From:	Smith, Randy
To:	Wickham-Saxon, Kristin
Cc:	Sutherland, Sue; Greenbaum, Rob; Reed, Katie; Smith, Randy; Griffiths, Rob; Duffy, Lisa; Hunt, Ryan; Aski, Janice; Vankeerbergen, Bernadette; Martin, Andrew; Renga, Dana
Subject:	Proposal to establish an online ASL Elementary-Level Teaching Certificate
Date:	Friday, November 22, 2024 12:21:17 PM
Attachments:	image001.png

Kristin:

The proposal from the Center for Languages, Literature, and Cultures to establish an online ASL (American Sign Language) Elementary-Level Teaching Certificate was approved by the Council on Academic Affairs at its meeting on November 20, 2024. Thank you for attending the meeting to respond to questions/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).

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

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

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

I wish you success with this important program development.

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
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THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Office of the Associate
and Assistant Deans

114 University Hall
230 North Oval Mall
Columbus, OH 43210

614-292-1667 Phone
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October 27, 2024

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

Dear Randy:

I am pleased to endorse the proposal by the Center for American Sign Language and Deaf Equity to create a certificate in American Sign Language Elementary-Level Teaching, effective Autumn 2025. The Center for American Sign Language and Deaf Equity will be responsible for overseeing the certificate. The certificate (Types 2) is focused on post Baccalaureate students.

This certificate addresses critical workforce shortages in American Sign Language instruction. The curriculum will provide training for individuals interested in teaching American Sign Language in higher education settings. This is part of a broader initiative by the college to provide training and education around American Sign Language and Deaf Equity.   The certificate does not duplicate any other currently offered at Ohio State. It has the full support of the College of Arts and Sciences.

Sincerely,

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

THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Department of Theatre, Film, and Media Arts

1932 College Road
Columbus, OH 43210

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October 18, 2024

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

On Tuesday, October 1st, the Arts and Humanities Subcommittee 1 reviewed a request from the Center for Languages, Literatures, and Cultures, to establish a new Elementary-Level Teaching Certificate in American Sign Language (ASL).

As described in the proposal, the certificate "develops and enhances ASL teaching skills of post-baccalaureate individuals by providing formal study of ASL pedagogy in conjunction with hands-on training." The certificate would give all those who complete it the skills and training necessary for entry-level ASL teaching positions. As justification for the new program, the proposal notes that there are currently no institutions in Ohio offering degrees at any level in ASL teaching.

A&H Subcommittee 1 voted unanimously to approve the request with no contingencies. The proposal is now advanced to the ASCC with a motion to approve.

Warm regards,

Tom Dugdale
Associate Professor
Department of Theatre, Film, and Media Arts
Chair, ASC A&H Subcommittee 1

THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Center for Languages, Literatures and Cultures

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1775 College Road
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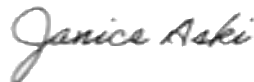September 2, 2024

Dear ASC Curriculum Committee,

We are elated that the American Sign Language program has been growing exponentially. The Arts and Sciences Curriculum Committee has recently approved the **ASL Major: ASL Access, Equity and Inclusion**. The College has recently approved a new center: the **Center for ASL and Deaf Equity**, and the hiring of a faculty member at the Associate Professor level who serves 50% in the ASL program and as the Director of the Center for ASL and Deaf Equity and 50% in Women's, Gender and Sexuality Studies (TIU): Dr. Octavian Robinson.

I, Director of the Center of Languages Literatures and Cultures, as well as two phenomenal instructors, Kristin Wickham-Saxon and Tia Jones, authored the **ASL Elementary-Level Teaching Certificate** prior to Dr. Robinson's arrival. However, now that he has arrived, he and the Assistant Director of the Center for ASL and Deaf Equity (Kristin Wickham-Saxon), will be taking over managing the proposal and starting the program, which will be run through the Center for ASL and Deaf Equity. I am happy to report that we have received approval from Dean Renga for the Certificate program, and the proposal will be submitted to the ASC curriculum committee at the same time that it is submitted to Ohio State Online.

We remain grateful to the college and the Curriculum Committee for supporting this work.

Sincerely,

Dr. Janice M. Aski

Dr. Octavian Robinson

Proposal for the online American Sign Language Elementary-Level Teaching Certificate

Dr. Janice M. Aski, *Director of the Center for Languages, Literatures, and Cultures*
Dr. Octavian Robinson, *Director of the Center for American Sign Language and Deaf Equity*
Kristin Wickham-Saxon, *DUS and Assistant Director of the Center for American Sign Language and Deaf Equity*
Tia Jones, *ASL Academic Program Specialist*

I. **Well-Defined Program**
A. **Title of the Certificate Program**

American Sign Language Elementary-Level Teaching Certificate (13 credits)

B. Certificate Category

This will be a stand-alone Category 2 Post-Bachelor Degree program as described by the *Categories and Criteria for Academic Certificate Programs*:
https://registrar.osu.edu/media/bzfj4jvr/proposed-certificates-document.pdf

C. Method of Delivery

Online: This delivery mode allows us to have the maximum impact and reach to provide training in ASL pedagogy to Deaf people and those who already have fluent ASL skills, wherever they reside throughout the country.

    1. Program method of delivery has not been previously approved. Conversations with Elizabeth Vu for an MOU with ODEE are in progress.

    Courses are either approved for or in the process of being approved for distance delivery. The two certificate courses that overlap with our new major in ASL Access, Equity, and Inclusion have already been approved for online delivery (ASL 4250: ASL Linguistics and ASL 4350: ASL Accessibility and Social Justice). The remaining three online courses in the certificate program are being submitted to the Curriculum Committee queue.

    2. Are multiple methods of delivery available concurrently? One course (ASL 4451: ASL Teaching Practicum) can be taken in-person on campus or online.

D. Proposed Implementation Date

Recruitment will begin Spring 2025. First enrollments to begin in Autumn 2025.

E. Academic Unit Responsible for Administering the Certificate Program

The certificate program will be administered by the Center for ASL and Deaf Equity.

II. Rationale

A. Purpose of program –why the faculty chose to create the certificate and why the certificate is the best route of delivery of the education to the student.

The 13-credit hour ASL Elementary-Level Teaching Certificate develops and enhances ASL teaching skills of post-baccalaureate individuals by providing formal study of ASL pedagogy in conjunction with hands-on training. While learning how to navigate the job market and expectations in academia, individuals who complete the Certificate's synchronous and asynchronous learning components will have foundational skills necessary for entry-level ASL teaching positions.

The data provided in this document suggest that Ohio State will have the first certificate in ASL Teacher Training and become a premier location for ASL pedagogy, an honor currently bestowed on Gallaudet University and the University of Northern Colorado, which have the only two MA programs (see Appendix A.) The certificate is the first step toward developing an MA in ASL Teaching.

B. Justification

According to the 2021 Modern Language Association census of language enrollments, ASL is in high demand, having the third highest enrollments in United States institutions of higher education. Institutions across the country struggle to identify qualified instructors to meet the demand. In fact, the experience that motivated the idea for this certificate was when in 2022 the ASL program had such long waitlists that we granted permission by the college to hire seven new instructors and one more instructor in 2023, but it became increasingly difficult to find qualified instructors. Given the inequities to access to language and education, there are comparatively fewer Deaf individuals with master's degrees, so we had to hire several instructors with bachelor's degrees and worked hard to train them for successful performance in the classroom. The preparation for the university teaching environment is unique, and the certificate targets this environment to provide the skills and institutional knowledge to succeed in this environment. The following statement was prepared by Dr. Tammy Eckard of the ASL team for the proposal for the Center for American Sign Language and Deaf Equity (which was approved 4/4/24) and provides further explanation of this unique context.

