

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 02-33h App 2/18/03 App 2/25/03

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person <b>Diane Klein</b>	Email Address <b>deeklein</b>
Proposing Department/Unit <b>Special Education and Clinical Services</b>	Phone <b>357-2450</b>

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)

New Course                      \_\_\_ Course Prefix Change                      \_\_\_ Course Deletion

\_\_\_ Course Revision                      \_\_\_ Course Number and/or Title Change                      \_\_\_ Catalog Description Change

<u>Current</u> Course prefix, number and full title	<b>EDHH 315 Manually Coded English</b>
	<u>Proposed</u> course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

\_\_\_ This course is also proposed as a Liberal Studies Course.                      \_\_\_ Other: (e.g., Women's Studies, Pan-African)

\_\_\_ This course is also proposed as an Honors College Course.

3. Program Proposals

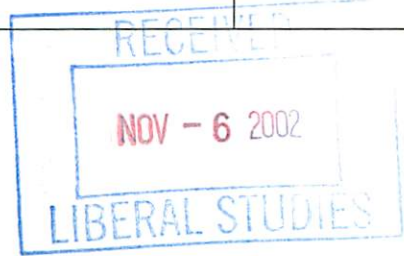
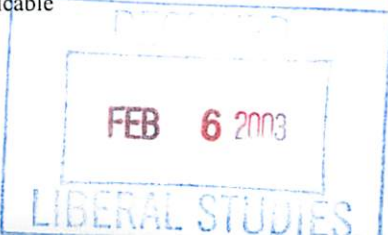
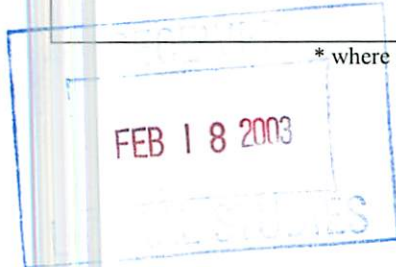
\_\_\_ New Degree Program                      \_\_\_ Program Title Change                      \_\_\_ Program Revision

\_\_\_ New Minor Program                      \_\_\_ New Track                      \_\_\_ Other

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	9-23-02
Department Chair(s)	<i>Joseph Domaracki</i>	9-23-02
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	10-28-02
College Dean	<i>[Signature]</i>	11/05/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schiust</i>	2-18-03

\* where applicable



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Number: \_\_\_\_\_

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

Action-Date: \_\_\_\_\_

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**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Diane Klein Phone 357-2450

Department Special Education and Clinical Services

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Manually Coded English  
Suggested 20 character title

**New Course\*** EDHH 315 Manually Coded English  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program\*** \_\_\_\_\_  
Program Name

**Program Revision\*** \_\_\_\_\_  
Program Name

**Program Deletion\*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name

**III. Approvals (signatures and date)**

Joseph Domaradi 9-17-02  
Department Curriculum Committee

Joseph Domaradi 9-17-02  
Department Chair

Joseph Domaradi 10-28-02  
College Curriculum Committee

[Signature] 11/05/02  
College Dean

+ Director of Liberal Studies (where applicable)

\*Provost (where applicable)

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-11-1cr

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:**

1. discuss and explain the similarities and differences of the various signed systems in current use in the United States.
2. compare the syntax of these signed systems with English syntax.
3. learn the prefixes and suffixes used in signed systems.
4. select the sign system most appropriate for use in instructional/educational situations and the Deaf community.
5. employ strategies to incorporate sign systems and fingerspelling into teaching methods for deaf and multi-disabled learners.

**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.

**Part III**  
**Course Analysis Questionnaire**

**Section A: Details of the Course**

- A1 How does this course fit into the programs of the department?  
This course will add to the competencies in sign language required in the program in Education of the Deaf and Hard of Hearing Persons.
- For what students is the course designed? (majors, students in other majors, liberal studies).  
EDHL certification students.
- Explain why this content cannot be incorporated into an existing course.  
The existing three sign language courses and the two other proposed are needed to develop basic sign language skills in new teachers of deaf students. The inclusion of this course is necessary to expand the Manually Coded English component to those graduating and being certified in this area.
- A2 Does this course require changes in the content of existing courses or requirements for a program?  
No.
- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)? If so, explain the details of the offering (semester/year and number of students).  
No.
- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.  
No.
- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?  
N/A
- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).  
No.
- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.  
Specific skills in manually coded English are not part of the requirements of the Council on Education of the Deaf.

## **Section B: Interdisciplinary Implications**

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

B2 What is the relationship between the content of this course and the content of courses offered by other departments?

None.

Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

N/A

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No.

## **Section C: Implementation**

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Currently three one-credit sign language courses are taught twice a year. We will be reducing their offerings generally to once a year and adding three additional one-credit courses.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following?

\*Space: No additional space is needed beyond the usual rooms available to the department for scheduling classes and the sign language lab, which already exists.

\*Equipment: Already committed to the sign language lab.

\*Laboratory Supplies and other Consumable Goods: Tapes will be provided by students and through ESF funds.

\*Library Materials: The library materials needed are minimal.

\*Travel Funds: N/A.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (attach letters of support from Dean, Provost, etc.)  
N/A
- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?  
Once a year. No specific semester is in the design.
- C5 How many sections of this course do you anticipate offering in any single semester?  
One.
- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?  
16 The amount of individual attention required in this course as well as the sign language laboratory space will not allow for larger classes.
- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.  
No.
- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.  
N/A

#### **Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

This course is proposed to make IUP's teacher education program in the area of teaching deaf and hard of hearing students unique in its preparation of sign language skills of new teachers.