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**Executive Summary
Utah State University
Minor in Teaching American Sign Language
CIP 13.1401**

Program Description

The Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services at Utah State University is proposing the implementation of a minor in teaching American Sign Language (ASL). The provision of a minor in ASL will enable students graduating from Utah State University as Secondary Education majors to teach American Sign Language to high school students. There is currently only one program in the state, at Utah Valley University, that provides this training to students at this level. Students at the Utah State University program will study American Sign Language, culture, and language teaching techniques.

Role and Mission Fit

Utah State University is defined by its mission "...to be one of the nations' premier student-centered land and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture..." This minor will continue to foster diversity of thought and culture by focusing on the Deaf, their language and culture, and develop professionals who will teach high school students about Deaf culture and the language of individuals who are Deaf. This minor fits well within the role and mission of Utah State University.

Faculty. As can be seen from the table below the Department of Communicative Disorders and Deaf Education currently has 3 full time doctoral level faculty members, and an additional 3 faculty members with master's degree who can teach American Sign Language.

Three faculty members with Doctoral degrees	Tenure	3	<i>Contract #</i>	<i>Adjunct #</i>
Three faculty members with Master's degrees	Not on tenure track	3	<i>Contract #</i>	<i>Adjunct #</i>
Number of faculty with Bachelor's degrees	None	0	<i>Contract #</i>	<i>Adjunct #</i>
Other Faculty	None	0	<i>Contract #</i>	<i>Adjunct #</i>

Market Demand

According to the the Clerc Center at Gallaudet University, there are 40 states that have approved American Sign Language classes offered in the high schools. An example of the demand for ASL classes comes from *The Daily* of the University of Washington where it is reported that the wait list to get into the ASL classes offered is over 300 students. At Utah State University the demand for ASL classes has remained extremely high for 20 years. The choice of ASL in helping individuals learn language is widely used and therefore students in majors such as special education, early childhood education, and in other related professions need to learn ASL.

There are 155 high schools in the State of Utah serving 192,082 students. Currently there are 54 high schools offering ASL as a language. Because of the widespread use of ASL in a variety of contexts, there is a need for students coming out of high school to have understanding and skill in ASL. Additionally, Sorenson Communication is a major employer in the state of graduates who are highly skilled in the use of ASL. There is only one program in the state to meet the needs of students and employers. High schools in the state of Utah are facing a shortage of teachers of ASL. The ASL classes in 8 of the high schools are offered via broadcast from high schools that have a teacher of ASL.

Student Demand

Utah State University's Communicative Disorders and Deaf Education Department has a Deaf Education teacher training program that has been in existence at USU for twenty-five years. The program is successful in preparing teachers to meet the critical shortage of teachers of the deaf. American Sign Language is an integral part of this existing program. Many students take ASL classes and are interested in ASL but would like to be able to use this skill

in a variety of ways. Many of these students graduate from high schools where ASL is offered for world language credit. These students leave high school with a desire to continue studying ASL and to become teachers of ASL at the Secondary level. Over the years, an increasing number of students have requested a teaching minor in American Sign Language. During the past year, 50 students have made inquiries about the possibility of teaching ASL at the high school level. Over the last 5-years there has been 25-40 requests each year for such an option or information where they might go to obtain this training. In addition, the faculty in the Deaf Education teacher training program see the potential for recruiting ASL teaching minors into the graduate program in Deaf Education, ultimately training more professionals who can meet the critical shortage of teachers in the field of Deaf Education as well as meet the growing need for teachers of ASL in the high schools and provide skilled ASL users for employers like Sorenson Communication.

Statement of Financial Support. There will be one new course added as a result of the proposed minor: Methods in Teaching ASL. Current faculty in Deaf Education will teach this new course. There is no anticipated increased cost associated with the American Sign Language Teaching minor.

Similar Programs Already Offered in the USHE

Currently, Utah Valley University is the only university in the state that offers a teacher licensure program for teachers of ASL. The major at UVU is Deaf Studies; within that major, students may choose an area of focus in Deaf Studies, interpreter training, or teaching ASL. Salt Lake Community College offers an interpreter training program, but not a program that prepares students to teach ASL. The University of Utah and Weber State University offer American Sign Language classes but those are not part of a program, a major or minor. If this new minor is approved, Utah State University will be the only university in the state of Utah that prepares teachers in Deaf Education (K-12), Deaf Education Early Childhood, Deaf Education Early Intervention, and Secondary Education American Sign Language Teaching.

Utah State University
Minor in Teaching American Sign Language
CIP 13.1401

Section I: The Request

Utah State University proposes an Academic Minor in Teaching American Sign Language to become effective Spring Semester, 2012.

Section II: Program Description

Complete Program Description

As the number of students studying American Sign Language (ASL) is increasing, qualified ASL language instructors are in high demand. The Department of Communicative Disorder and Deaf Education will prepare students for an ASL teaching career by offering an ASL teaching minor program. Students in this program will acquire knowledge in American Sign Language, culture, and teaching approaches.

In ASL language courses, ASL language skills in expressive and receptive abilities are developed communicatively through contextualized and theme-based units. Through coursework and practicum through the School of Teacher Education and Leadership and Communicative Disorders and Deaf Education, students will learn effective teaching techniques. In coursework and through interaction with students who are deaf in the Deaf Education Student Association, Silent Weekends, American Sign Language Winter Workshops, the Sign Language Laboratory, and interactions with members of the Deaf Community, students will learn about culture, and how to apply their ASL language knowledge in an ASL speaking environment.

