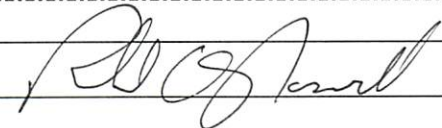
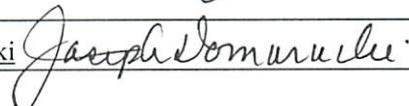


LSC Use Only No:	LSC Action-Date:	11-12e.	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
			10-69e.	AP-3/22/12	App-4/17/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Richard Nowell	Email Address rcnowell@iup.edu
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) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change		
EDHL 317: Signing in the Educational Setting		
<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)	<u>Richard C. Nowell</u> 	Date 11/15/10
Department Chair(s)	<u>Joseph W. Domaracki</u> 	11.15.11
College Curriculum Committee Chair	<u>Joseph Domaracki</u> TECC	3-1-11
College Dean	<u>May Ann Raphael</u>	3-3-11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<u>Gail Sedrúst</u>	3/22/12

Received

FEB 29 2012

Liberal Studies

Received

47
MAR 8 2011

Liberal Studies

Part II

Description of Curriculum Change

Syllabus of Record

I. CATALOG DESCRIPTION:

EDHL 317: Sign Language in Educational Settings

3 class hours

0 lab hours

3 credits

3c-0l-3cr

Prerequisites: EDHL 115, 215, Deaf Education majors or permission

Focuses on the use of sign language in the schools. Includes the following: the adaptation of American Sign Language to Manually Coded English and Signed English; basic principles of interpreting in an educational setting for future teachers of deaf and hard-of-hearing students; pedagogical methods of including American Sign Language as a language of instruction for deaf students.

II. COURSE OBJECTIVES:

Students will:

1. 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. Demonstrate knowledge of the prefixes and suffixes used in signed systems
4. Demonstrate an ability to select the sign system most appropriate for use in instructional/educational situations and the Deaf community.
5. Demonstrate an ability to employ strategies to incorporate sign systems and fingerspelling into teaching methods for deaf and multi-disabled learners
6. Identify the basic elements of the interpreting situation with deaf students
7. Identify the basic ethical principles established by the Registry of Interpreters for the Deaf
8. Describe the differences in the role of a teacher or tutor and that of an interpreter.
9. Demonstrate basic competency in interpreting in typical school and social situations from spoken English to American Sign Language, Signed English, and Manually Coded English
10. Demonstrate basic competency in interpreting in typical school and social situations from ASL and Signed English to spoken English
11. Demonstrate the use of ASL vocabulary and grammar from an intermediate skill level to and advanced level.
12. Create a visual representation in ASL of concepts in various content areas
13. Demonstrate the ability to translate a visual story in ASL into English
14. Demonstrate an ability to converse in ASL using appropriate conversational rules
15. Develop and present lessons in different content areas using ASL as the language of

instruction

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CED Blended Program Standard	Course Assessment Measuring Objective
11,13	1	6	CED 1 NAEYC 4,6	Daily receptive quizzes
3,4,5,12,14	1,3	2,5,8	CED 4,7,8 NAEYC 4,6	2 expressive sign language assignments
1,2,4	1	6	CED 1 NAEYC 2,4,6	3 written tests
3,4	4	1,6,8,9,10	CED 8 NAEYC 3,4,6	Self-Reports/Peer Evaluations
3,4,5,6,7,9,10	1,3	5,6,7,8,10	CED 4,7,8 NAEYC 3,4,6	Videotape of interpreting
3,4,5,12,14,15	1,2,3	2,4,5,7,8	CED 1,6,7,8,9 NAEYC 1,4,6	ASL lesson
3,4,5,6,7,8	1,4	4,6	CED 1 NAEYC 2,4,6	Final Exam

Note: Videotape of interpreting reflected in the KARS (Key Assessment Rating System) activities for this course.

