

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-31d.	App- 4/1/08	App- 4/22/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education and Clinical Services	Phone 7-5675

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)			
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change		
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change		
<input checked="" type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change		
EDHL 315 Manually Coded English			
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>		
2. Additional Course Designations: check if appropriate			
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)		
<input type="checkbox"/> This course is also proposed as an Honors College Course.			
3. Program Proposals			
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change		
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track		
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision		
<input type="checkbox"/> Other			
<u>Current program name</u>	<u>Proposed program name, if changing</u>		
4. Approvals			
Department Curriculum Committee Chair(s)	Joseph Domaradei	Date	8.24.07
Department Chair(s) TECC	Joseph Domaradei		8.24.07
College Curriculum Committee Chair	Joseph Domaradei		1-28-08
College Dean	Ray Ann Rappoth		2/28/08
Director of Liberal Studies *			
Director of Honors College *			
Provost *	D. W. (m)		2/28/08
Additional signatures as appropriate: (include title)			
UWUCC Co-Chairs	Gail Sechrist		4/1/08

* where applicable

Received
JAN 30 2008
Liberal Studies

Part II.

Description of Curriculum Change

- 1) **EDHL 315 Manually Coded English 1c-01-1cr** is going to be deleted and replaced with the two credit **EDHL 317 Sign Language in Educational Settings**
- 2) **Rationale:** After offering EDHL 315 and its companion EDHL 316 it was determined that separate 1 credit courses were not required to cover each of the one credit course materials and that a combination of both classes into a single 2 credit course would allow us to explore English-signing systems and have an extended time to practice interpreting skills.
- 3) There is a separate proposal to delete EDHL 316 and a new course proposal for EDHL 317. 315 will be deleted from the program and replaced with 317.

Current Syllabus of record

Part II Description of Curriculum Change – New Course Proposal

Syllabus of Record

I. CATALOG DESCRIPTION:

EDHL 315 Manually Coded English

1 class hrs
1 lab hrs
1 credit hour
1c-1l-1cr

Prerequisites: EDHL 114, 115, 244 3.0 GPA

Description: Provides students with the basics of using Manually Coded English (MCE) as an instructional tool. Rationale for MCE is emphasized with special consideration of reasons for appropriateness of approach. Sign systems used with deaf and hard of hearing persons as well as other exceptional individuals are included with emphasis on signing according to acceptable syntactical English structure.

II. COURSE OBJECTIVES:

The students will:

Objectives	PDE Standard
discuss and explain the similarities and differences of the various signed systems in current use in the United States.	II D
compare the syntax of these signed systems with English syntax.	II C; II D
learn the prefixes and suffixes used in signed systems.	III C
select the sign system most appropriate for use in instructional/educational situations and the Deaf community.	I E; II B; II D; II E
employ strategies to incorporate sign systems and fingerspelling into teaching methods for deaf and multi-disabled learners	II B; II C

III. DETAILED COURSE OUTLINE

- A. Sign Systems **3 hours**
1. Historical Perspective
 2. Different sign systems and their distinctive characteristics
 3. TEST 1

4. Selection and modification of an appropriate sign system
5. Systems vs. Language
- B. Educational Techniques **8 hours**
 1. Use of Signs to Teach/Enhance Communication
 2. **TEST 2**
 3. Speech development and expansion
 4. Methods of correlating signs with materials and media
 5. **Expressive assignment #1 (Lab Activity)**
- C. Psychological Implications of Use of Signs **3 hours**
 1. Impact on Parents
 2. **TEST 3**
 3. Impact on Child
 4. Impact on Society
 5. Advantages vs. Disadvantages: Pros and Cons
 6. **TEST 4**
- Lab Activities:**
 - Extended Use of Manually Coded English **14 hours**
 1. **Assessment of the Disabled Child**
 2. **Teacher Expectation and Individualization**
 3. **Expressive Assignment #2**
 4. **Use of MCE as a Diagnostic Tool**
 5. **2 Interactions with Deaf ASL signer**
- E. **Final Exam 2 hours**

IV. Evaluation Methods

1. There will be approximately 4 receptive MCE tests (100 points each). Your sentences must be written in correct, legible English. Tests will be announced at least one week prior to the date. **THERE ARE NO MAKE-UPS; however, one receptive test grade may be dropped.**
2. There will be 2 expressive assignments consisting of reading children's stories. (100 points each)
3. Two interactions with persons who are deaf and use sign language as their primary means of communication are required. You must interact long enough to use your skills and have a conversation. A one-page paper (per interaction) typed reflecting your experience is required. You must include basic information of your interaction, i.e. name of person you signed with, basic information about their life, new signs you learned and your reflection about the interaction. (25 points each)
4. Final Exam (200 points). The final exam will cover all material discussed in the class as well as the vocabulary and the information presented in the lecture. **The exam can not be taken at another time and cannot be dropped.**
5. Participation in class is expected.

V. Example of grading scale

A = 92 – 100%
B = 83 – 91%
C = 74 – 82%
D = 65 – 73%
F = <65 %

VI. Undergraduate Course Attendance Policy

Two unexcused absences will be allowed with no influence on the student's grade. Every unexcused absence beyond two will result in ten points being taken off from the final grade. Because of the applied nature of the course, the instructor may require excused absences to be made up by the student.

VII. Required Textbook(s), Supplemental Books and Readings:

Selected journal readings on current research.

VIII. Special Resource Requirements

None

IX. Bibliography

Bornstein, H. (ed.). (1990). Manual Communication: implications for education. Washington, DC: Gallaudet University Press.

Bornstein, H., Saulnier, K. and Hamilton, L. (1983). The Comprehensive Signed English Dictionary. Washington, DC: Gallaudet University.

Charlip, R., Ancona, M. & G. (1974). Handtalk: an ABC of fingerspelling & sign language. New York: Parents' Magazine Press.

Costello, E. (1983). Signing: how to speak with your hands. New York: Bantam Books.

Guillory, L.M. (1978). Expressive and Receptive Fingerspelling for Hearing Adults. Baton Rouge, LA: Claitor's Publishing Division.

Riekehof, L. (1988). The Joy of Signing.