



# Syllabus

## American Sign Language I

ASL 1140 /CRN 84540 / Semester 2026

4.0 Credit Hours/Contact Hours

Pre-requisites/Co-requisites: None required

## Contact Information

### Instructor

Name: Keely Foster  
Title: Adjunct  
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Response Time: 24 - 48 hours

### Division Chair

Betty McKinnie  
Division Chair  
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### Division Administrative Assistant

Brandon Bowling  
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## Course Information

This course is designed for students with little to no knowledge of American Sign Language and lays the foundation for learning American Sign Language. It will introduce students to the history of American Sign Language and sign language systems, grammatical principles of American Sign Language, and various aspects of Deaf culture and Deaf community. Emphasis will be on signed vocabulary for the development of both expressive and receptive conversational skills.

**Student Learning Outcomes:** Upon successful completion of the American Sign Language I course, students will be able to:

**1. Communication:**

Demonstrate proficiency using basic grammar skills such as:

- a. Adhering to the linguistic rules governing the use of:
  - i. Manual Alphabet, Fingerspelling and Lexicalized terms
  - ii. Numbers: Cardinal, Ordinal, Age, Money, Time and Rule of Nine)
  - iii. American Sign Language sentence structure: statements, questions (yes/no and 'wh'), commands and topicalization.
  - iv. Five parameters (handshape, location, movement, palm orientation and non-manual markers)
  - v. Classifiers
  - vi. Pronouns: Personal, Possessive, Plural, Classifiers
  - vii. Noun-Verb Pairs
  - viii. Spatial Agreement
  - ix. Verb Modifications
  - x. Contrastive Structure

b. Demonstrate proficiency using American Sign Language in one-on-one and small group settings with the teacher, their classmates, and deaf community members by presenting information, concepts, and ideas to inform, explain, persuade and narrate a variety of topics including, but not limited to: information about self, family, descriptions, animals/pets, hobbies/interests, language experiences, and directions.

**2. Cultures:**

Explain the similarities and differences between the Deaf and Hearing cultures, as well as the Deaf and other community cultures:

- a. Understand the practices and perspectives of Deaf Culture.
  - i. To include, but not limited to: sharing educational backgrounds, networking, Deaf Clubs, greetings/departures, visually friendly environments, ASL Literature, ASL Fine Arts, etc.
- b. Compare and analyze the beliefs, values, experiences, of Deaf Culture and the Hearing Culture, and their own practiced culture, and other community culture.
- c. Share facts about a variety of influential Deaf individuals.

**3. Connections:** Acquire and reinforce knowledge of other disciplines and develop critical thinking and creative problem-solving skills through evaluating the presentation of information in target language (American Sign Language).

**4. Comparisons:** Investigate and explain the similarities and differences between L1 (student's native language and/or English) and L2 (target language, American Sign Language).

**5. Community:** Demonstrate successful proficiency of the use of American Sign Language within and beyond the classroom to interact and collaborate in their community:

- a. Establish academic American Sign Language goals.
- b. Reflect on academic language progress.
- c. Expand the use of their target language for enjoyment, enrichment, and advancement.

## Course Materials & Resources

- Interactive Online Materials for Signing Naturally: Units 1 -6, Smith, C., Lentz, E., Mikos, K. (2008). DawnSignPress. ISBN: 978-1-58121-273-0

*Note:* Unit 6 will be used in both ASL 1140 (American Sign Language I) & ASL 1150 (American Sign Language II).

- Laptop (or similar device with webcam and dependable internet access). No cell phones.

## Delivery Method

This course meets face to face. Course material, assignments, and announcements may be offered via Canvas as a supplemental approach to learning at the discretion of the instructor. Please make sure that you have access to a computer with a webcam and internet service in the event a change in course delivery is needed.

**Remember:** This course is not one in which students may work at their own pace. Each week there are learning modules, assignments, online lectures, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

## Student Expectations

In this course, communication and feedback will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and instructor office hours. Review the statements below so that you understand the expectations for communication.

As a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the guidelines detailed in the course syllabus, along with any additional instructions provided by the instructor. This includes understanding and complying with the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor and classmates via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in class discussions and submit assignments on time. Your active participation is crucial for your academic success and contributes to a vibrant learning community.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement, which is crucial for your academic growth.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours (excluding weekends and holidays), unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.
- **Post Regular Announcements:** To keep you updated and help you manage your time effectively, I will send out weekly reminders via announcements. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment for virtual meetings. This is to ensure I'm available for any questions or concerns that may come up during the week.