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[1] 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

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

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.

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.
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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

C. ASL in the United States and Market Research

During Spring 2022, the ASL Program conducted a nationwide search to hire 6 Lecturers for the GE courses. This hiring process brought to light the significant dearth of qualified ASL instructors. Conversations with leadership at other higher education institutions indicates similar challenges.

Upon the request of Dean Renga, we contacted OTDI and asked for a Market Landscape Analysis for an online post-baccalaureate certificate in teaching American Sign Language. What follows are their conclusions on the ASL instructor hiring landscape.

> "At the post-secondary level, most institutions are looking for ASL instructors with a minimum of a master's degree. The number of institutions requiring a minimum of a bachelor's degree is significant, though. When expanding the potential audience for this proposed certificate to K-12 educators, Lightcast job posting data shows that a bachelor's degree is the overall minimum education requested. This information, coupled with observations of Ohio State's own experience hiring ASL instructors, suggests that an academic, post-baccalaureate certificate could be a valuable addition to Ohio State's online portfolio in the immediate future. As previously stated, a number of universities are currently seeking instructors who only have bachelor's degrees but have notable experience teaching ASL."

In order to identify the need for trained instructors of ASL, it is necessary to examine the number and types of programs offered in the US. The analysis was created by Kristin Wickham-Saxon (ASL Director of Undergraduate Studies). The goal is to give an overview of the number and types of ASL programs in order to gain familiarity with the ASL educational landscape in the United States. Therefore, this section begins by defining the types of programs and degrees that are offered in higher education. Tables 1-6 in Appendix A list the programs that we found in the following categories: Big 10 Institutions, associate's degrees, college/university minors, bachelor's degrees, master's degrees. Before examining the data, the following are short definitions of the different types of ASL programs offered at institutions of higher education.[2]

> **ASL and ASL Studies Programs**. ASL and ASL Studies programs (AA, BA) include coursework in ASL, ASL linguistics, ASL literature, 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

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[2] 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).

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 superior or near-superior 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) include coursework in ASL, deaf history, deaf culture, deaf literature, and issues of concern to the deaf community including deaf education practices, dynamics of oppression, disability studies, intersectionality, 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 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.

Among the Big Ten institutions, there are four ASL-related minors. 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. No Big Ten institution offers ASL Education or any form of teacher training.

We found 34 certificate programs around the country. 17 identified as ASL, 8 as ASL- English Interpreting and nine as ASL + Deaf Studies or Deaf Studies. One certificate is in ASL-English bilingual early childhood deaf education. In Ohio, Cincinnati State has a certificate in Deaf Studies, Columbus State has ASL/Deaf Studies, and Rhodes State College has ASL Studies.

Note that in 1999-2000, Columbus State Community College piloted an ASL Teaching Certificate consisting of 9-10 courses on-campus. There was significant interest, and twelve students enrolled from central Ohio; the majority of these students were deaf. According to retired CSCC ASL Professor, Chuck Gramly, the ASL Teaching Certificate Program was discontinued because it had not been approved by the administration prior to implementation. Informal mentoring and training of ASL instructors continued. Today, no institution in or outside of Ohio offers a certificate in ASL Education or any form of teacher training.

According to our research, 20 institutions offer an associate's degree. There are 12 in ASL-English Interpreting, five in ASL, three in Deaf Studies, and one in Deaf Culture and ASL Studies. In Ohio, the University of Cincinnati offers an associate's degree in Deaf Studies, whereas Cincinnati State, Columbus State, and Sinclair Community College offer ASL-English Interpreting. No institution in the U.S. offers an associate's degree in ASL Education or any form of teacher training.

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 and Ohio State offer minors in ASL studies. Thirty-three institutions, however, 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/HH students). The two ASL K-12/7-12 ASL Education programs are in Texas and Utah respectively. Purdue University has a study abroad program (Siena) and the University of Wisconsin-Milwaukee has both a study abroad program (Italy, France, and United Kingdom) and a Living Learning Community on campus. Our research reveals that Texas and Utah have K-12 ASL Education BA degrees. There are no minors or BA degrees focused on teaching beyond K-12.

There are very few master's programs around the country. Gallaudet University (Washington D.C.) and the University of Northern Colorado offer ASL Education and ASL Interpreting, and the University of North Florida offers only ASL interpreting. A non-licensure master's degree in ASL Education was offered at Ohio State University from 2006-2008. Approximately half of the first cohort of ten students were deaf. Despite student interest in the program, hired faculty lead, Dr. Christian Rathmann, left after one year. His replacement, Dr. Guarav Mathur, also left OSU after one year. Due to the challenges in maintaining consistent leadership, the program was phased out once the initial cohort of students completed their coursework. Our research reveals that there are two master's programs in ASL Education, one in the East of the country and one in the West. There are no master's programs in the Midwest.

D. Source of Demand for the Proposed Certificate

In short, no institution in or outside of Ohio offers a certificate, associate's degree, or minor in ASL Education or any form of teacher training. Two ASL K-12/7-12 Education programs are located in Texas and Utah respectively. No institution in Ohio offers a BA in ASL Education. The only master's degrees in ASL Education are from Gallaudet University and the University of Northern Colorado.

E. Program Goals and Expected Learning Outcomes Supporting the Program Goals

Goal 1: Upon completion of this certificate, students will have the knowledge and skills to successfully teach elementary level language courses at the university/college level.

   ELO 1.A: Students will be able to create theoretically effective lessons that demonstrate pedagogically efficient use of technology.
   ELO 1.B: Students will be able to demonstrate understanding of formative and summative assessment.
   ELO 1.C: Students will be able to critique their own teaching practices in order to continually improve and evolve as a successful instructor.

Goal 2: Upon completion of this certificate, students will have mastered the foundations of ASL language structures and use and will effectively incorporate these concepts into their teaching.

   ELO 2.A: Students will be able to construct grammar and vocabulary lessons applying the fundamental concepts of ASL language structure and use.
   ELO 2.B: Students will be able to explain the evolution of ASL and its relationship to English and other spoken languages.

Goal 3: Upon completion of this certificate, students will understand the concepts of intercultural competence, social justice and allyship as they apply to Deaf culture and incorporate these concepts into their elementary language courses in pedagogically effective ways.

   ELO 3.A: Students will be able to construct lesson plans that include the fundamental concepts of intercultural competence, social justice and allyship appropriate for the elementary language class.
   ELO 3.B: Students will be able to demonstrate allyship skills and the ability to advocate for ASL accessibility

Goal 4: Upon completion of this certificate, students understand the expectations of teaching ASL language at the university/college level.

   ELO 4.A: Students will be able to complete the professional application process, including cover letter, CV, and teaching portfolio.
   ELO 4.B: Students will be able to meet the professional expectations of the university/college environment by understanding its structure and practices.

III. Relationship to Other Programs/Benchmarking
A. No Overlaps with Other Programs or Departments

As it would be a rare situation in which an undergraduate student would have the ASL fluency to be successful in the certificate program (unless they came to the program as a superior/distinguished signer), we are not pursuing an embedded certificate in partnerships with the College of Education and Human Ecology for their education undergraduates.

Concurrence was sought and obtained from the College of Education and Human Ecology.

