten. Thirty-three institutions around the country have a major (BA) degree. There are 20 ASL-English Interpreting BAs, 14 ASL/ASL Studies, four Deaf Studies, one Deaf Education, one ASL Advocacy, and two ASL K-12 Education. The Gallaudet University ASL BA includes two required courses in ASL instruction and an elective internship which can include teaching or tutoring. In Ohio, Wright State has an ASL-English Interpreting Major, whereas Kent State has a major with three tracks:

ASL, ASL-English Interpreting, Deaf Education (K-12 Deaf/HoH students). The two ASL K-12/7-12 ASL Education programs are in Texas and Utah respectively.

d. Conclusions

The data suggest that Ohio State will have the first ASL and Deaf Studies major in the Big Ten and when combined with the Center for ASL Teacher Training and Deaf Equity and the Certificate in Teacher Training, we will be a premier location for ASL studies, an honor currently bestowed on Gallaudet University and the University of Northern Colorado, which also have MA programs. (Note that the next step, after the Center, Certificate and Major are running smoothly, will be to develop a Masters program.)

C. Career opportunities, opportunities for graduate or professional study, licensure or certification available to graduating majors

Graduates from the ASL and Deaf Studies major would be strong candidates for positions requiring engagement within the Deaf community including at residential schools (administration, human resources, student life, teacher's aide), advocacy organizations and social service agencies (Deaf community services centers, domestic violence agencies, support services for deaf people with intellectual and developmental disabilities, job coaches), nursing homes for the Deaf, Students will develop intercultural sensitivity, cultural awareness, and an ability to communicate with diverse populations -- assets in any profession, including community organizing, hospitality, human resources, journalism, law enforcement, non-profit sector, performing arts, politics (lobbying and legislation), and public health to name a few.

The major provides a foundation for students to apply their knowledge and skills as they pursue graduate or professional study opportunities in such various fields of study as ASL Education, Audiology, Deaf Education, Disability Rights, Early Childhood Education, Interpreting, Law, Linguistics, Medicine, Mental Health Counseling, Nursing, Occupational Therapy, Psychology, Social Work, Speech and Language Pathology, and Vocational Rehabilitation Counseling.

To help students contextualize their work in ASL, they are required to take the two-hour workshop: World Languages Skills and Competencies, which is offered every semester through the Center for Languages Literatures and Cultures. During this workshop, students learn about the transferable skills that they have developed by learning a new language and representative from Career Services comes to explain to students how to express these skills on their resumes and in interviews. Other majors that also require the workshop for their majors: all the French majors, all the Italian majors, Romance Studies major.

III. Goals/Objectives and Evaluation of the Major

A. Goals and objectives

Goal A: Language proficiency. Students will demonstrate proficiency in ASL.

Expected learning outcome 1. By the end of the ASL and Deaf Studies major, students will be able to achieve at least intermediate proficiency level as described by the Sign Language Proficiency Interview (SLPI:ASL) or least a 2 on the ASL Proficiency Interview (ASLPI).

Goal B: Intercultural competence. Students have the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context.

Expected learning outcome 1. By the end of the ASL and Deaf Studies major, students will be able to describe and critique issues of marginalization and intersectionality in deaf communities such as race, gender, sexual orientation, and family dynamics.

Expected learning outcomes 2. By the end of the ASL and Deaf Studies major, students will be able to identify and critique issues of power, privilege, oppression, exclusion and intercultural competence.

Goal C. Cultural and historical knowledge. Students will understand the history and culture of the Deaf community in the United States.

Expected learning outcome 1. By the end of the ASL and Deaf Studies major, students will be able to describe and analyze literary and artistic productions created by Deaf individuals.

Expected learning outcome 2. By the end of the ASL and Deaf Studies major, students will be able to explain the history and culture of American deaf communities and organizations.

