

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Dept. of Special Education and Clinical Services	Phone X75675

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 checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<hr/> <p><i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i> EDHL 317 Sign Language in Educational Settings</p>		
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"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <hr/> <p><i>Current program name</i> <i>Proposed program name, if changing</i></p>		
4. Approvals		
Department Curriculum Committee Chair(s)	Joseph Domarache	Date 1.28.08
Department Chair(s)	Joseph Domarache	1.28.08
College Curriculum Committee Chair	Joseph Domarache	1.28.08
College Dean	Mary Ann Rafath	3.18.08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrest	Received 4/1/08

MAR 5 2008

Part II

Description of Curriculum Change -- New Course Proposal

Syllabus of Record

I. CATALOG DESCRIPTION:

Title: EDHL 317: Sign Language in Educational Settings

2 class hours
7 lab hours
2 credit hours

Prerequisites: EDHL 115, 215

Description:

Focuses on the use of sign language in the schools. Includes the adaptation of American Sign Language to Manually Coded English and basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students. Extensive practice is required.

II. COURSE OBJECTIVES:

	Danielson	CED	Evaluation
1. Students will be able to discuss and explain the similarities and differences of the various signed systems in current use in the United States.	1	1	Exam
2. Students will be able to compare the syntax of these signed systems with English syntax.	1	1	Exam
3. Students will learn the prefixes and suffixes used in sign systems	1	1	Exam
4. Students will be able to select the sign system most appropriate for use in instructional/educational situations and the Deaf community.	1 2 3	1, 8	Exam
5. Students will be able to employ strategies to incorporate sign systems and fingerspelling into teaching methods for deaf and multi-disabled learners.	3	6,7,9	Paired Assignments
6. Students will be able to identify the basic elements of the interpreting situation with deaf students.	2	6,7	Exam
7. Students will be able to identify the basic ethical principles established by the Registry of Interpreters for the Deaf.	4	10	Exam
8. Students will be able to describe the	1	10	Exam

differences in the role of a teacher or tutor and that of an interpreter	4		
9. Students will demonstrate basic competency in interpreting in typical school and social situations from spoken English to American Sign Language, Signed English, and Manually Coded English.	1 3	8	Expressive Assignment
10. Students will demonstrate basic competency in interpreting in typical school and social situations from ASL and Signed English to spoken English	1 3	8	Expressive Assignment
11. Students will continue to improve their ASL vocabulary	1	8	Receptive Quizzes Video Tapes

III. DETAILED COURSE OUTLINE

A. Sign Systems **5 hours**

1. Historical perspective
2. Different sign systems and their distinctive characteristics
3. Selection and modification of an appropriate sign system
4. Systems vs. language

B. Educational techniques **5 hours**

1. Use of signs to teach/enhance communication
2. Speech development and expansion
3. Methods of correlating signs with materials and media

C. Psychological implications of use of signs **2 hours**

1. Impact on parents
2. Impact on child
3. Impact on society
4. Advantages vs. disadvantages: Pros and cons

D. Extended Use of Manually Coded English **4 hours**

1. Assessment of the disabled child
2. Teacher expectation and individualization
3. Use of MCE as a diagnostic tool

E. Elements of the interpreting situation **4 hours**

1. The principal participants in the interpreting situation
2. Goals of interpreting
3. What interpreting is NOT
4. Physical environment
5. Psychological elements

F. Ethics of interpreting **2 hours**

1. Registry of Interpreters for the Deaf Code of Ethics
2. The difference in the role of teacher/interpreters and interpreters

G. Interpreting from one language to another **2 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
- H. Interpreting in schools **4 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
 5. Interpreting in extracurricular activities
- I. Practice with sign systems and in interpreting¹ **14 hours**

IV. Evaluation Methods

- A. There will be periodic receptive quizzes using different sign systems. 15%
- B. There will be 2 expressive assignments consisting of reading children's stories. 15%
- C. There will be two written tests on the content information of the course, one on educational sign systems and one on interpreting principles. 15%
- D. 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%
- E. 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%
- F. 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. 15%
- G. Final Exam. The final exam will cover all material discussed in the class as well as the vocabulary and the information presented in the lectures. 15%
- H. Class participation is expected.

