MEMORANDUM

TO: Health Care Colleges Council

FROM: Sharon R. Stewart, Ed.D.
           CHS Associate Dean for Academic Affairs

RE: Request for New Courses

DATE: May 19, 2011

I am attaching proposals for two new courses: CD 220 – American Sign Language I & the Culture of the Deaf Community in America and CD 230 – American Sign Language II & the Culture of the Deaf Community in America. These courses are proposed in order to address a longstanding demand and need for courses in sign language and the culture of the deaf community that exists in our programs and on our campus. Dr. Karin Lewis, an experienced instructor on these topics and a certified interpreter for the deaf, will teach these courses. Although priority will be given to students enrolled in the communication disorders program and in the proposed human health sciences program (upon its approval), we anticipate that these will be popular courses that we can offer to the broader campus community in the near future.

This request has been recommended for approval by the Division of Communication Disorders, the Rehabilitation Sciences Department, and the CHS Academic Affairs Committee. I support the proposed new courses.

Please contact Dr. Jodelle Deem jfdeem1@uky.edu or 218-05557 regarding any concerns or questions.

May 18, 2011

TO: Sharon Stewart, Ed.D.
         Associate Dean for Academic Affairs
FROM: Joan Darbee, PT, Ph.D. JCD
         Academic Affairs Committee
RE: Request for Approval of New Courses Submitted by Division of Communication
         Sciences and Disorders

The Academic Affairs Committee approves the requests for new courses, specifically
American Sign Language I & the Culture of the Deaf Community in America CD 220: 3
credits and American Sign Language II & the Culture of the Deaf Community in America CD
230: 3 credits, submitted to the Committee by Jody Deem, Division of Communication
Sciences and Disorders.
The Committee has carefully reviewed this document and recommended revisions which were
addressed to the satisfaction of the Committee. Therefore the Committee recommends
approval of this proposal.

NEW COURSE FORM

1. **General Information.**

   a. Submitted by the College of: Health Sciences   Today's Date: 5/2/2011

   b. Department/Division: Communication Disorders

   c. Contact person name: Jodelle Deem   Email: jfdeem1@uky.edu   Phone: 859-218-0557

   d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1] :   _____

2. **Designation and Description of Proposed Course.**

   a. Prefix and Number: CD 230

   b. Full Title: American Sign Language II and the Culture of the Deaf Community in the US

   c. Transcript Title (if full title is more than 40 characters):   American Sign Language II

   d. To be Cross-Listed[2] with (Prefix and Number):   _____

   e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

_____ Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
<u>3</u> hrs./week Seminar	_____ Studio	_____ Other – Please explain: _____		

   f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

   g. Number of credits: <u>3</u>

   h. Is this course repeatable for additional credit?   YES ☐   NO ☒

       If YES: Maximum number of credit hours: _____

       If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☒

   i. Course Description for Bulletin: An intermediate level course in American Sign Language (ASL), the native language of the Deaf community in America, this course will use an immersion approach to develop skills in conversational ASL and fingerspelling, as well as an appreciation of the grammatical principles of ASL, the historical and cultural background of the language, linguistic and ethical principles related to use of ASL, appropriate use of interpreters, and the role of Deaf culture in society.

   j. Prerequisites, if any: Successful completion of CD 220 (ASL I) or permission of instructor

   k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

   l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

3.   **Will this course be taught off campus?**   YES ☐   NO ☒

4.   **Frequency of Course Offering.**

   a.   Course will be offered (check all that apply):   ☐ Fall   ☒ Spring   ☒ Summer

   b.   Will the course be offered every year?   YES ☒   NO ☐

       If NO, explain: _____

5.   **Are facilities and personnel necessary for the proposed new course available?**   YES ☒   NO ☐

       If NO, explain: _____

6.   **What enrollment (per section per semester) may reasonably be expected?**   <u>25</u>

7.   **Anticipated Student Demand.**

   a.   Will this course serve students primarily within the degree program?   YES ☐   NO ☒

   b.   Will it be of interest to a significant number of students outside the degree pgm?   YES ☒   NO ☐

       If YES, explain: Will be available to students in HHS major and other majors across campus