## Course Schedule

Dates	Module	Description
August 17-21	1	<p><b>Tuesday: Syllabus Review, ASL Introduction: Fingerspelling &amp; WH Questions</b>            Brief description: Review syllabus contents, introduction to ASL, begin Unit 1 instruction            Textbook Readings: None            Practice: #1" Alphabet &amp; Numbers 0 - 10 Video            Practice #2: <a href="http://www.fingerspelling.xyz">www.fingerspelling.xyz</a>            Assessments: Quiz 1: Syllabus Quiz</p> <p><b>Thursday:</b>            Brief description: History of American Sign Language Systems, ASL Word Structure, continuation of Unit 1 instruction            Textbook Readings: See Signing Naturally IOSM            Practice #2: Color Signs            Practice #3: Clothing Signs            SN IOSM: Unit 1, Lesson 1.1            Discussion Board #1: American Sign Language Introductions</p>
August 24-28	2	<p><b>Tuesday:</b>            Brief description: American Sign Language Gloss &amp; Five Parameters, Colors &amp; Clothing Signs            Textbook Readings: See Signing Naturally IOSM            Assignments:            Discussion Board #2: Five Parameters</p>

		<p>Discussion Board #3: ASL Gloss Practice SN IOSM: Unit 1, Lesson 1.2 - 1.4</p> <p><b>Thursday:</b> Introduction to Deaf History and Deaf Culture, Unit 1: Activities and Hobby Signs Textbook Readings: See Signing Naturally IOSM Practice: Numbers 1 - 30 Assignments: SN IOSM: Unit 1, Lesson 1.5 - 1.6 and 1.12 Unit 1: Sign Vocabulary Study Practice</p>
<b>August 31- September 4</b>	3	<p><b>Tuesday:</b> Deaf Awareness, Unit 1 instruction continued Brief description: Introduction to Deaf Awareness, Unit 1 instruction topic: Commands Textbook Readings: See Signing Naturally IOSM Practices #1 - #3 (Repeat for additional practice/studying) Assignments: SN IOSM: Unit 1, Lesson 1.7- 1.8</p> <p><b>Thursday:</b> Review Unit 1 Brief description: Introduction to Deaf Awareness, Unit 1 instruction topic: Commands Textbook Readings: See Signing Naturally IOSM Assignments: SN IOSM: Unit 1, Lesson 1.9- 1.11 Assessments: Quiz #2.A: Unit 1 Review-Receptive and Quiz-Receptive Quiz #2.B: Unit 1 Expressive Quiz</p>
<b>September 7-11</b>	4	<p><b>Tuesday:</b> ASL Numbers 11-30, Unit 2: Language Backgrounds &amp; Autobiography Gloss &amp; Practice Textbook Readings: See Signing Naturally IOSM Assignment: SN IOSM, Unit 2, Lesson 2.1 - 2.3 and 2.7 Assignment #!: Autobiography Gloss</p> <p><b>Thursday:</b> Gallaudet University, De'Via Art, Unit 2: Negotiating Signing Environments Readings: Page: History of American Sign Language Textbook: See Signing Naturally IOSM Assignment: SN IOSM, Unit 2, Lesson 2.4 - 2.6 and 2.8</p>

		Video #1: Autobiography
<b>September 14-18</b>	5	<p><b>Tuesday:</b> Telecommunications and Unit 2 continued Textbook: See Signing Naturally IOSM Assignments: Discussion Board #4: Telecommunications SN IOSM, Unit 2, Lesson 2.9 - 2.12</p> <p><b>Thursday:</b> Deaf Culture: Assistive Hearing Devices &amp; Unit 2: Signer's Perspective Textbook: See Signing Naturally IOSM Assignments: Discussion Board #5: Assistive Hearing Devices Video #2: People Descriptions Unit 2: Sign Vocabulary Study Practice</p>
<b>September 21-25</b>	6	<p><b>Tuesday:</b> Unit 3: COntrastive Structure &amp; Family Trees Textbook: See Signing Naturally IOSM Assignments: SN IOSM, Unit 3, Lesson 3.3 -3.4 and 3.7 -3.8</p> <p><b>Thursday:</b> Textbook: See Signing Naturally IOSM Assignments: SN IOSM, Unit 3, Lesson 3.1-3.2, 3.5 -3.6, and 3.14 Assessments: Quiz 3.A: Unit 2 Review &amp; Receptive Practice Quiz 3.B: Unit 2 Expressive</p>
<b>September 28-October 2</b>	7	<p><b>Tuesday:</b> Unit 3: Spatial Awareness &amp; Unknown Signs Textbook: See Signing Naturally IOSM Assignments: SN IOSM, Unit 3, Lesson 3.9-3.13 and 3.15-3.16 Unit 3: Sign Vocabulary Study Practice Review Unit 1 - Unit 3 Sign Vocabulary</p> <p><b>Thursday</b> Unit 3: Pet Descriptions / Length of Time Textbook: See Signing Naturally IOSM Reading Page: Midterm Expectations and Requirements Assignments: Midterm Study Guide</p>