B. Assessment methods associated with each objective

Goals and ELOs	Assessment methods
Goal A. Language proficiency **Students will demonstrate proficiency in ASL**	
ELO 1. Students will be able to achieve at least intermediate proficiency level as described by the Sign Language Proficiency Interview (SLPI:ASL) or least a 2 on the ASL Proficiency Interview (ASLPI).	**Direct**: Students who are one or two courses away from finishing the major volunteer to take the SLPI every three years *if funding is available*. Students who volunteer will receive a $35 gift card. The cost to take the SLPI: ASL interview is $150. The evaluation provided by the Ohio School for the Deaf in Columbus, Ohio is offered remotely or in person by contacting the SLPI Coordinator at slpi@osdb.oh.gov.

	The cost to take the ASLPI interview is $165 and $20 may be owed to a proctor. It is offered remotely or in person at Gallaudet University https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/ If funding is not available, a member of the ASL program will interview the volunteers and evaluate the students to the best of their ability in relation to the requirements of the professional proficiency interviews. **Indirect**: Ever year a survey will be given to graduating majors which will ask students to rate their skills from 1-5 (5 being high)
Goal B. Intercultural competence. Students have the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context.	
ELO 1. By the end of the ASL and Deaf Studies major, students will be able to describe and critique issues of marginalization and intersectionality in deaf communities such as race, gender, sexual orientation, and family dynamics.	**Direct**: Program Assessment test created on Carmen. Alternate years (with goal C) students who have finished all or all but one of their courses required for the major will take the test. A question prompting a signed response (with the video uploaded) and an essay question related to this ELO will be created by the instructor of the 4000-level course*: ASL Accessibility and Social Justice.* A rubric will be created in Carmen and the test will be rated by the director of undergraduate studies and the Education Program Specialist. Students who are not at the end of the major will have a different test. **Indirect**: Every year a survey will be given to graduating majors which will ask students to rate their skills from 1-5 (5 being high)
ELO 2. By the end of the ASL and Deaf Studies major, students will be able to identify	**Direct:** Program Assessment test created on Carmen. Alternate years (with goal C)

and critique issues of power, privilege, oppression, exclusion and intercultural competence.	students who have finished all or all but one of their courses required for the major will take the test. An essay question related to this ELO will be created by the instructor of the 4000-level course*: ASL Accessibility and Social Justice.* A rubric will be created in Carmen and the test will be rated by the director of undergraduate studies and the Education Program Specialist. Students who are not at the end of the major will have a different test. Every three years in Spring: Essays from the World Languages Skills and Competencies workshop will be assessed for development of Intercultural Competence. **Indirect**: Every year a survey will be given to graduating majors which will ask students to rate their skills from 1-5 (5 being high)
Goal C. Cultural and historical knowledge. Students will understand the history and culture of the Deaf community in the United States.	
ELO 1. By the end of the ASL and Deaf Studies major, students will be able to describe and analyze literary and artistic productions created by Deaf individuals.	**Direct**: Program Assessment test created on Carmen. Alternate years with goal B students who have finished all or all but one or two of their courses required for the major will take the test. A question prompting a signed response (with the video uploaded) and an essay question related to this ELO will be created by the instructor of *ASL 3105 – American Sign Language Literature*. A rubric will be created in Carmen and the test will be rated by the director of undergraduate studies and the Education Program Specialist. Students who are not at the end of the major will have a different test. **Indirect**: Every year a survey will be given to graduating majors which will ask students to rate their skills from 1-5 (5 being high)
ELO 2. By the end of the ASL and Deaf Studies major, students will be able to explain the history and culture of American deaf communities and organizations.	**Direct**: Program Assessment test created on Carmen. Alternate years with Goal B students who have finished all or all but one of their courses required for the major will take the

	test. Three short answer questions related to this ELO will be created by the instructor of the 3000-level course*: American Deaf Culture and History.* A rubric will be created in Carmen and the test will be rated by the director of undergraduate studies and the Education Program Specialist. Students who are not at the end of the major will have a different test. **Indirect**: Every year a survey will be given to graduating majors which will ask students to rate their skills from 1-5 (5 being high)

C. Criteria to evaluate success

- 80% on the Carmen assessment tests.
- An average score on the IDI placing participating students in high Minimization or Acceptance.
- An average overall score between 4-5 on the exit survey.