Subject: Re: Concurrence for a new online Certificate: American Sign Language Elementary-Level Teaching
Date: Friday, September 13, 2024 at 5:20:21 PM Eastern Daylight Time
From: Troyan, Francis
To: Wickham-Saxon, Kristin
CC: Robinson, Octavian, Jones, Tia
Attachments: image001.png, image002.png, image003.png

Dear Dr. Wickham-Saxon,

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

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

Sincerely,

Francis

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

Dr. Troyan,

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

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

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

With appreciation,

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

B. No Previous Certificate Proposal Submissions

C. No Similar Programs at Other Ohio or U.S. Institutions

As indicated above in section II Rationale, part C (ASL in the United States and Market Research), no institution in or outside of Ohio offers a Certificate, associate's degree, or Minor in ASL Education or any form of teacher training. Two ASL K-12/7-12 Education programs are located in Texas and Utah respectively. No institution in Ohio offers a BA in ASL Education. The only master's degrees in ASL Education are from Gallaudet University and the University of Northern Colorado.

IV. Student Enrollment
A. Prerequisites for Admissions and Enrollment in Certificate Program

- Participants must have a baccalaureate degree.
- Participants must be fluent in American Sign Language, determined by submitting a video essay signed in ASL as part of their application packet. We will use a language proficiency interview developed in-house to assess candidates' linguistic proficiency for admission. We have elected not to use the American Sign Language Proficiency Interview (ASLPI) due to significant ongoing questions regarding its efficacy. It is a commonly held perception among interviewees that ASLPI is ideologically driven, which results in disparate outcomes based on race and disability. These evaluations have often penalized non-white and/or disabled signers for using linguistic variations deemed "not aesthetically" pleasing. The focus is on a signer's ability to perform depiction rather than assess what a person can do with American Sign Language (ASL) in real world contexts. The Sign Language Proficiency Interview (SLPI) presents similar issues. Dr. Robinson is currently involved in a research project on this subject, so the data is not yet available for dissemination. Furthermore, the ASLPI presents an expense that might serve as a barrier to admission for a population that experiences under/unemployment rates ranging from 25% to 75% across states. In the meantime, our in-house interview will be developed by Dr. Robinson and Ms. Wickham-Saxon. Dr. Robinson has received training in conducting Oral Proficiency Interviews (OPI) from American Council for the Teaching of Foreign Languages (ACTFL) and serves as a language assessor for the Massachusetts Commission for the Deaf and Hearing's interpreter screenings. Ms. Wickham-Saxon has experience as a rater for SLPI. Our experience as evaluators, using the newly formulated criteria CanDo developed by the American Sign Language Teacher's Association (ASLTA) based on the Common European Framework of Reference approach to language assessments, will be parlayed into developing an assessment that focuses on candidates' ability to use ASL across a range of real world contexts and ensure that they are able to successfully participate in a post-undergraduate level setting conducted entirely in ASL.

B. Expected Student Enrollment

As the certificate rolls out with initial course offerings, the first year's enrollment will be during Autumn semester. Once the demand and capacity to staff courses increases, enrollment may be available in both Autumn and Spring semesters. To encourage application submission and predict enrollments, the certificate will offer an early action deadline (similar to OSU's first-year applicant admissions). Through the ASL team's professional and personal networks, and OSO's marketing, recruitment, and retention teams, first year enrollments are expected to be low, up to four students. Advertising and word-of-mouth will bring more exposure, and we expect a maximum of ten students in the certificate program at any one time. As demand increases, we will ask the College for support to grow the program.

We will be able to promote the certificate to members of ACTFL (American Council of Foreign Language Teachers), ASLIN (American Sign Language Instructors Network), and ASLTA (ASL Teachers Association), emphasizing how this program satisfies the ASLTA

certification requirements for courses in ASL Linguistics, Teaching Methods, Assessment, and Curriculum Development. We would have to work with the Ohio Department of Education to determine whether the courses and/or certificate could satisfy K-12 teaching license CEU requirements.

We are in regular communication with Dana Renga (Dean, Arts & Humanities), John Blust (ASC Budgeting Senior Analyst), Elizabeth Vu (Director of ASC Distance Education), and Ohio State Online about recruiting and projected enrollments. In an email dated August 21, 2024, Dean Renga gave this Certificate a "green light," as did John Blust, the College fiscal representative.

From: Renga, Dana <renga.1@osu.edu>
Sent: Wednesday, August 21, 2024 3:38 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Vu, Elizabeth <vu.191@osu.edu>; Blust, John <blust.5@osu.edu>; Bailey, Janice <bailey.1785@osu.edu>; Jones, Tia <jones.2246@osu.edu>
Subject: ASL Certificate Green Lighted

Dear Janice,

I write with good news – the college is supportive of CLLC moving forward on the ASL Certificate now. The college will assess the certificate, enrollments, and such three years after it is up and running to see about any necessary commitments or changes.

We understand that with the college's cash investments you should have the funds to get the certificate up and running.

John, might you chime in for anything I might be missing?

All my best, Dana

THE OHIO STATE UNIVERSITY

Dana Renga (she/her)
Dean, Arts and Humanities
Professor, Department of French and Italian
Affiliated Faculty in Comparative Studies, Film Studies, and Women's, Gender & Sexuality Studies
College of Arts and Sciences
186 University Hall, 230 N. Oval Mall, Columbus, OH 43210
614-688-1104 Office

From: Blust, John <blust.5@osu.edu>
Sent: Wednesday, August 21, 2024 3:51 PM
To: Renga, Dana <renga.1@osu.edu>; Aski, Janice <aski.1@osu.edu>
Cc: Vu, Elizabeth <vu.191@osu.edu>; Bailey, Janice <bailey.1785@osu.edu>; Jones, Tia <jones.2246@osu.edu>
Subject: RE: ASL Certificate Green Lighted

Hi Dana,

I think you covered everything. My understanding is there is already a college commitment in place for the ASL program that will support the lecturers for the online certificate, so no additional funding is needed at this time.

Thanks, John

V. Assessment Plan
A. Goals, ELOs, and Assessment Measures

Goal 1: Upon completion of this certificate, students will have the knowledge and skills to successfully teach elementary level language courses at the university/college level.	**Indirect measure:** Student exit survey
ELO 1.A: Students will be able to create theoretically effective lessons that demonstrate pedagogically efficient use of technology.	**Direct measures:** ELO 1.A: Assessment of lesson plans in final portfolio.
ELO 1.B: Students will be able to demonstrate understanding of formative and summative assessment.	ELO 1.B: Assessment of the presentation of learning assessment in the ASL Teaching Practicum course.
ELO 1.C: Students will be able to critique their own teaching practices in order to continually improve and evolve as a successful instructor.	ELO 1.C: Assessment of relevant reflection activities in the ASL Teaching Practicum course.
Goal 2: Upon completion of this certificate, students will have mastered the foundations of ASL language structures and use and will effectively incorporate these concepts into their teaching.	**Indirect measure:** Student exit survey
ELO 2.A: Students will be able to construct grammar and vocabulary lessons applying the fundamental concepts of ASL language structure and use.	**Direct measures:** ELO 2.A: Assessment of lesson plans in final portfolio.
ELO 2.B: Students will be able to explain the evolution of ASL and its relationship to English and other spoken languages.	ELO 2.B: Assessment of the assignment: *Comparative Analysis of Linguistic Features in ASL and English* in the ASL Linguistics course.
Goal 3: Upon completion of this certificate, students will understand the concepts of intercultural competence, social justice and allyship as they apply to Deaf culture and incorporate these concepts into their elementary language courses in pedagogically effective ways.	**Indirect measure:** Student exit survey
ELO 3.A: Students will be able to construct lesson plans that include the fundamental concepts of intercultural competence, social justice and allyship appropriate for the elementary language class.	**Direct measures:** ELO 3.A: assessment of lesson plans in final portfolio.
ELO 3.B: Students will be able to demonstrate allyship skills and the ability to	ELO 3.B: assessment of the final project in the course, ASL Accessibility and Social

advocate for ASL accessibility.	Justice.
Goal 4: Upon completion of this certificate, students understand the expectations of teaching ASL language at the university/college level. ELO 4.A: Students will be able to complete the professional application process, including cover letter, CV, and teaching portfolio. ELO 4.B: Students will be able to meet the professional expectations of the university/college environment by understanding its structure and practices.	**Indirect measure**: Student exit survey **Direct measures**: ELO 4.A: Assessment of these materials included in the final portfolio. ELO 4.B: Results of quiz embedded in the Navigating Academia course that measures knowledge and includes reactions to scenarios.
	Overall program direct measure: Collect data on certificate completion rate and the graduate placement/future employment. It will be the duty of the administrators of the Center for ASL and Deaf Equity to keep track of graduates for two years after graduation to find out whether and where they have been offered and accepted employment.