V. Example grading scale

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

VI. Undergraduate Course Attendance Policy

Three unexcused absences will be allowed with no influence on the student's grade. Every unexcused absence beyond three will result in ten points being taken off from the final grade.

¹ This two-credit course will meet three hours per week. It is expected that the equivalent of one class period per week will be spent in actual practice in sign systems and interpreting.

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

Gustason, G., Pftzing, D., & Zawolkow, E. G. (1992). *Signing Exact English*. Rossmoor, CA: Modern Signs Press.

Stewart, D.A., Schein, J.D., & Cartwright, B. E. (2004). *Sign language interpreting: Exploring its art and science* (2nd ed.). Boston: Allyn & Bacon.

Selected journal readings on current research.

VIII. Special Resource Requirements

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

VIII. 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.

Charlip, R., Ancona, M., & Ancona, 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.

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.

Guillory, L.M. (1978). *Expressive and receptive fingerspelling for hearing adults*. Baton Rouge, LA: Claitor's Publishing Division.

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.
- Seal, B.C. (1998). Best practices in educational interpreting. Boston: Allyn & Bacon.
- 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. It includes an interpreting component which was not available until the establishment of EDHL 316. This course is a combination of two formerly approved courses, EDHL 315 and EDHL 316 and does not represent any real change in content of the program.

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.

As mentioned previously, this course is just a merging of EDHL 315 and 316. The dean of the College of Education and Educational Technology requested that we find ways to merge one-credit courses to reduce overload expenses related to credit for preparation. As we examined our curriculum, we felt that the content of the newly approved EDHL 315: Manually Coded English, based upon our experience of teaching it for the first time, did not demand an entire one-credit course. We, therefore, are proposing to combine 315 and 316. EDHL 315 and 316 will become inactive.

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).

As previously discussed in the application for approval for EDHL 315 and 316, a variety of offerings around the country seek to meet needs in skills in Manually Coded English, and 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. A course that addresses interpreting skills for teachers is unique to our program, as far as we know, and a combination of MCE and interpreting, to our knowledge, does not exist. We would expect that our design will set a good example for other programs to follow. The following are some of the related offerings at other universities in these two content areas:

California State University offers a course combining these two primary elements:

DEAF 382: Sign/English Tranliteration (3) Focus on transliteration skills (Signed English to Spoken English to Signed English). Strongly recommended for individuals intending to interpret in the deaf community.

Other content related to Manually Coded English can be found in the following CSUN course:

DEAF 435: Total Communication – Manual Component. Examination of the different philosophies and strategies of manual communication used by deaf and hard-of-hearing people. Includes information and current research on American Sign Language, Pidgen Signed English, manual codes for English, Fingerspelling, Cued Speech, Simultaneous Communication, Total Communication, & their relationship to the educational process.

Bloomsburg University offers several courses related to interpreting:

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.

California State University at Northridge also offers interpreting courses:

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.

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.

The Pennsylvania Department of Education has two standards for teacher education programs preparing students to teach deaf and hard-of-hearing students that are related to this course:

Standard VIII: The program shall require studies of and *experience in the various methods of communication used in teaching the hearing impaired*, including: speech, speech reading, auditory training, *manual communication*, written communication, and the use of amplification.

Standard IX: The program shall require *studies of and experiences in the special assessment and instructional procedures* for teaching hearing impaired students.

(emphasis added)

The Council on Education of the Deaf has a general standard for curriculum to which this course responds, but there is no direct specification for Manually Coded English or interpreting.

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.

The two courses that this course will replace are one-credit each and are taught once every year. Replacing these two courses with one two-credit course will not change faculty load at all, except for removing overload for an additional preparation.

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 exist.

*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

This course will continue to present content that is unique to our program in the training of teachers to do interpreting for deaf students. By incorporating the interpreting course with the Manually Coded English course, we will reduce faculty overload and simplify scheduling for students, who will have one less course to worry about scheduling. No significant changes are being made in the content of our curriculum.