D. Timeline to create and implement the assessment plan

We have 3.5 years to create the survey and the Carmen assessment test before there are any graduating majors. We would like to give the IDI to a sample of the first graduating seniors in order to set the baseline.

E. Use of outcomes data

The assessment plan will be input into Nuventive by the ASL APC.

The Carmen tests will rated by the Director of Undergraduate Studies and the Education Program Specialist.

The Intercultural Development Inventory will be paid for by the CLLC or ASL Center for Teacher Training and Deaf Equity. It will be administered by an IDI Qualified Administrator.

The annual data (with all student information removed) will be collected by the ASL APC and assessed by the Director of the ASL Center for Teacher Training and Deaf Equity and the Director of Undergraduate Studies to determine if adjustments need to be made to the program.

IV. Relationship to other programs/Benchmarking

- There are no other majors in the CLLC.
- There are no overlaps with other programs or departments.
- There are no cooperative arrangements with other institutions.

- There are no direct transfer opportunities with other institutions.
- This major was constructed by Janice M. Aski (Director of the CLLC), Kristin Wickham-Saxon (Director of Undergraduate Studies) and Tia Jones (Education Program Specialist). We were also the team to create the proposal for the ASL Center for Teacher Training and Deaf Equity and the Certificate for ASL Teacher Training.
- This proposal has not been submitted previously.
- Students will be drawn from the elementary ASL language sequence, which has exploded in enrollments in the last few years. We cannot exhaust the waiting list despite having hired eight new full-time instructors (we have a continuous job posting). Students will also be drawn from the existing minor which has ever increasing enrollments (see data in section II. Rationale, A). In addition, a central task of the ASL Center for Teacher Training and Deaf Equity is to recruit Deaf, Hard of Hearing and CODA students. We are working on a development plan to offer scholarships to these applicants and the center will provide support and advising.
- Concurrence from: Department of Speech and Hearing Science, Department of English, Department of Linguistics, Department of Teaching and Learning and World Languages Education in the College of Education and Human Ecology.

V. Student enrollment

We expect 10-15 students to enroll in the major each year for the first four years.

VI. Concurrences sought and obtained after two weeks

Sought: English, Speech and Hearing, Linguistics, World Language Education, Psychology

From: Aski, Janice <aski.1@osu.edu>
Sent: Friday, October 20, 2023 11:58 AM
To: Bielefeld, Eric <bielefeld.6@osu.edu>; Williams, Susan S. <williams.488@osu.edu>; Schuler, William <schuler.77@osu.edu>; Miranda, Antoinette <miranda.2@osu.edu>; Troyan, Francis J. <troyan.14@osu.edu>
Cc: Jones, Tia <jones.2246@osu.edu>; Wickham-Saxon, Kristin N. <wickham-saxon.1@osu.edu>
Subject: Concurrence for a new major in ASL and Deaf Studies

Dear Colleagues,
I have been asked to seek concurrence from you for our new major in ASL and Deaf Studies. I have attached the proposal, which includes all courses to be offered in this new major. The proposals for the new courses will be submitted along with this major proposal in two weeks, which is the time that you are given to express to me your support or concerns about this proposal. If I have not heard from you in two weeks, concurrence is assumed.
Many thanks, Janice

Janice M. Aski
Professor of Italian
Director of the Center for Languages Literatures and Cultures

Obtained: Linguistics, English, Speech and Hearing, World Language Education
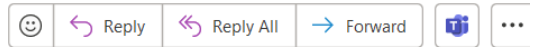
Re: Concurrence for a new major in ASL and Deaf Studies

Schuler, William
To   Aski, Janice
Cc   Jones, Tia; Wickham-Saxon, Kristin N.

ⓘ You replied to this message on 10/30/2023 7:22 PM.

Reply Reply All Forward

Mon 10/30/2023 7:16 PM

Hi Janice,

Linguistics supports this proposal,

wm

Concurrence from English

Hewitt, Elizabeth
To   Aski, Janice

ⓘ You replied to this message on 10/24/2023 8:42 AM.