		<p>Assessments: Quiz #4: Unit 3: Receptive / Expressive Combined</p>
<b>October 5-9</b>	8	<p><b>Tuesday:</b> Midterm Study Guide Review Textbook: See Signing Naturally IOSM Assignments: SN IOSM, Unit 4, Lesson 4.1., 4.3 - 4.4, and 4.6</p> <p><b>Thursday</b> Midterm Exam Textbook: See Signing Naturally IOSM (if applicable) Assignments: Study for midterm</p>
<b>October 12-16</b>	9	<p><b>Tuesday:</b> Unit 4 Introduction Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 4, Lesson 4.2, 4.5, 4.7, and 4.10 Assessment:</p> <p><b>Thursday:</b> Unit 4: Which Questions Textbook: See Signing Naturally IOSM Assessment: Video #3: Contrastive Structure and Ranking</p>
<b>October 19-23</b>	10	<p><b>Tuesday:</b> ASL Possessives, Sign Vocabulary: Food &amp; Holidays Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 4, Lesson 4.8 - 4.9 and 4.12 Sign Vocabulary Review: Food &amp; Holidays</p> <p><b>Thursday</b> Unit 4 Review &amp; Family Tree Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 4, Lesson 4.11, 4.13-4.15 Practice: Family Tree &amp; Unit 4 Sign Vocabulary Practice Assessment: Quiz #5: Unit 4: Expressive and Receptive</p>
<b>October 26-30</b>	11	<p><b>Tuesday:</b> History of Deaf Education/ Unit 5 Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 5, Lesson 5.1 - 5.3 Discussion Board #6: Historical Deaf Event Mini-Research Paper</p>

		<p><b>Thursday:</b> Use of Space/Agreement Verbs, 50 States and Classifier Introduction Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 5, Lesson 5.4-5.6 Discussion Board #7: Deaf Individual Selection &amp; Resources</p>
<b>November 2-6</b>	12	<p><b>Tuesday:</b> Unit 5: Sign Vocabulary Review &amp; Essays Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 5, Lesson 5.7-5.9 Assignment #2: Essay Draft</p> <p><b>Thursday:</b> Gloss Essays &amp; ASL Signs for Essays Textbook: See Signing Naturally IOSM Assignments: Discussion Board: Essay Draft / Peer Review Assignment #3: Essay ASL Gloss Unit 5 Sign Vocabulary Practice</p>
<b>November 9-13</b>  *Schedule subject to change to observe Veteran's Day	13	<p><b>Tuesday:</b> Textbook: See Signing Naturally IOSM Assignments:</p> <p><b>Thursday:</b>Unit 5: Plans &amp; Sequencing Events/ Deaf Culture: Number &amp; ABC Stories Textbook: See Signing Naturally IOSM Assignments Video #4: Plans and Sequencing Assignment #2.B: Deaf Individual Essays Assessment: Quiz#6: Unit 5: Expressive and Receptive</p>
<b>November 16-20</b>	14	<p><b>Tuesday:</b> Deaf Community Organizations and Unit 6: Storytelling Introduction Textbook: See Signing Naturally IOSM Assignments: SN IOSM: Unit 6, Lesson 6.1 - 6.3 Discussion Board #8: Deaf Community Organizations</p> <p><b>Thursday:</b> Unit 6, Children's Storybook Practice Textbook: See Signing Naturally IOSM</p>

		<p>Assignment:  SN IOSM: Unit 6, Lesson 6.4 - 6.8  Reading Page: Introduction to Interpreting as Career, Page 1 of 2</p>
<p><b>November 23-27</b></p> <p>*Subject to change to observe Thanksgiving Holiday</p>	15	<p><b>Tuesday:</b> Continue: Unit 6: Children’s Storybook Practice  Textbook: See Signing Naturally IOSM  In Class Assignment:  Discussion Board #9: Children’s Story Selections &amp; Practice</p> <p><b>Thursday:</b> Final Exam Review  Textbook: See Signing Naturally IOSM  Assignments:  Unit 1 - Unit 6: Final Exam Study Guide</p>
<p><b>November 30-December 4</b></p>	16	<p><b>Tuesday:</b> Final Exam Review  Textbook: See Signing Naturally IOSM  Assignments:  Study: Final Exam Study Guide (Unit 1 - Unit 6)  Assignment #5: Storytelling / Role Shifting (In Class)</p> <p><b>Thursday:</b> Final Exam Review  Textbook: See Signing Naturally IOSM  Assignments:  Attendance/Participation Quiz Review</p>
<p><b>December 7-11</b></p>	Final Exams	<p><b>Tuesday:</b>  Final Exam</p> <p><b>Thursday:</b> No Class/ Instructor grading final exam videos</p>