8.   **Check the category most applicable to this course:**

     ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

     ☒ Relatively New – Now Being Widely Established

     ☐ Not Yet Found in Many (or Any) Other Universities

9.   **Course Relationship to Program(s).**

   a.   Is this course part of a proposed new program?   YES ☒   NO ☐

       If YES, name the proposed new program: Elective course for HHS

   b.   Will this course be a new requirement[5] for ANY program?   YES ☐   NO ☒

       If YES[5], list affected programs: _____

10.   **Information to be Placed on Syllabus.**

   a.   Is the course 400G or 500?   YES ☐   NO ☒

       If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

   b.   ☒   The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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[5] In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CD 230

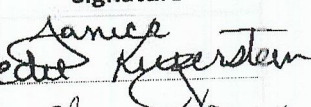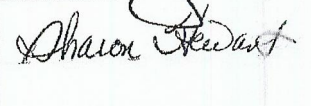Proposal Contact Person Name: Dr. Jodelle Deem   Phone: 859-218-0557   Email: jf deem1@uky.edu
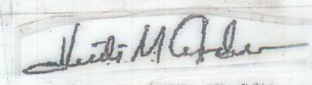
INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department	5/2/11	Janice Kuperstein /80593/ jkupe0@uky.edu	Janice Kuperstein
College	5/19/11	Sharon Stewart /80570/ srstew0@uky.edu	Sharon Stewart
		/ /	
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	11/8/2011	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval	6/21/11	University Senate Approval	

Comments:

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

<u>**American Sign Language II**</u>
& The Culture of the Deaf Community in America
CD 230: 3 credits
Spring Semester 2012
Tuesdays & Thursdays 3:30 pm - 4:45 pm
Classroom: TBD

Dr. Karin Ann Lewis, Instructor
Karin.Lewis@uky.edu
859-257-1356 (office) 859-608-7299 (mobile)

Instructor Office Hours:
306c Complex Commons, in *The Study*
Tuesdays 5:00-6:00 pm
Or by appointment

The **prerequisite** for students to enroll in this course is successful completion of CD220 or permission of the instructor. This course will introduce an intermediate level American Sign Language, the native language and culture of the Deaf community in America in comparison with signed languages in other regions of the world. The course will follow the national American Sign Language Teachers Association's endorsed *Signing Naturally 2* curriculum using an immersion approach for instruction. Spoken English will not be used for instructional delivery. Students will learn intermediate American Sign Language (ASL) and be able to use conversational ASL, finger spelling, understand ASL grammatical principles, appreciate the historical and cultural background of signed languages, and consider linguistic and ethical information related to deaf people across different cultures. Students will have the opportunity to interact with deaf people in the Lexington community to apply their developing ASL skills, view professional interpreting, practice using an interpreter appropriately, view video and read English text to explore how ASL and Deaf Culture is both separate from and a part of the dominant American society's culture and language, and how ASL and deaf people in other countries live and access education as compared to the US. Learning a visual-spatial language is challenging and requires extensive practice outside of class. Ultimately students who successfully complete this course will have culturally sensitive understandings of the perspectives of the Deaf, facets of communication in American Culture as compared to other cultures, and be able to converse using intermediate level American Sign Language. Students will demonstrate an appreciation of the forces that influence human diversity and issues impacting equality and oppression in this world.

Learning Outcomes: CD 230

Upon successful completion of this course, students will:

1. Demonstrate general knowledge of the etiology of deafness, historical, legal and cultural decisions that generate ethical dilemmas for the Deaf Community in America and deaf communities in other regions of the world
2. Interact with Deaf people in a culturally appropriate ways and express an understanding of privilege, social and political trends that impact privilege and oppression, and how issues for local communities link with global trends
3. Apply conversational American Sign Language skills, and exhibit confidence in their ability to use basic ASL to converse effectively with Deaf people
4. Understand and express the structure and organization of ASL grammar in general and cultural influences on the Deaf Community and their language in terms of power and resistance to the dominant cultural norms
5. Express knowledge/understanding of current issues facing the Deaf Community in America and in a global society
6. Demonstrate the ability to reflect on and learn from classroom instruction and activities, reading materials, including texts and journal articles, fellow students, community members, and demonstrate a clear understanding of the skills, attitudes, and beliefs required to be a successful second language learner in a global society

Required Texts & Materials CD 230

Signing *Naturally: Student Workbook Level 2*
Ella Mae Lentz, Ken Mikos, and Cheri Smith, (1992) DawnSignPress ISBN:0-915035-16-2

A Place of Their Own: Creating the Deaf Community in America
John Vickrey Van Cleve and Barry A. Crouch, (1990) Gallaudet University Press ISBN: 0-930323-49-1