Reply Reply All Forward
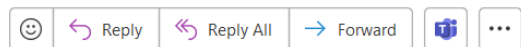
Mon 10/23/2023 7:35 PM

dear Janice,
My chair, Susan Williams, forwarded me this request for concurrence for the new major in ASL and Deaf Studies, which we heartily provide and support!
I can't even imagine how much labor this proposal must have taken: the major looks amazing!
Best,
Beth

Elizabeth Hewitt [she/her]
Professor of English & Director of Undergraduate Studies
530 Denney Hall
Ohio State University
164 Annie & John Glenn Avenue
Columbus, OH 43210

Re: Concurrence for a new major in ASL and Deaf Studies

Bielefeld, Eric
To   Aski, Janice

Reply Reply All Forward
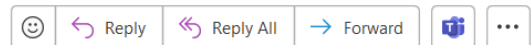
Fri 10/20/2023 4:34 PM

Start your reply all with: Wonderful, thank you!   Great, thanks for letting me know!   That is wonderful!   ⓘ Feedback

Hi Janice,

Speech and Hearing Science offers concurrence. We are excited that this is moving forward.

Thanks,
Eric

Eric Bielefeld, Ph.D.
Professor and Chair
Department of Speech and Hearing Science
The Ohio State University
Pronouns: he/him/his

Troyan, Francis J.

To   Aski, Janice; Bielefeld, Eric; Williams, Susan S.; Schuler, William; Miranda, Antoinette
Cc   Jones, Tia; Wickham-Saxon, Kristin N.

Tue 11/7/2023 9:

Reply | Reply All | Forward

Start your reply all with: Thank you so much for your feedback. | Wonderful, thank you! | You are very welcome! | (i) Feedback

Dear Janice,

Thank you for reaching out about this. I apologize for being beyond the two weeks. This program looks wonderful!

As this program is developed, I would love to explore teacher licensure that could be added to our existing world language education programs at the Undergraduate (double major) and graduate (Master of education program).

Sincerely,

Francis

VII. Curricular requirements

- Curriculum advising sheet: Appendix A
- Courses: Appendix B
- Curriculum map: Appendix C
- There is no pre-major
- Minimum number of credits for completion of the major: 30
- Avg. number of credits expected: 30
- Four-year plan: Appendix D: We have spoken to Dean Renga and she is aware of the hiring needs (one lecturer in 2024-2025 and one in 2025-2026) and is supportive.
- Number of credits required from other departments: 1 credit of It 1198.71 Italian on the ground for students who will study abroad.
- Electives from other departments are not allowed.
- Other major requirements: none
- No accreditation will be sought.
- Facilities used: classrooms
- Additional university resources: one ASC advisor (We have spoken to Mary Ellen Jenkins and she is aware of this need.)

Appendix A

Curriculum Advising Sheet for Major in ASL Access, Equity and Inclusion

College of Arts and Sciences   Major advising form

Center for Languages Literatures and Cultures

Major in ASL Access, Equity and Inclusion

Name (last, first, middle):

Phone:

Email:

Student ID:

Major: ASL Access, Equity and Inclusion

Degree sought: BA

Expected Date of Graduation:

Honors: _____ yes   _____ no

If completing more than one major, list all below and file a separate form for each:

1. **ASL Access, Equity and Inclusion**

2.

3.

Please note: No more than 15 transfer credit hours are allowed. Transfer credit hours include the prerequisites to the major.

Prerequisites (12 credits):

ASL 1101 _____   ASL 1102 _____   ASL 1103 _____

	Semester taken	Hours	Grade
Part A: Required Courses (9 credits):			
ASL 2104	_____	_____	_____
4000-level and above in ASL	_____	_____	_____
4000-level and above in ASL	_____	_____	_____

Part B: Electives. Only one class in English (E) permitted. (21 credits):

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

Choose a Course   _____   _____   _____

                                       Total Hours A and B   _____

*Up to 9 credits of 5797 can count for the major.

