

11-12f.

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		10-69f.	AP-3/22/12	App-4/17/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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		EDHL 417: Advanced American Sign Language <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
4. Approvals		
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	Date 11/15/10
Department Chair(s)	<i>Joseph Domarache</i>	11.15.10
College Curriculum Committee Chair	<i>Joseph Domarache</i>	3.1.11
College Dean	<i>Mary Ann Rapp</i>	3.3.11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schiist</i>	3/22/12

Received

FEB 29 2012

Liberal Studies

Received

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MAR 8 2011

Liberal Studies

Part II. Description of the Curriculum Change

1. Syllabus of Record

EDHL 417: Advanced American Sign Language

I. Catalog Description

EDHL 417 Advanced American Sign Language

3 class hours

0 lab hours

3 credits

3c-01-3cr

Prerequisites: EDHL 215

A continuation of Intermediate American Sign Language (ASL). Focus is on vocabulary expansion, comprehension of signed information, and development of fluency in conveying a message in American Sign Language. The course emphasizes receptive ability as well as overall quality of expression. Additional cultural aspects of ASL are discussed.

II. Course Outcomes.

Students will:

1. Demonstrate a knowledge of the cultural context of the use of ASL among deaf adults and children.
2. Demonstrate competence in their ability to fingerspell (expressive) and to read finger-spelling in context (receptive).
3. Demonstrate understanding of and competence using the syntax of American Sign Language (both receptively and expressively)
4. Expand their vocabulary in American Sign Language and use that vocabulary to express themselves (expressive) and to understand others' signs in daily conversation (receptive).
5. Demonstrate competence in their ability to use facial and body expression, eye contact, spatial concepts, and other elements critical to American Sign Language.

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CED Blended Program Standard	Course Assessment Measuring Objective
1	1,4	1,2,4,5,6,7,9,10	CED 4 NAEYC 2,4	Deaf Culture Papers
2,3,4	1,4	4,5,6,7	CED 4 NAEYC 2,4,6	Daily receptive quizzes
1,2,3,4,5	1,3,4	4,5,6,7	CED 6,7 NAEYC 2,4,6	Midterm Expressive Exam
1,2,3,4,5	1,3,4	4,5,6,7	CED 6,7,8,9	Final Expressive

			NAEYC 2,4,6	Exam
2,3,4	1,4	4,5,6,7	CED 6,7,8,9 NAEYC 2,4,6	Final Receptive Exam

Note: Final expressive exam and final receptive exam are reflected in the KARS (Key Assessment Rating System) activities for this course.

III. Detailed Course Outline

A. Week 1

1. Introduction (2 hours)
 - a. Course description and requirements
 - b. Course materials
2. Other resources and those which pertain to Deaf Culture (1 hour)

B. Week 2 and 3

1. Sentence types (5 hours)
 - a. Subjunctive and propositional sentences
 - b. Additional vocabulary: technical signs
2. Cultural aspects: deaf-hearing relationship (1 hour)

C. Week 5 and 6

1. Time concepts (5 hours)
 - a. A review of time markers
2. Cultural aspects: current Deaf leaders (1 hour)
 - a. Additional vocabulary: animals and Deaf leader's name signs

D. Week 7

1. Pronominalization (2 hours)
 - a. Advanced pronoun representations
 - b. Additional vocabulary: move verbs
2. Cultural aspects: leisure activities (1 hour)

E. Week 8

1. Subjects and objects (2 hours)
 - a. Multiple subjects and objects
2. Cultural aspects: Deaf people in other countries (1 hour)
 - a. Additional vocabulary: new signs for countries

F. Week 9

1. Review of vocabulary and grammar (2 hours)
2. Mid-term expressive test (individual) (1 hour)

G. Week 10

1. Classifiers (2 hours)
 - a. Story-telling with classifiers
2. Cultural aspects: Deaf "literature" (1 hour)

H. Week 11

1. Locatives (2 hours)
 - a. Role-taking in space
2. Cultural aspects: Deaf people and mental health issues (1 hour)
 - a. Additional vocabulary: psychological signs