- Various assigned supplemental readings.
- Handouts will also be available as assigned.
- Active UK email account and the ability to use it regularly
- Sharepoint access for obtaining pertinent course documents and information

Course Structure

- Class meets twice weekly for 75 minutes each time during which instruction will be conducted in ASL and visual language learning strategies will be demonstrated and applied.
- Students are also required to regularly participate in discussions using visual English (written/text form) via the class Sharepoint discussion board.
- Some assignments require attendance at out of class events; plan accordingly.
- Students are encouraged to meet in small groups to practice ASL and research outside of class time.
- Students are responsible for their own learning. *Learning requires repeated exposures over time. Therefore, students should plan to spend at least one hour **every** day practicing receptive and expressive ASL skills outside of class time. Complete sections of the assigned homework over the course of the week (daily) not just the night before class.*

- **Class attendance is required.**

Attendance

Attendance is essential to learning ASL. Regular attendance will be taken and more than 3 absences will result in a deduction from the final grade (see Student Rights and Responsibilities guidelines http://www.uky.edu/StudentAffairs/Code/). If you have more than 3 absences please consider withdrawing from the course to take it at a better time when you are able to commit to coming to class.

- Attendance in class *and in Sharepoint discussions on line* is expected. Course success is dependent upon your participation and completion of in-class activities, projects, and on line discussions. It will be difficult for any student to complete and/or succeed in accomplishing these responsibilities without regularly attending class meetings and participating in class on line discussions.

- If a student has a university accepted reason for an absence (see http://www.uky.edu/USC/agenda/20040209/5.2.4.2 Excused Absences.pdf), to be excused from class, the student must notify the course instructor *in advance*. Any absence not explained in writing before class is unexcused (except in case of a life-threatening emergency).

Class Polices & Expectations

1. Students are expected to arrive to class on time. Excessive tardiness will lead to the equivalent of an unexcused absence.
2. Students are expected to <u>turn off their voices</u> upon entering the classroom. The class is taught using ASL, and it is impossible to express two languages simultaneously. Therefore, no spoken English will be permitted in the classroom so that full access to learning ASL is possible.
3. Use of computers, cell phones, PDAs, or other electronic devices during class is not permitted. All cell phones should be turned off at the beginning of each class period. Ringing phones and text messaging are disruptive and rude. If your cell phone rings or you are text messaging during class, you will be asked to leave and counted absent.
4. As a responsible adult, you are expected to give your full, respectful attention to the instructor, guest-speakers, and/or classmates at all times during the class period. Any display of disrespectful and/or disruptive behavior and you will be warned once, and then asked to leave. If asked to leave, you will be considered absent for the day.
5. Assignments are due on the date indicated by the instructor in the syllabus. Any modifications to the syllabus will be provided in advance, and in writing. All assignments must be completed in order to receive a final grade in the course.
6. Plagiarism/cheating: Plagiarism is attempting to pass off others' work as your own, e.g. not citing information that is others' words, thoughts, or ideas – even if you paraphrase you need to note the source; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (self-plagiarizing). Plagiarism in any form will not be tolerated in this course. You are expected to do your own work. For a more thorough definition and/or additional information regarding plagiarism, see the following website: http://www.uky.edu/Ombud/Plagiarism.pdf

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Assignments

During the semester, students' performance will be graded on in-class participation, on line discussion participation, projects, assignments, progress towards acquisition of conversational ASL, and reflections on Deaf culture across the globe. Being present for all class activities is vital to student academic success. Students are expected to:
1.) Turn in all assignments on time
2.) Type all written assignments in the appropriate format as stated in assignment guidelines
3.) Cite sources, where appropriate, within written assignments and presentations

In general, extensions for assignments will **NOT** be given other than for *rare*, extenuating circumstances. However, for excused absences (as per UK policy), missed work may be made-up, as long as a student notifies the instructor in advance of the absence and provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

Disabilities

Any student with a disability, who is taking this course and needs classroom or exam accommodations, should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu. All students must provide proof of the disability and the need for accommodations before services are rendered. This will usually be in the form of a psychological report or medical statement and the documentation must be signed by a qualified licensed psychiatrist, neuropsychologist, or relevantly trained medical physician.