For those who participated in the **Program in Siena, Italy**
<u>Prerequisite:</u> Italian 1198.71: Italian on the ground _____

Check whether this is ____ original or _____ revision.

World Language Skills and

Competencies Workshop   Date of completion: _____

Name of College Adviser: _____

Signature of College Adviser: _____

Date: _____

Appendix B

Courses for Major in ASL and Deaf Studies

*For the four-year plan of offerings, see appendix D

This major will develop the knowledge and competencies for professionals to work in allyship within the deaf community. It will include courses taught in ASL except for one course that can be taught in English (if a student chooses). There are courses in the already existing ASL minor that can count for the major:

ASL 2104 - American Sign Language Conversational Discourse
ASL 3105 - American Sign Language Literature

Students in the major can choose one of the following existing minor courses offered in English:
ASL 3350 - American Deaf Arts and Literature
ASL 4189S - Service-Learning Within Deaf Communities

New courses being developed

ASL 4250 ASL Linguistics (3 credits) – (synchronous online)
Prerequisites: Two courses at the 3000 level or above

Through examination of major linguistic features of ASL and English, this course will focus on linguistic properties of ASL, including phonology, morphology, pragmatics, syntax, semantics, and socio---linguistic variations in ASL with a concentration on how to teach major structural features of ASL to language learners. Satisfies embedded literacy: Data Analysis.

ASL 4350 ASL Accessibility and Social Justice (3 credits) – (synchronous online)
Prerequisites: One course at the 3000 level or above
This course explores ways that power, privilege, and oppression can impact equity and various aspects of accessibility. Though examining linguistic access and intercultural competence, students will consider how social justice can support allyship development to achieve common goals. Satisfies embedded literacy: Advanced Writing.

ASL 3104 - American Sign Language Conversational Discourse II (3 credits)
Prerequisite: ASL 2104 American Sign Language Conversational Discourse I
This course is designed to expand conversational discourse skills in ASL. Students will further develop receptive and expressive ASL communication skills by expanding on ASL vocabulary and ASL grammar. These skills will allow students the ability to engage in detailed conversations and more advanced topics.

ASL 4104 Presentational Language and Discourse Analysis (3 credits)
Prerequisite: One course at the 3000 level or above
Analysis of signed narratives, presentations, and discourse will explore the interlocuter's register, sign choices (including socio-linguistic variations), phrasing, use of idioms, syntactical patterns,

and pragmatics. Satisfies embedded literacy: Technology.

ASL 3650: American Deaf History and Culture (3 credits)
Prerequisite: ASL 2104 - American Sign Language Conversational Discourse
This course surveys the history and culture of deaf people in America. and Sign Language, its users, and their culture. It explores how the deaf community has been framed and describes the influence of leaders, events, and deaf-centric organizations.

ASL 3450: Life Experiences of Deaf Children (3 credits)
Prerequisite: ASL 2104 - American Sign Language Conversational Discourse
This course delves into the multifaceted experiences of deaf[4] children, including language development, family dynamics, educational opportunities, communication strategies, and social-emotional development. Students will explore a variety of perspectives to learn about challenges and opportunities deaf children encounter from infancy to adolescence, and best practices for supporting deaf children in all areas of their development.

ASL 3750: Intersectionality and the ASL/Deaf community (3 credits)
Prerequisite: One course at the 3000-level or above
Examination of intersectionality and identity will include the experiences of American Black Deaf community, Black ASL, disability, immigrants, LGBTQIA community, multilinguals, and deaf-hearing blended families (CODA: children of deaf adults, SODA: sibling of deaf adults, GODA: grandchild of deaf adults, hearing parents of deaf children, and romantic partners).

ASL 5797 Study Abroad (Variable credit 3-9)
Up to 6 credits can count for the minor, up to 9 credits can count for the major.