B. Timeline to Create and Implement the Assessment Plan

We have one year to create the assessment rubrics for each course assignment that is used in the program assessment before any students enroll in the program, and some courses will be offered in the second year of the program. The Director and Assistant Director of the Center for ASL and Deaf Equity will have two years to create the exit survey before there are any certificate completions.

C. Use of Outcomes Data

- The assessment plan will be input into Nuventive by the ASL APC. ODEE can help make this easier buy building some elements into the Carmen courses.
- The relevant assignments and Practicum Portfolios will be rated by the Advisor for the Certificate, who will be the Assistant Director of the Center for ASL and Deaf Equity.
- The annual data (with all student information removed) will be collected by the ASL APC and assessed by the Director of the Center for ASL and Deaf Equity and the Advisor for the Certificate to determine if adjustments need to be made to the program.

VI. Curricular Requirements
A. Five Required Courses

1. ASL Linguistics (3 credits) – ASL 4250 (synchronous online)
Prerequisite: Successful completion of two ASL courses at the 3000-level or above with a C- or better; or permission of program.

Course Description: This course examines the linguistic aspects of American Sign Language (ASL), including phonology, morphology, pragmatics, syntax, semantics, and sociolinguistic variations in ASL. Students will demonstrate their understanding through thoughtful connections, comparative analyses, and engaging in an in-depth exploration of ASL linguistics. By completion, students will be able to describe and effectively apply aspects of ASL's linguistic structure and explore concepts of sociolinguistic diversity. NOTE: Lectures in this course will be presented in ASL. Students must meet language fluency requirements prior to taking this course.

Offering: Autumn semester (at minimum)
*This course overlaps with the ASL Access, Equity, and Inclusion major and has been approved by ASCC.

2. ASL Accessibility and Social Justice (3 credits) – ASL 4350 (synchronous online)
Prerequisite: Successful completion of one ASL course at the 3000-level or above, with a grade of C- or better; or permission of program.

Course Description: This course explores ways that power, privilege, and oppression can impact equity and various aspects of ASL accessibility. Though examining linguistic access and intercultural competence, students will consider how social justice can support allyship development to achieve common goals. NOTE: Lectures in this course will be presented in ASL. Students must meet language fluency requirements prior to taking this course.

Offering: Autumn semester (at minimum)
*This course overlaps with the ASL Access, Equity, and Inclusion major and has been approved by ASCC.

3. ASL Teaching Methods (3 credits) – ASL 4450 (synchronous online)
Prerequisite: Successful completion of ASL Linguistics with a grade of C- or better. Students must be enrolled in the ASL Elementary-Level Teaching Certificate or permission of the instructor.

Course Description: This course is a requirement to complete the American Sign Language (ASL) Teacher Training Certificate. This course examines methodologies of full-immersion teaching, purposeful interactive communicative language teaching, task-based and content-based instructional teaching techniques as they pertain to teaching American Sign Language (ASL). We will consider and discuss aspects of second language acquisition (SLA) and explore how to apply these concepts to teaching an ASL course. Coursework includes classroom observations, self-reflections, critiques and development of materials and activities for the ASL classroom.

Lesson planning, classroom management, and digital pedagogy will also be explored through assignments, classroom observations and critiques. The purpose of the course is to provide a theoretical and practical foundation to teaching ASL as well as guide the student to becoming a reflective ASL instructor. This course is a prerequisite for the ASL Teaching Practicum course, thus all theories, lessons and classroom activities created in this course will be utilized in the subsequent courses as students continue toward their Certificate in ASL Teaching. NOTE: Lectures in this course will be presented in ASL. Students must meet language fluency requirements prior to taking this course.

Offering: Spring semester (at minimum)

4. ASL Teaching Practicum: (3 credits) -- ASL 4451 (synchronous online or in person)

Prerequisite: Successful completion of ASL Linguistics and ASL Teaching Methods with a grade of C- or better. Students must be enrolled in the ASL Elementary-Level Teaching Certificate or permission of the instructor.

Course Description: This course provides students an opportunity to observe a qualified ASL instructor and apply knowledge from ASL Linguistics and Teaching Methods courses. Under direct supervision of the host instructor, this Teaching Practicum will include the creation and implementation of lesson plans, design and evaluation of assessments, and reflective practice. Upon successful completion of this course, students will possess foundational skills for ASL teaching. NOTE: Lectures in this course will be presented in ASL. Students must meet language fluency requirements prior to taking this course.

Offering: Summer semester (at minimum), 2nd year of program Spring semester

5. Navigating Academia (1 credit) – ASL 4452 (asynchronous)

Prerequisite: Students must be enrolled in the ASL Elementary-Level Teaching Certificate or permission of the instructor.

Course Description: Exploration of system structures, norms and expectations will focus on aspects of academia culture's "hidden" curriculum. Examination of Deaf culture values and professionalism will serve as preparation for successful employment.

Offering: Spring and Summer semesters

B. Minimum Number of Credits

This is a 13-hour certificate program. Table shows the number of credit hours that can be achieved:

i. in-person only	**0**
ii. online only	**10-13**
iii. in-person or online	**0-3**

C. Number of Semesters Expected to Complete Certificate

To accommodate the needs of post-baccalaureate, working adults, students will have the option to pursue a one-year (three semester) or two-year (four semester) completion cycle.

Courses will be offered frequently enough and have the capacity to meet this expectation. At a minimum, ASL Linguistics will be offered during each Autumn semester and ASL Accessibility and Social Justice will be offered during each Spring semester. During the first year, ASL Teaching Methods will be offered in Spring semester. ASL Teaching Practicum will be offered each year during Summer semester, and starting during the second year, it will also be offered during Spring semester. Navigating Academia will be offered each year during Summer semester, and starting during the second year, it will also be offered during Spring semester.

D. Sample Semester-by-Semester Program

One-Year Plan (3 semesters)

Semester 1 (Autumn)	Semester 2 (Spring)	Semester 3 (Summer)
• ASL Linguistics (3)	• ASL Teaching Methods (3) • ASL Accessibility and Social Justice (3)	• ASL Teaching Practicum (3) • Navigating Academia (1)

Two-Year Plan (4 semesters)
Year 1

Semester 1 (Autumn)	Semester 2 (Spring)
• ASL Linguistics (3)	• ASL Accessibility and Social Justice (3)

Year 2

Semester 3 (Autumn)	Semester 4 (Spring)
• ASL Teaching Methods (3)	• ASL Teaching Practicum (3) • Navigating Academia (1)

E. Adequacy and Availability of Facilities and Equipment

Hagerty Hall 160 is being updated with enhanced technology needs to teach distance learning courses via Zoom. Two new HD USB PTZ (Pan/Tilt/Zoom) cameras will be mounted from the ceiling. One camera will be mounted in the southeast corner to capture the instructor area and the northern portion of the room, and the second camera will be mounted in the northwest corner to capture the southern portion of the room. The cameras will capture local video to be

sent back to the PC for use with video conferencing software. Five new beam-tracking ceiling pendant microphones will also be installed, one over each of the five desk areas. These upgrades are paid for by the Crane Technology Fund.