I. Week 12

- 1. Pluralization (2 hours)
 - a. Further use of space in pluralization
- 2. Cultural aspects: Deaf sports organizations (1 hour)
 - a. Additional vocabulary: sports and exercise
- J. Week 13
 - 1. Temporal aspects (2 hours)
 - a. Time constraints in story telling
 - 2. Cultural aspects: Deaf arts (1 hour)
 - a. Additional vocabulary: art and theater
- K. Week 14
 - 1. Distributional aspects (2 hours)
 - a. More verb modifications
 - 2. Cultural aspects: Deaf people and citizenship (1 hour)
 - a. Additional vocabulary: environmental signs, governmental signs (citizenship)
- L. Week 15
 - 1. Final expressive examination (individualized during final exam week) (3 hours)
- M. Final receptive examination: during exam week (2 hours)

IV. Evaluation Methods

1. Homework papers on Deaf culture: 100 points

As different aspects of Deaf culture are covered, students will be required to read passages and write reflective paragraphs on their reading. Assignments will be graded on demonstration of relevance of reflections and appropriate writing structure as per a rubric distributed to students.

2. Daily receptive quizzes: 100 points

Students are expected to learn all new vocabulary presented in class. They will be tested with unannounced quizzes on a regular basis on the material already covered in class. Students will not be expected to learn vocabulary before it is presented in class.

3. Mid-term expressive examination: 100 points

At mid-term, students will be required to take an individualized test, signing sentences presented by the instructor in English. These sentences will contain vocabulary found in the Lessons 10-13 and supplementary vocabulary presented in class.

4. Final expressive examination: 150 points

At the end of the semester, students will be tested on cumulative signed vocabulary from Lessons 10-18 as they were in #3.

5. Final receptive examination: 150 points

At the end of the semester, students will be tested on receptive abilities, writing English sentences as translations for sentences signed by the instructor in ASL and covering all 9 lessons. This will be given during the regular final exam time.

Total possible points: 600

III. Example Grading Scale

552-600 = A	92%-100%=A
498-551 = B	83%-91%=B
444-497 = C	74%-82%=C
390-443 = D	65%-73%=D
389 and below = F	64% and below=F

VI. Attendance Policy

Students are strongly advised not to miss class. Although not everything covered in class will show up on exams, much information about communication with deaf people will be presented which is critical to their future use of ASL, and their attendance is certainly a reflection on their commitment to learning the language, and, in some cases, working with Deaf people. Furthermore, daily quizzes are unannounced and a missed quiz is equal to a zero (unless excused for medical or other valid reasons as discussed in class). A student must either e-mail or call the instructor before class on the day of absence to say he or she is sick or bring a doctor's excuse to receive an excused absence. One quiz grade (a zero or the next lowest grade) is dropped. Although no specific penalty other than zeros on quizzes results from absences, individual instructors may establish penalties for excessive absences.

VII. Required Textbook, Supplemental Book, and Web Resources

Textbook:

Cokely, D., & Baker-Shenk, C. (1991). American sign language: A student text book 3; Units 19-27. Washington, D.C.: Gallaudet Press.
Zinza, J. E. (2006). *Master ASL!* Burtonsville, MD: Sign Media Incorporated.

Supplemental book:

Sternberg, M.L.A. (1994). American Sign Language Dictionary (rev. ed.). New York: Harper-Collins.

Web sites:

www.signingsavvy.com
www.aslpro.com

VIII. Special Resources

This course requires many materials to be able to supplement their expressive and

receptive skills in American Sign Language. IUP has an established Sign Language Lab which has a number of computers and many different CDs and video tapes, as well as various sign language dictionaries and other reference texts. No additional resources are required by the modification of this course.

IX. Bibliography

Cokely, D., & Baker-Shenk, C. (1991). *American sign language: A teachers resource text on curriculum, methods, and evaluation*. Washington, D.C.: Gallaudet University Press.

Emmorey, K., & Reilly, J. (1995). *Language, gesture, and space*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Emmorey, K., & Lane, H. (2000). *The signs of language revisited: An anthology to honor ursula bellugi and edward Klima*. Mahwah, NJ: Lawrence Erlbaum Associates.

Fant, Lou (1994). *The American Sign Language phrase book*. Chicago, IL: Contemporary Books.

Flodin, Mickey (2004). *Signing illustrated: the complete learning guide*. New York: The Berkley Publishing Group.