One example of a program that counts for ASL 5797:

Program in Siena, Italy (3 credits)
Prerequisites: Italian 1198.71: Italian on the ground (predeparture course, 1 credit, asynchronous)

The Study Abroad for Deaf & Signers summer program offered by the Siena School for Liberal Arts in Italy offers a unique opportunity for ASL students to engage in a transnational Deaf-world. They will engage in linguistic and cultural experiences both in the classroom and in the community. The study abroad is open for American Deaf and ASL students and classes are taught by native Italian signers and speakers, so participants will be immersed in a multilingual and multicultural environment. Students will take 45 hours of Italian Sign Language (LIS), 30 hours of Italian Deaf Culture and History, and 15 hours of Italian spoken language during the three-week program. ASL students are required to have good academic standing and completion of ASL IV or equivalent from their home institution to enroll in the study abroad.
Deaf Studies - Academics - Siena School

---

[4] Unless otherwise stated, the term "deaf" is used to refer to individuals who may or may not identify as culturally Deaf, DeafBlind, DeafDisabled, and hard of hearing.

We have completed the MOU with the Office of International Affairs. We are also collaborating with the Italian program, which is interested publicizing this program among their students and accepting credit for their work.

Appendix C

Curriculum Map for Major in ASL and Deaf Studies

B = beginning   I = Intermediate   A = Advanced

	achieve intermediate or intermediate+ proficiency	describe and analyze literary and artistic productions created by Deaf individuals	describe and critique issues of marginalization and intersectionality in deaf communities	identify and critique issues of power, privilege, oppression, exclusion and intercultural competence	explain the history and culture of American deaf communities and organizations
Prerequisite and Required courses					
1101 (GE)	B	B	B		B
1102 (GE)	B	B	B	B	B
1103 (GE)	B/I	B/I	B/I		B/I
ASL 2104 - American Sign Language Conversational Discourse	I	B	B	B/I	B
Elective courses in English					
ASL 3350 - American Deaf Arts and Literature		I	B	B	I
ASL 4189S - Service-Learning Within Deaf Communities			A	A	A
Elective courses in ASL					
ASL 3104 - American Sign Language Conversational Discourse II	I/A	B	B	B/I	B
ASL 3105 - American Sign Language Literature	I/A	I/A	I	I	I
ASL 3350 - American Deaf Arts and Literature	I	A	I	B	I
ASL 3650 - American Deaf History and Culture (3 credits)	I	I	I	I	A

ASL 3450 - **Life Experiences of** **Deaf Children**	I		A	A	I
ASL 3750 - **Intersectionality** **and the ASL/Deaf** **community**	A		A	A	I
ASL 4104 - **Presentational** **Language and** **Discourse Analysis**	A	I	I	I	I
ASL 4350 - **ASL Accessibility** **and Social Justice**	A		A	A	I
ASL 4250 - **ASL Linguistics**	A				
ASL 5797 - **Study Abroad**	I		B	I	

Appendix D

Four-year plan for Major in ASL, Access and Equity

Year 1

Autumn	Credits		Spring	Credits
Writing & Informational Literacy GE	3		Historical & Cultural Studies GE	3
Mathematical & Quantitative Reasoning	3		Natural Sciences GE	4-5
Social & Behavioral Sciences GE	3		Literary, Visual, Performing Arts GE	3
ASL 1101	4		ASL 1102	4
Elective	2		GEN ED 1201	1
First-Year *Survey*	1			
TOTAL	16		TOTAL	15-16

Year 2

Autumn	Credits		Spring	Credits
Race, Ethnicity, & Gender Diversity GE	3		Citizenship for a Diverse & Just World (1)	3-4
Theme course (1)	3-4		Theme course (2) or elective*	3
ASL 1103	4		ASL 2104	3
ASL 3350	3		Elective	3
Elective	2		Elective	3
TOTAL	15-16		TOTAL	15-16

Year 3

Autumn	Credits		Spring	Credits
Citizenship for a Diverse & Just World (2) or elective*	3		ASL 3105	3
ASL 3104	3		ASL 3650	3
ASL 3450	3		ASL 4104	3
Elective	3		Elective	3
Elective	3		Elective	3
TOTAL	15		TOTAL	15