The CLLC has reallocated office space so that the Center for ASL and Deaf Equity and the certificate instructors have the largest office (100E Hagerty Hall). This larger space is conducive to signed conversation and will allow staff to better carry out recruitment duties, advise and mentor students, and collaborate.

Budget item: Two laptops for instructors for semesters when two online courses are offered in the certificate that are taught by two different instructors. This will be paid for through the CLLC General Funds.

F. Adequacy and Availability of Faculty and Staff

The ASL Program currently has six Associated Faculty holding an MA five Associate Faculty with a BA, two Assistant Professors of Professional Practice with an MA, and .5 Associate Professor with a PhD. The College has committed to hiring two additional Associated Faculty in Autumn 2025 and one in Autumn 2026.

Two courses, *ASL Linguistics* and *ASL Accessibility and Social Justice,* overlap with the major, in part to offset lower enrollments in the early stages of the certificate. We will have no problem dedicating instructors to the other three courses (ASL Teaching Methods, ASL Teaching Practicum, and Navigating Academia), as this certificate is a much-needed resource and a significant feature of the Center for ASL and Deaf Equity.

The ASL Program's 50% appointment Associate Professor serves as the Director of the Center for ASL and Deaf Equity. One of the two recently promoted Assistant Professors of Professional Practice is the Assistant Director of the Center for ASL and Deaf Equity and will serve as the Certificate Advisor. These individuals, along with the current ASL Academic Program Specialist, will be responsible for the certificate curriculum, enrollments, and data collection.

Budget item: instructor for six additional course sections over the first two years.

G. Appendices

- Appendix A: Analysis of ASL-Related Programs
- Appendix B: ASC Certificate Advising Sheet
- Appendix C: ASC Certificate Completion Sheet

Appendix A: Analysis of ASL-Related Programs

Table 1. Big Ten Institutions

BIG TEN Institution	Type of Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Indiana University-Bloomington	ASL Minor	Structure of ASL
University of Illinois	none *Only 2 ASL courses offered through residence halls*	none
University of Iowa	ASL Minor	none
University of Maryland	none	none
University of Michigan	none *Only 4 courses offered through living-learning community (classes do NOT satisfy the language requirement)*	none
Michigan State University	none	none
University of Minnesota	Deaf Studies Minor	Linguistics of ASL
University of Nebraska-Lincoln	none	none
Northwestern University	none	none
Penn State University	none *4 ASL courses + 1 Deaf Culture course offered*	none
Purdue University	ASL & Deaf Studies Minor Study Abroad: Siena Summer School in Italian Deaf Culture	Structure of ASL I: Phonology & Morphology Structure of ASL II: Syntax, Semantics, and Language Use
Rutgers University	none *Only 2 ASL courses offered*	none
University of Wisconsin – Madison	none *Only 1 course of combined ASL & Manually Coded English*	none

Table 2. Certificate Programs

Institution	Type of Certificate Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Antelope Valley College (California)	ASL ASL - English Interpreting	none
Berkeley City College (California)	ASL	Structure of American Sign Language
Boise State University (Idaho)	ASL	none
Bristol Community College (Massachusetts)	Deaf Studies	none
Chaffey College (Arizona)	ASL - English Interpreting	none
Cincinnati State (Ohio)	Deaf Studies	none
Coconino Community College (Arizona)	ASL - English Interpreting	Comparative Analysis of American Sign Language to English
College of DuPage (Illinois)	ASL - English Interpreting	none
Columbus State Community College (Ohio)	ASL/Deaf Studies	Linguistics of ASL + English
Crafton Hills College (California)	ASL	none
Cuyamaca College (California)	ASL	none
Gallaudet University (Washington, DC) *post-BA*	ASL-English Bilingual Early Childhood Deaf Education	none
Grossmont College (California)	ASL	none
Indiana University-Purdue University Indianapolis (Indiana)	ASL - English Interpreting	none
Los Angeles City College (California)	ASL	none
Minnesota State Community and Technical College (Minnesota)	ASL	none
Montgomery College (Maryland)	ASL	none
Mountwest Community and Technical College (West Virginia)	Deaf Studies	none
North Hennepih Community College (Minnesota)	ASL	none

Institution	Type of Certificate Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Northwestern Connecticut Community College (Connecticut)	Deaf Studies	none
Ohlone College (California)	Deaf Studies	none
Palo Verde College (California)	ASL	none
Phoenix College (Arizona)	Deaf Studies ASL - English Interpreting	none
Pine Technical and Community College (Minnesota)	ASL	none
Portland Community College (Oregon)	Deaf Studies	none
Rhodes State College (Ohio)	ASL Studies	none
Saint Louis Community College (Missouri)	ASL	none
Saint Paul College (Minnesota)	ASL	none
Santa Fe Community College (New Mexico)	ASL	none
Santiago Community College (California)	ASL	none
Tulsa Community College (Oklahoma)	ASL - English Interpreting	none
Union County College (New Jersey) *post-BA*	ASL + Deaf Studies	ASL Linguistics
Wayne County Community College District (Michigan)	ASL - English Interpreting	none
Western Nevada College (Nevada)	ASL	none

Table 3. Associate's Degree Program

Institution	Type of Associate's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
American River College (California)	Deaf Culture + ASL Studies	ASL Linguistics
Antelope Valley College (California)	ASL Interpreter Training	none

Institution	Type of Associate's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Bakersfield College (California)	ASL	none
Berkeley City College (California)	ASL	none
Bristol Community College (Massachusetts)	Deaf Studies	none
Chaffey College (Arizona)	ASL - English Interpreting	none
University of Cincinnati (Ohio)	Deaf Studies	none
Cincinnati State (Ohio)	ASL - English Interpreting	none
Coconino Community College (Arizona)	ASL - English Interpreting	none
College of DuPage (Illinois)	ASL - English Interpreting	none
Columbus State Community College (Ohio)	ASL - English Interpreting	none
Idaho State University (Idaho)	ASL - English Interpreting	Linguistics of ASL
Montgomery College (Maryland)	ASL	none
Northwestern Connecticut Community College (Connecticut)	ASL - English Interpreting	none
Ohlone College (California)	Deaf Studies	none
Phoenix College (Arizona)	ASL - English Interpreting	none
Portland Community College (Oregon)	ASL - English Interpreting	none
Saint Paul College (Minnesota)	ASL - English Interpreting	none
Santa Fe Community College (New Mexico)	ASL	ASL Linguistics
Sinclair Community College (Ohio)	ASL - English Interpreting	none

Table 4. Minor Programs

Institution	Type of Minor Programs	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Gallaudet University (Washington, D.C.)	ASL	Visual Language Resource Development

