

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-33d	Apr 2/15/05	Apr 3/29/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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		
		EDHL 314 Deaf Culture
<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 ☐ 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 program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Joseph Domaracki	Date 9-13-04
Department Chair(s)	Joseph Domaracki	9-13-04
College Curriculum Committee Chair	Joseph Domaracki	9-27-04
College Dean	[Signature]	1/24/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	2-15-05

* where applicable

JAN 25 2005

Part II
Description of Curriculum Change – New Course Proposal

Syllabus of Record

I. CATALOG DESCRIPTION:

EDHL 314 Deaf Culture

3 class hrs
0 lab hrs
3 credit hours
3c-01-3cr

Prerequisites: none

Description: A survey of sociocultural factors that define Deaf persons as members of a cultural minority. Includes an examination of Deaf history, a review of contributions of Deaf persons to American society and hearing attitudes toward sign language and Deaf Culture.

II. COURSE OBJECTIVES:

The students will be able to:

1. explain American Sign Language and related communication terminology.
2. compare and contrast information about cultural aspects of deafness and the Deaf community with the hearing community/culture.
3. identify the social, political and linguistic issues in the fields of Deaf education, sign language and the Deaf community.
4. identify sociocultural and medical models of deafness.
5. develop an understanding of the social, political and cultural aspects of Deaf people as a linguistic minority in American society.
6. identify the technology used by members of the Deaf Community in everyday life.

III. DETAILED COURSE OUTLINE

A. History of ASL (8 hours)

1. Examine the Deaf Community and the communication mode used among Deaf people in the period of the early years: 16th-18th centuries.
2. Examine the Deaf Community, Deaf Education and the communication mode used among Deaf people in the period of the 19th – 20th centuries
3. Examine the changes in American Sign Language and other communication systems used by members of the Deaf Community and the progress of the Deaf Community in the period of the 21st

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century

B. Deafness as a Culture (16 hours)

Movie Reviews (Some of these movies will be selected from the Captioned Media Program and may vary based on availability. Others are from the professor's personal library.)

"Amy on the Lips"
"Bridge to Silence"
"Children of a Lesser God"
"Deaf Culture Lecture: Cultural Differences"
"Deaf Mosaic #1001"
"Deaf Mosaic #1003"
"Deaf Mosaic #411"
"Deaf Mosaic #601"
"Deaf Mosaic #609"
"Deaf Mosaic #611"
"Deaf Mosaic #705"
"The Ernest Marshall Story"
"Famous Deaf Americans – Part II"
"For A Deaf Son"
"Helen Keller in her Story"
"Johnny Belinda"
"Julianna: A Portrait"
"Love is Never Silent"
"Mr. Holland's Opus"
"The LACD Story"
"Music to the Ear"
"Passport without a Country"
"Song Out of Silence"
"Sound and Fury"

C. Deafness from the Medical Perspective (6 hours)

1. Development of Cochlear Implants
2. Development of Hearing Aids and FM systems
3. Use of Cued Speech

D. Major Historical Events lecture topics(8 hours)

1. Conference of Milan
2. "Deaf Variety of the Human Race" – lecture given by Alexander Graham Bell

3. Profile of a Deaf Peddler – Deaf Community’s view
 4. Miss Deaf America pageants and their impact on the Deaf Community
 5. “Deaf President Now”
Book reports (see list below)
- E. Technology in the World of the Deaf (4 hours)
1. TTYs and Relay Services
 2. Captioned Films
 3. Open and Closed captioning
 4. Technology in the home
- F. Deaf American presentation and report
- G. Final Exam - (2 hours)

V. Evaluation Methods

1. Students will write a book report and give an oral presentation on a book from the professor’s personal library. The book report will be 5-7 pages and include a summary, the student’s personal reflection of the book as well as points they learned. The report will be worth 100 points. The oral presentation portion will be worth 50 points. Lists of books are listed under the Bibliography section. The book report and oral presentation represents 19% of the total grade.
2. Students, with the approval of the instructor, will select a Deaf American who has made a contribution to society. Students will research this person and will give a report and powerpoint presentation to the class. (100 points) The Deaf American report and powerpoint presentation represents 12% of the total grade.
3. The students will write a movie review on each movie viewed in class. There will be 10 movies viewed during class and will be selected from the list above. These reviews will highlight the main points of the film and the students’ reflections. (50 points each) Movie reviews represent 62% of the total grade.
4. Participation in class discussions is expected. Students will earn 4 points (2 points for attending and 2 points for participating in class discussions.) Students will lose 4 points for each unexcused absence after the two unexcused absences allowed. Attendance and participation represents 7% of the total grade.