Year 4

Autumn	Credits		Spring	Credits
ASL 3750	3		ASL 4350	3
ASL 4250	3		ASL 4189S (extra)	3
Elective	3		Elective	3
Elective	3		Elective	3
Elective	2		Elective	3
Gen Ed 4001	1			

TOTAL	15		TOTAL	15

From: Troyan, Francis J. <troyan.14@osu.edu>
Sent: Tuesday, November 7, 2023 9:35 AM
To: Aski, Janice <aski.1@osu.edu>; Bielefeld, Eric <bielefeld.6@osu.edu>; Williams, Susan S. <williams.488@osu.edu>; Schuler, William <schuler.77@osu.edu>; Miranda, Antoinette <miranda.2@osu.edu>
Cc: Jones, Tia <jones.2246@osu.edu>; Wickham-Saxon, Kristin N. <wickham-saxon.1@osu.edu>
Subject: Re: Concurrence for a new major in ASL and Deaf Studies

Dear Janice,

Thank you for reaching out about this. I apologize for being beyond the two weeks. This program looks wonderful!

As this program is developed, I would love to explore teacher licensure that could be added to our existing world language education programs at the Undergraduate (double major) and graduate (Master of education program).

Sincerely,

Francis

From: Aski, Janice <aski.1@osu.edu>
Sent: Friday, October 20, 2023 11:58 AM
To: Bielefeld, Eric <bielefeld.6@osu.edu>; Williams, Susan S. <williams.488@osu.edu>; Schuler, William <schuler.77@osu.edu>; Miranda, Antoinette <miranda.2@osu.edu>; Troyan, Francis J. <troyan.14@osu.edu>
Cc: Jones, Tia <jones.2246@osu.edu>; Wickham-Saxon, Kristin N. <wickham-saxon.1@osu.edu>
Subject: Concurrence for a new major in ASL and Deaf Studies

Dear Colleagues,
I have been asked to seek concurrence from you for our new major in ASL and Deaf Studies. I have attached the proposal, which includes all courses to be offered in this new major. The proposals for the new courses will be submitted along with this major proposal in two weeks, which is the time that you are given to express to me your support or concerns about this proposal. If I have not heard from you in two weeks, concurrence is assumed.
Many thanks, Janice

Janice M. Aski
Professor of Italian
Director of the Center for Languages Literatures and Cultures

Thank you!

Janice M. Aski
Professor of Italian
Director of the Center for Languages Literatures and Cultures

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From: Schuler, William <schuler.77@osu.edu>
Sent: Monday, October 30, 2023 7:16 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jones, Tia <jones.2246@osu.edu>; Wickham-Saxon, Kristin N. <wickham-saxon.1@osu.edu>
Subject: Re: Concurrence for a new major in ASL and Deaf Studies

Hi Janice,

Linguistics supports this proposal,

wm

From: Aski, Janice <aski.1@osu.edu>
Sent: Friday, October 20, 2023 11:58:07 AM
To: Bielefeld, Eric <bielefeld.6@osu.edu>; Williams, Susan S. <williams.488@osu.edu>; Schuler, William <schuler.77@osu.edu>; Miranda, Antoinette <miranda.2@osu.edu>; Troyan, Francis J. <troyan.14@osu.edu>
Cc: Jones, Tia <jones.2246@osu.edu>; Wickham-Saxon, Kristin N. <wickham-saxon.1@osu.edu>
Subject: Concurrence for a new major in ASL and Deaf Studies

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Fiscal Unit/Academic Org   Foreign Language Center - D0543
Administering College/Academic Group   Arts and Sciences
Co-adminstering College/Academic Group
Semester Conversion Designation   New Program/Plan
Proposed Program/Plan Name   ASL, Access, Equity and Inclusion
Type of Program/Plan   Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation
Proposed Degree Title   ASL, Access, Equity and Inclusion

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				30	
Required credit hours offered by the unit	Minimum			30	
	Maximum			30	
Required credit hours offered outside of the unit	Minimum			0	
	Maximum			0	
Required prerequisite credit hours not included above	Minimum			12	
	Maximum			12	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals	

- Language proficiency. Students will demonstrate proficiency in ASL.