Grayson, Gabriel (2003). *Talking with your hands, listening with your eyes: A complete photographic guide to American Sign Language*. Garden City Park, NY: Square One Publishers.

Johnson, R.E., Liddell, S.K., & Erting, C.J. (1989). *Unlocking the curriculum: Principles for achieving access in deaf education*. (Washington, DC: Gallaudet University.

Lane, H. (1984). *When the mind hears*. New York: Random House.

Scouten, E.L. (1984). *Turning points in the education of deaf people*. Danville, IL: Interstate.

Sternberg, Martin L.A. (1994). *American Sign Language dictionary*. New York, NY: Harper Collins Publishers, Inc.

Taub, S. F. (2001). *Language from the body: Iconicity and metaphor in american sign language*. Cambridge, UK: Cambridge University Press.

Wilbur, R.B. (1979). *American Sign Language and sign systems*. Baltimore: University Park Press.

Journals

American Annals of the Deaf. Washington, DC: Gallaudet University Press.

Journal of Deaf Studies and Deaf Education. Oxford: Oxford University Press.

Sign Language Studies. Washington, DC: Gallaudet University Press.

Web Sites

www.aslpro.com

www.signingsavvy.com

Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department?

This course is a continuation of the Introduction and Intermediate American Sign Language courses.

For which students is the course designed?

The course is designed for Deaf Education majors and Deaf Studies minors who wish to further develop their American Sign Language skills, as well as any other majors who have taken the first two courses of the sequence. Some students have goals of working in special schools for deaf students and need more in-depth skills in ASL.

Explain why this content cannot be incorporated into an existing course.

This course goes beyond the currently proposed two ASL courses.

A2 Does this course require changes in the content of existing courses or requirements for a program?

This course is a recommended elective for the revised Deaf Education major. It does not directly affect other courses or program requirements.

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).

This course has never been offered.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not being proposed as a dual-level course.

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?

This course is not being offered for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Many colleges and universities offer a similar course, such as the following:

California State University at Northridge
DEAF 300: Advanced ASL Conversation

Rochester Institute of Technology
0875-203: American Sign Language 3

Kent State University
SPED/ASL 29201 American Sign Language III

Eastern Kentucky University

ASL 201: American Sign Language III

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.

Although the Council on Education of the Deaf does not specify this course, course offerings in ASL are evaluated for those universities applying for comprehensive accreditation, as IUP has.

Section B: Interdisciplinary Implications

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

No instructors will be from other departments. At this time there is no plan to have the course team-taught.

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

There is no connection between this course and the offerings in any other department.

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.

This course will not be cross-listed.

B4 Will seats in this course be made available to students in the School of Continuing Education

This course is available to all students who have completed the prerequisites, including Continuing Education students.

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.

With the institution of the revised Deaf Education program, some of the courses in the old program will be dropped (EDHL 314, 361, and 465). Furthermore, SPLP 222 and 311 will revert back to the Speech Pathology program, allowing adequate teaching load to cover this course. As an elective and not required course, probably only one section will be taught every year for the time being. If necessary, a section of EDHL 115, the most frequent offering in the program, would have to be eliminated. This would only affect those who are taking EDHL 115 as a free elective.

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
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No other equipment, space, or materials would have to be obtained in addition to that already available for EDHL 115 and 215.

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.)

Not applicable.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The course will probably be offered at the most once a year. Nothing in the course would restrict it to one particular semester.

C5 How many sections of this course do you anticipate offering in any single semester?

No more than 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?

All of our sign language classes are limited to 16 students. The visual nature of the language makes any more students almost impossible to monitor.

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.

To our knowledge there are no published recommendations, but our experience at other universities is consistent with IUP's typical size of classes; that is, about 15-16.

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.

There are no plans to offer this course as a distance education course.

D. Miscellaneous

The reviewers may notice that the topics for all three sign classes are the same across the semester. This is the topical organization used by the authors of the books recommended for the three courses. Obviously in the second and then third course, the level of sophistication at which these topics are handled is more advanced. One of the emphases of this third course is receptive skills, which are the most difficult for hearing people who are learning to sign.

Also, the student book by Cokely and Baker listed in the syllabi is 1 of a series of 3. EDHL 115 uses book 1 (units 1-9), EDHL 215 uses book 2 (units 10-18), and EDHL 417 uses book 3 (units 19-27).