Institution	Type of Minor Programs	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Indiana University-Bloomington (Indiana)	ASL	Structure of ASL
Indiana University-Purdue University Indianapolis (Indiana)	ASL - English Interpreting	Linguistics of ASL
University of Iowa (Iowa)	ASL	none
Kent State University (Ohio)	ASL	none
Keuka College (New York)	ASL	none
Madonna University (Michigan)	ASL	none
University of Memphis (Tennessee)	ASL	Linguistics of ASL
University of Northern Colorado (Colorado)	ASL	none
University of Rochester (New York)	ASL	Sociolinguistics of the American Deaf Community Structure of Signed Languages
Sacramento State University (California)	Deaf Studies	none
St. Catherine University (Minnesota)	ASL	none
University of South Florida (Florida)	Deaf Studies *ASL Living Learning Community*	

Table 5. Bachelor's Degree Programs

Institution	Type of Bachelor's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Bloomsburg University (Pennsylvania)	ASL - English Interpreting *ASL Living Learning Community*	none
Boston University (Massachusetts)	Deaf Studies	none
California State University-Northridge (California)	ASL - English Interpreting Deaf Studies *ASL Living Learning Community*	none

Institution	Type of Bachelor's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
University of Connecticut (Connecticut)	ASL Studies (ASL - English Interpreting concentration) or (Deaf Studies concentration) *ASL Living Learning Community*	Structure of American Sign Language
Framingham State University (Massachusetts)	ASL ASL - English Interpreting (concentration) Deaf Studies (concentration)	Social Justice and the Deaf Community
Gallaudet University (Washington, DC)	ASL	Introduction to ASL Instruction Application to ASL Instruction Dynamics of Oppression Sign Language Rights and Advocacy Structure of ASL
Gardner-Webb University (North Carolina)	ASL Studies	none
University of Houston (Texas)	ASL - English Interpreting	Comparative Analysis of American Sign Language to English
Idaho State University (Idaho)	ASL - English Interpreting	Linguistics of ASL
Indiana University-Purdue University Indianapolis (Indiana)	ASL - English Interpreting	Linguistics of ASL
Kent State University (Ohio)	ASL ASL - English Interpreting Deaf Education *Also offer: ASL Living Learning Community*	To teach ASL, minor in Education. Licensure requires passing SLPI.
Keuka College (New York)	ASL	Linguistics of ASL
*Lamar University (Texas)	ASL: K-12 Education Track ASL: Interpreting Track ASL: Advocacy Track *ASL Living Learning Community*	Advocacy and Services Social Justice and Advocacy
Liberty University (Virginia)	ASL - English Interpreting	none
*Madonna University (Michigan)	ASL + ASL - English Interpreting	none
McDaniel College (Maryland)	ASL Studies	none

Institution	Type of Bachelor's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Mount Aloysius College (Pennsylvania)	ASL - English Interpreting	none
University of North Florida (Florida)	ASL - English Interpreting *ASL Living Learning Community*	none
University of Northern Colorado (Colorado)	ASL - English Interpreting	ASL Linguistics
Northeastern University (Massachusetts)	ASL Studies	none
University of Rochester (New York)	ASL	Sociolinguistics of the American Deaf Community Structure of Signed Languages
Sacramento State University (California)	Deaf Studies	none
Sam Houston State University (Texas)	ASL Studies	none
St. Catherine University (Minnesota)	ASL ASL - English Interpreting *ASL Living Learning Community*	Systemic Barriers to Disability Equity
University of South Florida (Florida)	ASL- English Interpreting and Deaf Studies, with ASL Interpreting Concentration *ASL Living Learning Community*	none
Towson University (Maryland)	Deaf Studies *ASL Living Learning Community*	none
*Utah Valley University (Utah)	ASL Education (7-12) ASL - English Interpreting Deaf Studies	Linguistics of ASL History of Deaf People to 1817 History of Deaf People after 1817 Methods of Teaching a Foreign Language Student-Teaching
Valdosta State University (Georgia)	ASL - English Interpreting *ASL Living Learning Community*	none

Institution	Type of Bachelor's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
Western Oregon University (Oregon)	ASL Studies *ASL Living Learning Community*	none
William Woods University (Missouri)	ASL - English Interpreting	Linguistics of ASL
University of Wisconsin – Milwaukee (Wisconsin)	ASL Studies *Also offer: Study Abroad, ASL Living Learning Community*	none
Wright State University (Ohio)	ASL - English Interpreting	none

Table 6. Master's Degree Programs: <u>TWO (2)</u> ASL Education Master's Programs

Institution	Type of Master's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
*Gallaudet University (Washington, DC)	ASL Education	Sign Language Linguistics for Sign Language Professionals Methods of Sign Language Teaching Curriculum Development for Sign Language Teaching Assessing Sign Language Skills Sign Language Practicum Seminar in Sign Language Education – Professional Preparation Sign Language Teaching - Internship
Gallaudet University (Washington, DC)	ASL-English Interpreting	none
University of North Florida (Florida)	ASL-English Interpreting *ASL Living Learning Community*	none
*University of Northern Colorado (Colorado)	ASL Education with licensure ASL Education without licensure	ASL Teaching Methods ASL Assessment & Testing ASL Curriculum Development & Design Contemporary Professional Issues in Teaching ASL

Institution	Type of Master's Degree Program	Offerings Related to our proposed Center for ASL Studies & Teacher Training
		Practicum for ASL Teaching I
		Practicum for ASL Teaching II
University of Northern Colorado (Colorado)	ASL-English Interpreting	none

Appendix B: ASC Certificate Advising Sheet

ASC Certificate Advising Sheet

The Ohio State University
Arts and Sciences

Category 2 Post-Bachelor Degree program - American Sign Language Elementary-Level Teaching Certificate

Program Advisors
- Dr. Octavian Robinson, 100D Hagerty Hall, 1775 College Rd. Columbus, OH 43210; robinson.948@osu.edu
- Kristin Wickham-Saxon, 100E Hagerty Hall, 1775 College Rd. Columbus, OH 43210; wickham-saxon.1@osu.edu

The 13-credit hour ASL Teaching Certificate develops and enhances ASL teaching skills of post-baccalaureate individuals by providing formal study of ASL pedagogy in conjunction with hands-on training. While learning how to navigate the job market and expectations in academia, individuals who complete the Certificate's synchronous and asynchronous learning components will have foundational skills necessary for entry-level ASL teaching positions.

All students must take the five required core courses.

Required Core Courses
- ASL 4250: ASL Linguistics (3)
- ASL 4350: ASL Accessibility and Social Justice (3)
- ASL 4450: ASL Teaching Methods (3)
- ASL 4451: ASL Teaching Practicum (3)
- ASL 4452: Navigating Academia (1)

ASL Elementary-Level Teaching Certificate Program Guidelines

Credit hours required: 13 hours

Overlap with courses in degree
- Max 50% overlap with courses in a degree program (i.e., major, minor, other certificate, GE, or graduate program)

Grades required
- Minimum C- for a course to be counted on the certificate.
- Minimum 2.00 cumulative GPA for all certificate course work.

X193 credits
Not permitted.

Approval required
Questions about admission to the certificate program should be directed to the ASL Teaching Certificate Advisor. The certificate course work must be completed exactly as indicated on the certificate description. Course substitutions are not permitted.

Consult with Advisor
- For filing deadlines.
- For changes or exceptions to a certificate plan.

ASL Teaching Certificate Advisor
- Kristin Wickham-Saxon, 100E Hagerty Hall, 1775 College Rd. Columbus, OH 43210; wickham-saxon.1@osu.edu

Appendix C: ASC Certificate Completion Sheet

COLLEGE OF ARTS AND SCIENCES

TYPE 2: AMERICAN SIGN LANGUAGE ELEMENTARY-LEVEL TEACHING CERTIFICATE

STUDENT NAME: _____

STUDENT OSU EMAIL: _____

CERTIFICATE ADVISOR NAME: _____

REQUIRED CORE COURSES (13 HOURS)

Course (Hours)	Course Grade	Term Completed
ASL 4250: ASL Linguistics (3)		
ASL 4350: ASL Accessibility and Social Justice (3)		
ASL 4450: ASL Teaching Methods (3)		
ASL 4451: ASL Teaching Practicum (3)		
ASL 4452: Navigating Academia(1)		

SUBSTITUTIONS APPROVED: _____

CERTIFICATE ADVISOR SIGNATURE _____

DATE _____

Much appreciated. Thank you for your reply.