- By the end of the ASL and Deaf Studies major, students will be able to achieve at least intermediate proficiency level as described by the Sign Language Proficiency Interview (SLPI:ASL) or least a 2 on the ASL Proficiency Interview (ASLPI).

- Intercultural competence. Students have the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility...

- (goal above completed here)

   empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context.

- By the end of the ASL and Deaf Studies major, students will be able to describe and critique issues of marginalization and intersectionality in deaf communities such as race, gender, sexual orientation, and family dynamics.

- By the end of the ASL and Deaf Studies major, students will be able to identify and critique issues of power, privilege, oppression, exclusion and intercultural competence.

- Cultural and historical knowledge. Students will understand the history and culture of the Deaf community in the United States.

- By the end of the ASL and Deaf Studies major, students will be able to describe and analyze literary and artistic productions created by Deaf individuals.

- By the end of the ASL and Deaf Studies major, students will be able to explain the history and culture of American deaf communities and organizations.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

- National standardized examination

Classroom assignments

- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Direct assessment methods specifically applicable to graduate programs

- Other: Program Assessment test

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey

- Student evaluation of instruction

- Student interviews or focus groups

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance

- Analyze and discuss trends with the unit's faculty

- Analyze and report to college/school

- Make improvements in curricular requirements (e.g., add, subtract courses)

- Make improvements in course content

- Make improvements in course delivery and learning activities within courses

- Make improvements in learning facilities, laboratories, and/or equipment

- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Concurrences - Linguistics_EHE ASL Major.pdf: Concurrences

  (Support/Concurrence Letters. Owner: Jones,Tia M)

- ASCC Comments and responses.pdf: Responses to committee

  (Other Supporting Documentation. Owner: Jones,Tia M)

- ASL Access Equity Major REVISED ASCC.pdf: Program Proposal with highlighted changes

  (Other Supporting Documentation. Owner: Jones,Tia M)

- ASL Access Equity Major REVISED ASCC CLEAN Last and final.docx: Program Proposal FINAL

  (Program Proposal. Owner: Jones,Tia M)

- ASL Access, Equity and Inclusion ASC Endorsement Letter.doc: Letter from college to CAA

  (Letter from the College to OAA. Owner: Vankeerbergen,Bernadette Chantal)

Comments

- Sent back for Tia to remove last two files and upload updated proposal. *(by Vankeerbergen,Bernadette Chantal on 09/03/2024 12:21 PM)*

- Please see A&H2 Subcommittee feedback email sent 3/19/24. *(by Neff,Jennifer on 03/19/2024 02:55 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	02/12/2024 03:23 PM	Submitted for Approval
Approved	Jones,Tia M	02/12/2024 03:23 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/12/2024 04:48 PM	College Approval
Submitted	Jones,Tia M	02/12/2024 05:18 PM	Submitted for Approval
Approved	Jones,Tia M	02/12/2024 05:18 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/14/2024 12:07 PM	College Approval
Revision Requested	Neff,Jennifer	03/19/2024 02:55 PM	ASCCAO Approval
Submitted	Jones,Tia M	05/23/2024 12:37 PM	Submitted for Approval
Approved	Jones,Tia M	05/23/2024 12:38 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/23/2024 12:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2024 12:21 PM	ASCCAO Approval
Submitted	Jones,Tia M	09/10/2024 11:49 AM	Submitted for Approval
Approved	Jones,Tia M	09/10/2024 11:51 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/13/2024 10:29 AM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	09/13/2024 10:41 AM	ASCCAO Approval
Approved	Martin,Andrew William	09/13/2024 10:59 AM	ASC Approval
Pending Approval	Reed,Kathryn Marie Johnson,Jay Vinton Greenbaum,Robert Theodore	09/13/2024 10:59 AM	CAA Approval