\*ASL 1140 course calendar is subject to change at instructor discretion, all students will be notified of any changes to course calendar via email and/or Canvas Announcements.

## Grading

### GCSC Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%

C	70%-79%
D	60%-69%
F	59% and below

## Calculation of Grades

Discussion Boards: 15% of grade  
Video Assignments & Quizzes: 25% of grade  
Midterm exam: 30% of grade  
Final exam: 30% of grade

## Incomplete Grades

An “Incomplete” (“I”) will be considered by the instructor if a student has completed seventy-five percent of the class. This will be determined based on attendance and assignment completion. The instructor may require that the student submit a schedule for completion of the missing work. The “Incomplete” provides 30 days from the ending date of the course to make up any missing work. If work is not submitted during this time period, the grade will automatically change to an “F.”

## Course Policies

### Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email [sar@gulfcoast.edu](mailto:sar@gulfcoast.edu) or call 850-747-3243.

### Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible

to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor will likely contact you, indicating that further absence may result in your withdrawal from the course. Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

#### Make-Up Work Policy:

Students are provided two opportunities for a total of (2) assignment extensions with written approval from the course instructor. Students must state in writing the reason for requesting an assignment extension. Assignment extensions will not apply to quizzes or exams.

### Withdrawal Policy

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.). There are two kinds of withdrawals---student and administrative.

- *Student Withdrawal (W1)* - Students wishing to withdraw must complete the online Student Withdrawal Form before the scheduled withdrawal deadline as published in the College catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.
- *Administrative Withdrawal (W2)* – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case the student will receive a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

### Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including

cheating or plagiarism, is destructive to the spirit of an educational environment. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

#### "Cheating"

includes but is not limited to use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

#### "Plagiarism"

includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines of AI material.

#### "Self-plagiarism"

occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

#### "Generative Artificial Intelligence (AI)"

is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

## Classroom Recording

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in

internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines in the GCSC Student Handbook.

### Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

#### Limited Assistive Use Only

*Students may use basic assistive technologies for spelling, grammar, and formatting (e.g., PaperRater or SpellCheckPLUS); however, the use of AI tools (e.g., ChatGPT, Copilot, Grammarly's AI function, etc.) for generating, rewriting, or enhancing content is not permitted. All work must reflect the student's original ideas and writing. Representing work created by AI as one's own is a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.*

### Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

### Syllabus Policy

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to and/or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made in the requirements and/or grading of the course.

## Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

### Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- **Computer:** Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.
- **Internet Speed:** Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- **Office 365 software:** Available for free download through GCSC Information Technology Services (ITS).

If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.

American Sign Language I (ASL 1140) Syllabus Agreement Form

I, \_\_\_\_\_ (print first name, last name), have access to the ASL 1140 Course Syllabus via Canvas. By signing below, I am agreeing to the following statements below:

- I have purchased and have access to all required materials listed in the course syllabus for ASL 1140 (American Sign Language I).
- I have purchased the Signing Naturally Online student materials.
- I have an access key to access the Signing Naturally Online student materials and know how to access the Signing Naturally online student materials without assistance.
- I understand the interactive online Signing Naturally materials can ***not*** be shared with another student as it is connected with my grades.
- I understand I must use a laptop or similar recording device and cannot use a cell phone to record or submit assignments for the ASL 1140 (American Sign Language I) course.
- I will bring a charged laptop or similar recording device to each class meeting.
- I agree to only use the approved course materials as listed in the course syllabus, within Canvas, or provided by the instructor.
- I have read, understand, and agree to adhere to all classroom attendance/participation policies, and assignment expectations.
- I understand my attendance, class participation, and completion of course assignments will impact my overall course grade.
- In the event of any misunderstanding/concerns regarding the ASL 1140 course, I agree to schedule a meeting with the course instructor to provide an opportunity to share my concerns and discuss what/if any alternate options are available regarding my concerns.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_