Sharepoint

For this course we will be utilizing Sharepoint. As part of this group you will be able to use the team discussion, as well as access all documents for the course. Throughout the semester the syllabus,

supplemental articles, assignment guidelines and the reading schedule will all be accessible to you at any time via the class Sharepoint site.

Required Assignments:

Sharepoint Discussion Postings:

While learning ASL, it is important to process the cultural and linguistic information through discussion. Yet, to learn ASL effectively, no spoken English will be permitted in class. Your ASL expressive skills may not allow sufficient discussion in class, therefore Sharepoint discussion postings, in the visual form of English (writing), are the venue we will use to discuss what you are learning in class and from HW assignments and reading assignments.

Sharepoint Discussion postings are *required*.
Parameters for discussion responses are as follows:
*   Post your responses on time (due by 3:00 pm, start of class time, each Thursday)
*   Express your thoughts in complete sentences using standard English grammar and punctuation
*   Reference your comments in the text (cite pages from reading assignments that you refer to)
*   Respond to others respectfully (you must _converse_ to discuss-so chat with each other, not just to instructors)
*   Provide genuine reflective comments and insights, thoughtful responses to readings, and contribute meaningful questions, impressions, or observations.

Film Review Assignment:

*   Select one of the films on the list made available by the instructor (see Sharepoint Course Documents)
*   View the film (may do this with others from the class-WT Young Library has viewing rooms)
*   Write a reflective review of the film (individual assignment-not group)
    *   Focus on cultural/linguistic issues observed & identify cross cultural barriers and attitudes. Use GLOSS to indicate any particular signs you discuss
    *   Specific connections to class reading assignments and class experiences will improve your grade on the assignment
    *   Minimum 3 and maximum 5 pages, typed, 12 point font, double spaced (must submit with cover page-not included in the 5 page limit)
    *   Appropriate form and use of Standard English expected (complete sentences, accurate punctuation and grammar, etc.).
    *   Submit as a PDF document posted to Sharepoint by 3:00pm on date due

Individual Cross-Cultural Immersion: Written Reflection Due before class

You are required to complete _both_ of these experiences for full credit (may be done on the same day):

*   24 hours with earplugs and no voice (must go off campus for part of time: restaurant, shopping. If you attend any classes during this experience you must discuss with your instructor in advance and arrange for a classmate or friend to attend class with you and take notes for you while you watch)
*   Attend *at least* two Deaf Social events (a list will be provided)

Reflective writing assignment:

*10 pages maximum, typed, 12-point font, double spaced, appropriate form and use of Standard English grammar, punctuation, etc.

Describe what you did and when (including the context off campus); note observations of cultural differences and any unanticipated issues; describe others' reactions to you; describe how you felt. Explain who you met and the questions and responses you asked and/or received at Deaf Social events. Relate your experiences with what you have learned in the class.

- Submit as a PDF document via Sharepoint by 3:00pm on date due.

Class Global Issue Presentation Assignment: *Due on your pre-selected due date during the last few classes before the final exam

Present _both_ of the following for full credit:

- Using ASL, present on a topic you have researched that addresses societal or cultural change over time, cross-national comparisons, or power and resistance issues as they relate to the Deaf
- Post type-written outline and Power Point or multi-media presentation to Sharepoint p_rior_ to performance

Your Class Presentation <u>must be well-planned and rehearsed</u>, adhere to the time limit (10 minutes) and will be assessed according to a rubric with feedback from all class members. Class evaluations of the presentations will be factored into the instructor's grading process. ***Presentations will be video recorded.***

Research Paper and Class Poster Presentation: Due any time before Spring Break.

Research a topic of your choice related to deafness and/or American Sign Language and *your particular major field of study*. Using the appropriate citation style for your field, conduct a brief literature review and write your analysis of the issue as a research article aligned with the expectations of a peer reviewed journal in your field. Create a research poster presentation on your topic, like one for a professional conference, and using ASL present your poster to guest Deaf community members and the class on the designated day prior to spring break.

Grading Scale:

15%	30 class meetings-attendance required, *participation during class required and dependent upon completion of HW exercises *prior* to class meetings.
15%	15 active and insightful discussion responses on Sharepoint
20%	Individual Cross-Cultural Immersion assignment (experience + written reflection)
10%	Film Review written assignment
20%	Class Global Issue Presentation assignment
20%	Research Paper and class poster presentation

A	**90-100%**
B	**80-89%**
C	**70-79%**
D	**60-69%**
E	**≤59%**

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)