Best regards,
Kristin

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

Dear Dr. Wickham-Saxon,

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

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

Sincerely,

Francis

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

Dr. Troyan,

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

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

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

With appreciation,

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

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

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

THE OHIO STATE UNIVERSITY

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 Elementary-Level Teaching Certificate
Type of Program/Plan	Undergraduate certificate program
Program/Plan Code Abbreviation	
Proposed Degree Title	

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				13	
Required credit hours offered by the unit	Minimum			13	
	Maximum			13	
Required credit hours offered outside of the unit	Minimum			0	
	Maximum			0	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

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

- Upon completion of this certificate, students will have the knowledge and skills to successfully teach elementary level language courses at the university/college level.

- Students will be able to create theoretically effective lessons that demonstrate pedagogically efficient use of technology

- Students will be able to demonstrate understanding of formative and summative assessment.

- Students will be able to critique their own teaching practices in order to continually improve and evolve as a successful instructor.

- Upon completion of this certificate, students will have mastered the foundations of ASL language structures and use and will effectively incorporate these concepts into their teaching.

- Students will be able to construct grammar and vocabulary lessons applying the fundamental concepts of ASL language structure and use.

- Students will be able to explain the evolution of ASL and its relationship to English and other spoken languages

- Upon completion of this certificate, students will understand concepts of intercultural competence, social justice & allyship as they apply to Deaf culture & incorporate concepts into their elementary language courses in pedagogically effective ways

- Students will be able to construct lesson plans that include the fundamental concepts of intercultural competence, social justice and allyship appropriate for the elementary language class.

- Students will be able to demonstrate allyship skills and the ability to advocate for ASL accessibility

- Upon completion of this certificate, students understand the expectations of teaching ASL language at the university/college level.

- Students will be able to complete the professional application process, including cover letter, CV, and teaching portfolio.

- Students will be able to meet the professional expectations of the university/college environment by understanding its structure and practices.

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? No

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

- ASL Elementary-Level Teaching Certificate Proposal_with Cover Letter.pdf: Program Proposal

  (Program Proposal. Owner: Jones,Tia M)

- EHE Concurrence.pdf: Concurrence

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

- ASL Elementary-Level Teaching Certificate Proposal_with Cover Letter-corrected proposal.pdf: Program Proposal--

  USE THIS ONE

  (Program Proposal. Owner: Vankeerbergen,Bernadette Chantal)

- New Certificate ASL Elementary Level Teaching Letter of Motion.pdf: Letter from A&H subcommittee to full ASCC

  (Other Supporting Documentation. Owner: Vankeerbergen,Bernadette Chantal)

- ASL Certificate ASC Endorsement Letter.pdf: ASC letter of support

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

Comments

- Please see my feedback in 7-9-24 email. *(by Vankeerbergen,Bernadette Chantal on 07/09/2024 03:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones,Tia M	06/03/2024 05:37 PM	Submitted for Approval
Approved	Jones,Tia M	06/03/2024 06:20 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/09/2024 03:20 PM	College Approval
Submitted	Jones,Tia M	09/16/2024 03:20 PM	Submitted for Approval
Approved	Jones,Tia M	09/16/2024 03:21 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/26/2024 03:50 PM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	10/30/2024 03:02 PM	ASCCAO Approval
Approved	Martin,Andrew William	10/30/2024 03:03 PM	ASC Approval
Pending Approval	Reed,Kathryn Marie Johnson,Jay Vinton Greenbaum,Robert Theodore	10/30/2024 03:03 PM	CAA Approval

Memorandum of Understanding
Online Program

Between

ASL Elementary-Level Teaching Certificate
College of Arts and Sciences
The Ohio State University

And

Ohio State Online
The Ohio State University

Purpose

The purpose of this Memorandum of Understanding (MOU) is to acknowledge that the **ASL Elementary-Level Teaching Certificate** has met or exceeded the modality substantive change threshold, making the program an online (ONL) program or is a new online (ONL) program for the university and will meet the requirements for an online program in partnership with Ohio State Online. This MOU also serves to shift legacy online (ONL) programs into the Ohio State Online service model described below.

Term of MOU

This MOU will become effective upon obtaining all necessary signatures and will remain in effect for the life of the program.

Services Provided for Program Launch

As an online (ONL) program this program will receive Ohio State Online support, such as market research, student acquisition of ONL students, ongoing ONL student support, online program and course design and development, and state authorization and licensure research and disclosures (if applicable).

Based on pre-approval planning conversations, this program may leverage the following Ohio State Online services:

Online Enrollment Services: Generating and finding quality prospective students, selling prospective students on the program and Ohio State, helping re-enroll students each term to help them reach graduation, and supporting the college to achieve steady-state revenue streams.

Online Instruction Services: Reviewing and recommending evidence-based online program curricular design to best meet and support the intended audience and enrollment goals; providing and encouraging online instructor professional learning opportunities; and partnering with instructors for initial course design, development, and ongoing course updates.

It is expected Ohio State Online and college program relationship contacts listed below will remain in discussions as part of ongoing college check-ins and strategy sessions to evolve services to achieve program goals. Service activities will be aligned through college and program leadership during these meetings for the specific and customized interactions that each program might desire or require.

Table of Program Relationship Contacts

Units	College / Department / Campus	Ohio State Online
Organization Oversight	David Horn, College Dean Elizabeth Vu, Director Bob Mick, Consultant	Jason Lemon, Dean
Administrative Oversight	Andrew Martin, Associate Dean Undergraduate Education Elizabeth Vu, Director Bob Mick, Consultant	- Rob Griffiths, AVP, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment
Program Oversight	Octavian Robinson, Associate Professor Kristin Wickham-Saxon, Assistant Professional Practice Professor	- Rob Griffiths, AVP, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment

	Elizabeth Vu, Director Bob Mick, Consultant	
Course Oversight	Octavian Robinson, Associate Professor Kristin Wickham-Saxon, Assistant Professional Practice Professor Elizabeth Vu, Director Bob Mick, Consultant	Assigned OSO program / course design innovation director, assigned Instructional Designer
Student Support Oversight	Octavian Robinson, Associate Professor & Director of Center for ASL & Deaf Equity Elizabeth Vu, Director Bob Mick, Consultant	Assigned Reenrollment Team
Marketing/Recruiting Oversight	Octavian Robinson, Associate Professor Kristin Wickham-Saxon, Assistant Professional Practice Professor Elizabeth Vu, Director Bob Mick, Consultant	Assigned Marketing Manager and Recruiting lead
Fiscal Oversight	Kim Kinsel, Chief Administrative Officer Elizabeth Vu, Director Bob Mick, Consultant	Jon Rucker, Director Online Financial Strategy and Analysis

Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

THE OHIO STATE UNIVERSITY

Program Director	Date: 11/01/2024
Department Chair	Date: 11/14/2024
College Fiscal Officer	Date: 11/18/2024
Curricular Associate Dean	Date: 11/18/2024
Dean	Date: 11/18/2024
Vice Provost and Dean of Online Learning	Date: 11/19/2024

Signed by:
Octavian Elijah Robinson
387 39B92E2374DA...

