

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		31dd	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 checked="" type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
EDHL 316 Interpreting for Teachers		
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
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"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>See Signatures for 31d</i>	Date
Department Chair(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	<i>4/1/08</i>

* where applicable

Received
 JAN 30 2008
 Liberal Studies

Part II.

Description of Curriculum Change

- 1) **EDHL 316 Interpreting for Teachers 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 316 and its companion EDHL 315 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 315 and a new course proposal for EDHL 317. 316 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 316 Sign Language Interpreting for Teachers

1 class hr

1 lab hr

1 credit hr

1c-1l-1cr

Prerequisites: EDHL 115, 244, 315

Description: Provides future teachers of deaf and hard-of-hearing students with basic competency in interpreting from spoken English to sign language and from sign language to spoken English. Includes ethics of interpreting, the role of an interpreter, and basic interpreting principles. Extensive practice is required.

II. COURSE OBJECTIVES:

The students will:

Objective	PDE Standard
identify the basic elements of the interpreting situation with deaf students.	I F
identify the basic ethical principles established by the Registry of Interpreters for the Deaf.	I F
describe the differences in the role of a teacher or tutor and that of an interpreter.	I H; II E; III C
demonstrate basic competency in interpreting in typical school and social situations from spoken English to American Sign Language and to Signed English.	I H; II BCDE
demonstrate basic competency in interpreting in typical school and social situations from ASL and Signed English to spoken English	I H; II BCDE
continue to improve their ASL vocabulary..	I H

III. DETAILED COURSE OUTLINE

A. Elements of the interpreting situation **6 hours**

1. The principal participants in the interpreting situation

2. Goals of interpreting
 3. What interpreting is NOT
 4. Physical environment
 5. Psychological elements
- B. Ethics of interpreting 1 hour**
1. Registry of Interpreters for the Deaf Code of Ethics
 2. The difference in the role of teacher/interpreters and interpreters

MIDTERM EVALUATION

- C. Interpreting from one language to another 3 hours**
1. Language skills in deaf students and their influence on the interpreting situation
 2. Language skills and the success of communication
 3. Translating language forms versus interpreting
- D. Interpreting in schools 3 hours**
1. General situations for interpreting in the schools
 2. Interpreting for pre-school children
 3. Interpreting for elementary school students
 4. Interpreting for upper school students
- E. Interpreting in extracurricular activities 1 hour**
- Lab Activities:**
- Practice in interpreting 14 hours
- F. FINAL EXAM 2 hours**

IV. Evaluation Methods

1. There will be two written tests on the content information of the course, one at mid-term and one at the final examination regularly scheduled time. (total worth 25% of grade)
2. There will be periodic assignments for practice that will be videotaped and self-evaluated. The student will be evaluated on the thoroughness of the assignment and the quality of the self-evaluation. (15% of grade)
3. Students will be paired up and assignments for practice will be assigned. Evaluation will be based upon self-report and peer evaluation of students' completion of assignments. (10% of grade)
4. Students' progress in interpreting will be evaluated through regular taping and critiques provided by the instructor. Early in the semester the instructor and student will develop student goals for skills to be developed by the end of the semester. The instructor will give regular feedback as to the current level of skills and will award points related to the meeting of student goals at the end of the semester. Areas of skills will include accuracy in interpretation, quality of signs, quality of facial and body expression, and application of other interpreting principles. (50% of grade)

V. Example grading scale

- A: 90-100 %
- B: 80-89 %
- C: 70-79 %
- D: 60-69 %
- F: <69 %

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

Seal, B.C. (1998). Best practices in educational interpreting. Boston: Allyn & Bacon.

Stewart, D.A., Schein, J.D., & Cartwright, B. E. (1998). Sign language interpreting: Exploring its art and science. Boston: Allyn & Bacon.

VIII. Special Resource Requirements

- A. Audio tapes for interpreting practice
- B. Video-tapes for self-evaluation and instruction.

IX. Bibliography

Afzali-Nomani, E. (1995). Educational conditions related to successful full inclusion programs involving deaf/hard of hearing children. American Annals of the Deaf, 140, 396-401.

Beaver, D.L., Hayes, P.L., & Luetke-Stahlman, B. (1995). In-service trends: General education teachers working with educational interpreters. . American Annals of the Deaf, 140, 38-46.

Bornstein, H. (Ed.) (1990). Manual communication: Implications for education. Washington, D.C.: Gallaudet University Press.

Bornstein, H., Saulnier, K., & Hamilton, L. (1983). The comprehensive signed English dictionary. Washington, D.C.: Gallaudet University Press.

Friend, M., & Bursuck, W. (1996). Including students with special needs: A practical guide for classroom teachers. Boston: Allyn & Bacon.

Frishberg, N. (1990). Interpreting: An Introduction. Silver Springs, MD: RID Publications.

Hayes, L. (1992). Educational interpreters for deaf students: Their responsibilities, problems, and concerns. Journal of Interpretation, 5, 5-24.

Hurwitz, A.T. (1986). Two factors related to effective voice interpreting. . American Annals of the Deaf, 131, 248-252.

Johnson, K. (1991). Miscommunication in interpreted classroom interaction. Sign Language Studies, 70, 1-34.

Kluwin, T. N. (1995). Interpreting services for youngsters who are deaf in local public school programs. Journal of the American Deafness and Rehabilitation Association, 28, 21-29.

Lawrence, R.W. (1987). Specialized preparation in educational interpreting. Journal of Interpretation, 4, 87-90.

Mertens, D.M. (1990). Teachers working with interpreters: The deaf student's educational experience. . American Annals of the Deaf, 136, 48-52.

Salend, S.J., & Longo, J. (1994). The roles of educational interpreters in mainstreaming. Teaching Exceptional Children, 26, 22-28.

Shroyer, E. H., & Compton, M.V. (1994). Educational interpreting and teacher preparation: An interdisciplinary model. American Annals of the Deaf , 139, 472-479.