III. DETAILED COURSE OUTLINE

A. Sign Systems (3 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 (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
 5. Interpreting in extracurricular activities
- I. Practice with sign systems and in interpreting (4 hours)
- J. Principles of using ASL as an instructional language (5 hours)
1. Representation of concrete concepts
 2. Representation of abstract concepts
 3. Use of space in signing in the classroom
 4. Assessing students' ASL skills
 5. Adapting ASL to individual students' abilities
- K. Review of principles of lesson plans for deaf students (2 hours)
- L. Practice using ASL as an instructional language (6 hours)
- M. Final exam (2 hours)

IV. Evaluation Methods

- A. There will be periodic receptive quizzes using different sign systems. 10%
- B. There will be 2 expressive assignments consisting of reading children's stories. 10%
- C. There will be three written tests on the content information of the course, one on educational sign systems, one on interpreting principles, and one on adapting ASL to classroom instruction. 25%
- 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. 10%
- 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. 5%
- 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. 10%
- G. Each student will prepare and teach a lesson to the rest of the class in an assigned content area, using ASL as an instructional language. 15%
- H. 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%
- I. Class participation is expected.

V. Example grading scale

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

VI. 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. 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 Web Resources

Caccamise, F., & Lang, H.G. (ND). *Technical signs for science and mathematics*. Rochester, NY: National Technical Institute for the Deaf.

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 equipment for self-evaluation and instruction.

- The department already owns the needed video and audio equipment to support this course.

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.
- Christopher, D. A. (1984). *Manual communication*. Austin, TX: Pro-Ed.
- 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.
- Lang, H. G., & Meath-Lang, B. (1995). *Deaf persons in the arts and sciences: A biological dictionary*. Westport, CT: Greenwood Press.

- Lang, H. G. (1994). *Silence of the spheres: The deaf experience in the history of science*. Westport, CT: Bergin and Garvey.
- Lawrence, R. W. (1987). Specialized preparation in educational interpreting. Journal of Interpretation, 4, 87-90.
- McKinney, V. (1997). *The picture plus dictionary*. Hillsboro, OR: Butte Publications.
- Mertens, D.M. (1990). Teachers working with interpreters: The deaf student's educational experience. American Annals of the Deaf, 136, 48-52.
- PEPnet. (2006). Math signs: U.S. Department of Education: Office of Special Education Programs.
- 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.
- Scheetz, N. (2009). *Building asl interpreting and translation skills: Narratives for practice*. Boston: Pearson Education.
- Shroyer, E. H., & Compton, M.V. (1994). Educational interpreting and teacher preparation: An interdisciplinary model. American Annals of the Deaf, , 139, 472-479.
- Stewart, D.A., Schein, J.D., & Cartwright, B. E. (2004). *Sign language interpreting: Exploring its art and science* (2nd ed.). Boston: Allyn & Bacon.

2. A Summary of the Proposed Revision:

EDHL 317 is being increased from 2 to 3 credits, incorporating the previous EDHL 415 ASL Pedagogy one-credit course with the existing content. EDHL 415 is being collapsed into this new course. The old syllabus of record for EDHAL 317 is attached. However, we are unable to locate the old EDHL 415 syllabus of record. Course description and objectives were changed.

3. Justification:

Under the current program EDHL 317 and EDHL 415 are taught as two courses. Over the last few years, instructors have found that the content of the two courses are hard to separate and aspects of 415 have to be taught as part of 317. Therefore, during the current program revision, the decision was made to combine the two courses into one three-credit course.

The catalogue description has been changed to reflect the addition of the pedagogical content found in EDHL 415 and now incorporated into this course.

C. There are additional course objectives to reflect pedagogical content from EDHL 415

*Due to recent retirements, the old syllabi of record for EDHL 415 cannot be located at this time. The spring 2005 version is the most recent as located in the NCATE archive. See attached document.

4. Old Syllabus of Record

I. CATALOG DESCRIPTION:

Title: EDHL 317: Sign Language in Educational Settings

Credits: 02-01-2sh

Prerequisites: EDHL 115, 244

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:

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.
2. Students will be able to compare the syntax of these signed systems with English syntax.
3. Students will learn the prefixes and suffixes used in signed systems.
4. Students will be able to select the sign system most appropriate for use in instructional/educational situations and the Deaf community.
5. Students will be able to employ strategies to incorporate sign systems and fingerspelling into teaching methods for deaf and multi-disabled learners.
6. Students will be able to identify the basic elements of the interpreting situation with deaf students.
7. Students will be able to identify the basic ethical principles established by the Registry of Interpreters for the Deaf.
8. Students will be able to describe the differences in the role of a teacher or tutor and that of an interpreter.
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.
10. Students will demonstrate basic competency in interpreting in typical school and social situations from ASL and Signed English to spoken English
11. Students will continue to improve their ASL vocabulary.

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)
- J. Final exam (2 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

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.

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. 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., Pfetzing, 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

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- 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.
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- 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.

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