DocuSigned by:
James Bailey
0CD69F 85BCA848A...

DocuSigned by:
Andrew William Martin
...42B...

DocuSigned by:
David Horn
2C39398CD79E459...

DocuSigned by:
Jason Edward Lemon
9C19184E034F41C...

Online Program Attributes

Program Working Title: **ASL Elementary-Level Teaching Certificate**

Anticipated CAA approval date for ONL modality: **SP25**
Anticipated ODHE approval date for ONL modality: **N/A**

Program level:

☐ Associate ☒ Undergraduate ☐ Graduate ☐ Professional

Approval type:

☐ New program ☐ Change of delivery ☒ Certificate ☐ Stackable ☐ Other

If applicable, will the program continue to offer an on-ground version? (Note, notification to CAA and Ohio State Online will be necessary if an approved program modality is no longer offered.)

☐ Yes   ☐ No

Percentage of courses offered online for this program?

☒ 100%   ☐ 80-99%

If other, please explain:

Anticipated term for first enrollment intake: **Autumn 2025**

(Note, marketing and recruitment will begin approximately 6 months prior to first enrollment term.)

Will this program have a differential fee structure?

Note, submissions are due in December for Senate Fiscal review—Financial Planning and Analysis and Student Fee Review Committee review is necessary for differentiated tuition. Once Senate Fiscal Committee recommendations are finalized, the request goes to the President and Provost for review and then for the official Board of Trustees approval.

☐ Yes   ☒ No

If yes, please explain justification:

THE OHIO STATE UNIVERSITY

Total credit hours for program: **13**

Does this program have mandatory onsite training components? (e.g., practicum, residency, or internship)

☐ Yes   ☒ No

If yes, please explain:

Does this program have any non-mandatory onsite training components? (e.g., orientation)

☐ Yes   ☒ No

If yes, please explain:

Program Courses

The online program course delivery strategy at launch is outlined in the table below.

Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.

Course Code and Name	Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)	Core or Elective	Asynchronous or Synchronous or Both	First Term and Session (if applicable) this Course will be Offered as part of this Online Program	Other terms and sessions (if applicable) this course be offered (None, AU25, SP25, SU25)
ASL 4250 ASL Linguistics	N/A	Core	Synchronous	AU25	
ASL 4350 ASL Accessibility and Social Justice	N/A	Core	Synchronous	SP26	
ASL 4450 ASL Teaching Methods	N/A	Core	Synchronous	SP26	AU 26
ASL 4451 ASL Teaching Practicum	N/A	Core	Synchronous	SU26	SP27
ASL 4452 Navigating Academia	N/A	Core	Asynchronous	SU26	SP27

THE OHIO STATE UNIVERSITY

State Authorization / Disclosure

Ohio State Online will support necessary steps for approvals and notifications, and the program will abide by state laws and disclosure requirements, for items selected yes.

	Yes/No
Enroll students located outside Ohio?	Yes
Does this program potentially lead to a professional license or certification in any state?	No
Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships?	No

DocuSign

Certificate Of Completion

Envelope Id: 0F09EC584932449F84F58580EC453CD0

Subject: Complete with Docusign: MOU ASL Elementary-Level Teaching Certificate OSO

Source Envelope:

Document Pages: 8

Certificate Pages: 4

AutoNav: Enabled

EnvelopeId Stamping: Enabled

Time Zone: (UTC-05:00) Eastern Time (US & Canada)

Signatures: 5

Initials: 0

Status: Completed

Envelope Originator:

Jacob Harris Bane

1050 Carmack Rd

Columbus, OH 43210

bane.17@osu.edu

IP Address: 71.79.243.161

Record Tracking

Status: Original

    11/14/2024 10:52:31 AM

Holder: Jacob Harris Bane

    bane.17@osu.edu

Location: DocuSign

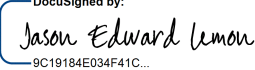| Signer Events	Signature	Timestamp
Octavian Elijah Robinson robinson.948@osu.edu Security Level: Email, Account Authentication (None)	Signed by: *Octavian Elijah Robinson* 38739B92E2374DA... Signature Adoption: Pre-selected Style Using IP Address: 75.187.50.114	Sent: 11/14/2024 11:01:07 AM Viewed: 11/14/2024 11:27:46 AM Signed: 11/14/2024 11:28:50 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Janice Bailey bailey.1785@osu.edu Financial Operations Manager Arts and Sciences College Security Level: Email, Account Authentication (None)	DocuSigned by: *Janice Bailey* 0CD69F65BCA848A... Signature Adoption: Uploaded Signature Image Using IP Address: 50.41.9.195	Sent: 11/15/2024 5:55:52 PM Viewed: 11/18/2024 10:26:23 AM Signed: 11/18/2024 10:32:36 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Andrew William Martin martin.1026@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Andrew William Martin* 3E0A7B5990CE42B... Signature Adoption: Pre-selected Style Using IP Address: 140.254.106.116	Sent: 11/18/2024 10:32:38 AM Viewed: 11/18/2024 12:29:53 PM Signed: 11/18/2024 12:30:41 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
David Graves Horn horn.5@osu.edu Dean The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *David Horn* 2C39388CD75E459... Signature Adoption: Pre-selected Style Using IP Address: 107.139.217.189 Signed using mobile	Sent: 11/18/2024 12:30:43 PM Viewed: 11/18/2024 11:25:06 PM Signed: 11/18/2024 11:25:13 PM
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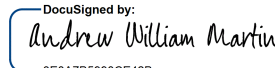
Signer Events	Signature	Timestamp
Jason Edward Lemon lemon.297@osu.edu Vice Provost and Dean The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Jason Edward Lemon* 9C19184E034F41C... Signature Adoption: Pre-selected Style Using IP Address: 164.107.199.209	Sent: 11/18/2024 11:25:15 PM Viewed: 11/19/2024 12:17:58 PM Signed: 11/19/2024 12:19:58 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Christiana Whitesel whitesel.23@osu.edu Business Operations Manager The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/15/2024 5:55:53 PM Viewed: 11/19/2024 1:30:22 PM
Jonathan Mark Rucker rucker.78@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:19:59 PM
Robert Peter Griffiths griffiths.44@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:00 PM Viewed: 11/19/2024 2:15:20 PM
Brandi N Bittner bittner.102@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:02 PM Viewed: 11/19/2024 1:38:42 PM
Meri Ellen Lynott lynott.6@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:03 PM

Carbon Copy Events	Status	Timestamp
John Muir muir.25@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:04 PM
Jen Simmons simmons.232@osu.edu df The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:05 PM
Erin R McLaughlin mclaughlin.556@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:06 PM
Lisa N Delaney delaney.177@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:07 PM
Kathryn Marie Reed reed.901@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:08 PM Viewed: 11/19/2024 3:39:00 PM
Manny Vigil vigil.3@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:09 PM
Hua Zhong zhong.74@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:10 PM
Elizabeth A Vu vu.191@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:11 PM Viewed: 11/19/2024 12:22:57 PM

Carbon Copy Events	Status	Timestamp
Robert J Mick mick.15@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:13 PM
Sonya Lynn Kimball kimball.29@osu.edu Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	COPIED	Sent: 11/19/2024 12:20:14 PM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	11/14/2024 11:01:07 AM
Certified Delivered	Security Checked	11/19/2024 12:17:58 PM
Signing Complete	Security Checked	11/19/2024 12:19:58 PM
Completed	Security Checked	11/19/2024 12:20:14 PM

Payment Events	Status	Timestamps