

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 02-331 App 2/18/03 App 2/25/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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	EDHH 316 Interpreting for Teachers
	<u>Proposed</u> course prefix, number and full title, if changing

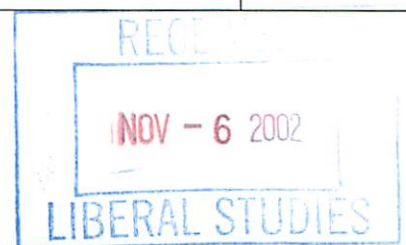
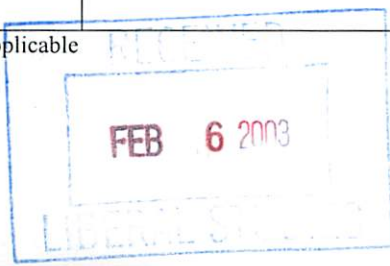
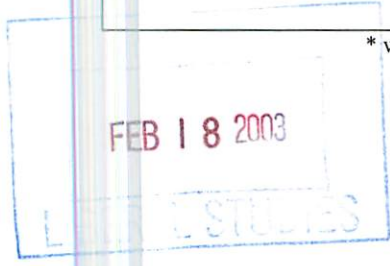
2. Additional Course Designations: check if appropriate
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
- This course is also proposed as an Honors College Course.

3. Program Proposals
- New Degree Program Program Title Change Other
- New Minor Program New Track Catalog Description Change Program Revision

<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 Domarachei</i>	9-23-02
Department Chair(s)	<i>Joseph Domarachei</i>	9-23-02
College Curriculum Committee Chair	<i>Joseph Domarachei</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. Schmit</i>	2-18-03

* where applicable



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
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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:

1. identify the basic elements of the interpreting situation with deaf students.
2. identify the basic ethical principles established by the Registry of Interpreters for the Deaf.
3. describe the differences in the role of a teacher or tutor and that of an interpreter.
4. demonstrate basic competency in interpreting in typical school and social situations from spoken English to American Sign Language and to Signed English.
5. demonstrate basic competency in interpreting in typical school and social situations from ASL and Signed English to spoken English
6. continue to improve their ASL vocabulary..

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.

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 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 others proposed are needed to develop basic sign language skills in new teachers of deaf students. The inclusion of this course is necessary to add a basic interpreting skill 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).
Interpreting courses for those preparing to work as interpreters are a separate offering at other universities from their programs in the education of deaf students, such as the following courses offered at Bloomsburg University:

75.301 Introduction to Interpreting for the Deaf (3) -
Focuses on topics such as the Registry of Interpreters for the Deaf, various kinds of certification, establishing the interpreting situation and the mental processes involved in interpreting and transliteration. Emphasis on ethical behavior. Prerequisite: to be taken concurrently with 75.256.

75.302 Interpreting English to American Sign Language (3) - Focuses on building expressive interpreting skills. Experience gained through laboratory work and classroom discussions when interpreting situations for observation and practice are presented. Emphasizes professionalism, principles and ethics. Prerequisite: 75.301 or permission of the instructor.

75.303 Transliterating English to Sign Language (3) -
Focuses on building transliteration skills. Experience gained through laboratory work and classroom

discussions when transliteration situations for observation and practice are presented. Emphasizes professionalism, principles and ethics. Prerequisite: 75.301 or permission of the instructor.

75.401 Sign to Voice Interpreting (3) - Emphasis on classroom discussion and laboratory work developing skills of comprehending the signed message, forming syntactically and contextually correct English interpretations and the proper use of the voice. Prerequisite: 75.301 or permission of the instructor.

Another example from California State University at Northridge:

250. PRINCIPLES OF SIGN LANGUAGE INTERPRETATION (3)
(Formerly SPED 250)

Introductory overview of the profession of sign language interpretation. Forms the theoretical foundation for all other work in sign language interpretation. Particular emphasis on the professional code of ethics and other professional concerns.

As far as we know, this offering specifically for teachers will be unique to IUP.

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 interpreting 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.