V. Example of grading scale

A = 92 – 100%

B = 83 – 91%

C = 74 – 82%

D = 65 – 73%

F = <65 %

VI. Undergraduate Course Attendance Policy

Students are expected to attend class. Students earn 4 points per class session for attendance and participation (2 points for attendance and 2 points for participating in class discussions.) Students may have two unexcused absences prior to losing attendance/participation points. Excused absences include illness, personal emergency or a death in the family and the instructor must be notified about the absence within 24 hours of its occurrence.

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

Selected journal readings on current research.

VIII. Special Resource Requirements

None

IX. Bibliography

Bowers, T. (1999). Alandra's Lilacs: The Story of a Mother and her Deaf Daughter. Washington, D.C.: Gallaudet University Press.

Buck, D.S. (2002). Deaf Peddler: Confessions of an Inside Man. Washington, D.C.: Gallaudet University Press.

Buckley, K. (2003) If You could Hear What I See: Triumph over Tragedy through Laughter. New York, NY: Penguin Putnam Inc.

Cohen, L. H. (1994). Train Go Sorry: Inside a Deaf World. New York, NY: Houghton Mifflin Company.

Gannon, J. (1981) Deaf Heritage. National Association of the Deaf.

Greenberg, J. (1970). In This Sign. New York, NY: Holt, Reinhart & Winston.

Groce, N.E. (1985). Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard. Cambridge, MA: Harvard University Press.

Hairston, E. & Smith, L. (1983). Black and Deaf in America: Are We that Different. Silver Spring, MD: TJ Publishers.

Laborit, E. (1999). The Cry of the Gull. Washington, D.C.: Gallaudet University Press.

Lane, Harlan. (1992) The Mask of Benevolence: Disabling the Deaf Community. San Diego, CA: DawnSign Press.

Lane, H. (1989) When the Mind Hears: A History of the Deaf. New York: Vintage House Books.

Moore, M.S. & Levitan, L. (1993) For Hearing People Only. Rochester, NY: Deaf Life Press.

Sacks, O. (1989). Seeing Voices. New York: Penguin Putnam Inc.

Schein, J.D. (1989). At Home Among Strangers. Washington, D.C.: Gallaudet University Press.

Spradley, T.S. & Spradley, J.P. (1987). Deaf Like Me. Washington, D.C.: Gallaudet University Press.

Van Cleve, J.V. & Crouch, B.A. (1989) A Place of Their Own: Creating the Deaf Community in America. Washington, D.C.: Gallaudet University Press.

Walker, L.A. (1986). A Loss for Words: The Story of Deafness in a family. New York, NY: HarperPerennial.

Wilcox, S. (ed.). American Deaf Culture: An Anthology. Silver Spring, MD: Linstok Press.

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 and will increase the knowledge and understanding of the Deaf Culture in America.
- For what students is the course designed? (majors, students in other majors, liberal studies).
EDHL certification students and students who minor in Deaf Studies.
- Explain why this content cannot be incorporated into an existing course.
The existing three sign language courses (EDHL 115, EDHL 215, EDHL 415) and the proposed course (EDHL 314) are needed to develop basic sign language skills in new teachers of deaf students.
The inclusion of this course is necessary to expand on the unique nature of the Deaf Culture knowledge component to those graduating and declaring a minor or 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).
 Yes. The course was offered exactly as designed for the first time during spring 2004. There were 9 students enrolled in the course of which 7 were EDHL majors. The students reported both formally (Student Evaluations) and informally, that this was a critically important course that needed to be included as part of the major course of study.
- 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).

Yes.

California State University-Northridge:

DEAF 360 - American Deaf Culture (3)

Discussion of the various aspects of American Deaf Culture including the description of deafness, deaf people, the deaf community as defined by audiological and/or cultural means, services for a by Deaf people, and culture as reflected in the arts and language of Deaf people.

Boston University:

SED DE 550

History and Culture of the Deaf

Analysis and discussion of the historical and cultural aspects of the Deaf; the influence of geographic, cultural, educational, and economic forces on Deaf people; and the patterns of social change during the nineteenth and twentieth centuries. Introduces students to specific cultural and historical experiences and acquaints them with literature in the field. (Offered alternate years.) Staff. 4 cr, 1st sem.

- 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 but knowledge and understanding of Deaf Culture are required. (C/D 4 & 5/5, /D3 & 6, /D 12, C/15; IA, IC)

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.
Faculty resources are adequate. The course will be offered once a year.
- 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 .**
***Equipment: No special equipment is needed.**
***Laboratory Supplies and other Consumable Goods: N/A**
***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?
This course will typically be offered in both the fall and spring semesters and students may choose the semester.
- 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?
Enrollment will be limited to 20 students due to the amount of work required by students and the grading done by the instructor.

- 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 will provide students majoring in Education of Deaf and Hard of Hearing Persons or obtaining a minor in Deaf Studies to have a more detailed understanding and appreciation of Deaf people and Deaf Culture as a unique entity within the American culture.