The ASL teaching minor requires that a student complete 29 credits from a select group of courses with the Department of Communicative Disorders and Deaf Education (please see Appendix A for a complete list of the courses). All courses in this minor require a minimum grade of C- or better and may not be taken on a Pass/Fail basis. Students must have an overall GPA of 2.75 to declare this minor as well as a 2.75 GPA within the minor classes to graduate.

The requirements listed above only specify course offered by the Department of Communicative Disorders and Deaf Education. As with all minors and majors with a teaching emphasis, to be licensed to teach in the Utah public secondary school system students must also complete additional required courses (approximately 31 credits) offered in the School of Teacher Education and Leadership.

Purpose of Degree

The purpose of this minor is to prepare secondary teachers who can teach American Sign Language. Utah State University is defined by its mission "...to be one of the nations' premier student-centered land and space grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture...." This program will continue to foster diversity of thought and culture by focusing on the Deaf, their language and culture, and develop professionals who will teach high school students about Deaf culture and the language of individuals who are Deaf. This minor fits well within the role and mission of Utah State University.

Qualified American Sign Language teachers are in high demand as K-12 schools have established American Sign Language programs of study. It is necessary for higher education institutions, such as Utah State University, to produce well-trained American Sign Language teachers to serve schools. As noted in the program description, students who wish to teach in public schools in Utah need to be licensed and will need to complete both the language

specific minor (21 credits) and the 30+ credits in the secondary teacher education program offered in the School of Teacher Education and Leadership.

Institutional Readiness

The Department of Communicative Disorders and Deaf Education within the Emma Eccles Jones College of Education and Human Services is perfectly poised to offer this minor in teaching American Sign Language. There has been a teacher-training program for teachers of the Deaf with the Department of Communicative Disorders and Deaf Education for twenty-five years. The program has the appropriate staff and support to be able to offer this much-needed minor with no additional cost to the state or the university. The existing structure, facility, and support are already present in the Deaf Education program. The new minor would answer a need in the state and within the program to provide an endorsement that is in high demand at the undergraduate level and would potentially provide a pool of excellent candidates to enter into the graduate program to become teachers of the deaf.

Faculty

The program in Education of the Deaf has three full-time, tenure track, doctoral level faculty, two full-time master's level faculty who teach courses in American Sign Language, and one part-time faculty who teaches and supervises in the program.

Current faculty is sufficient to meet the staff requirements for this minor. Faculty members are well trained in American Sign Language and are skilled in teacher preparation.

Staff

The Department of Communicative Disorders and Deaf Education does not anticipate the need to hire additional staff in the administration of the proposed minor.

Library and Information Resources

Because there is a program already in place and because the offerings in ASL are already present, there is not a need for additional library sources. The faculty and staff appreciate the great support we enjoy from the library in the existing program.

Admission Requirements

Students admitted to the University in good standing may minor in the Teacher Training Program in American Sign Language. Upon completion of 30 semester credits, students may apply for admission to the teacher education program through the School of Teacher Education and Leadership. Admission criteria include a cumulative GPA of 2.75, a passing score on the Emma Eccles Jones College of Education and Human Services Writing Examination, successful performance on the ACT exam. Computer skills competency, and high potential as a teacher, as judged by performance in a small-group interview. Students must also complete the following courses prior to application: ELED 1010, ENGL 1010, FCHD 1500, MATH 1050, one Breadth American Institutions course, one Breadth Physical Science course, and one Breadth Humanities course or Breadth Creative Arts course. Students who are accepted into the teacher education program may continue with the American Sign Language Teacher Education coursework if they maintain good academic standing.

Student Advisement

The Department of Communicative Disorders and Deaf Education is committed to providing individual advising to students who enter departmental programs. The department has 2.75 FTE professional academic advisors who are committed to helping students on an individual basis as they matriculate. Advisors in both COMDDE and TEAL work together to assist students in the teacher training programs.

Justification for Graduation Standards and Number of Credits

The graduation standards for this program are the same for any student earning a bachelors degree with a Secondary Education teaching major and minor. The specific requirements are to have completed a minimum of 126

credit hours and to have also completed both the requirements for a selected major and also the minor in Teaching ASL as well as the additional requirements in Secondary Education as outlined in the General Catalog of Utah State University.

External Review and Accreditation

The proposed program was developed by (1) examining the requirements of the State of Utah for a license to teach ASL In high school, (2) examination of the curriculum in other programs in the United States that prepare teachers of ASL, and (3) a review of the professional literature in preparing teachers of ASL. Faculty discussed the proposed program with faculty at Utah Valley University to determine if the program at that institution was similar to the one that is proposed in this document. Based on the research, discussion, and exploration, the proposed program is an excellent training program for future teachers of ASL in the high school. The current programs in the Department of Communicative Disorders and Deaf Education are accredited by the appropriate agencies. There would not be a need for additional accreditation if this program is approved.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	19	6		<i>If applicable</i>
2	19	6		
3	22	6		
4	25	6		
5	25	6		

Expansion of Existing Program

The courses in the existing program that would be used in this new program are: COMD 3010, COMD 3910, COMD 4780, COMD 4910, COMD 4790, and COMD 5610. ASL I, 3010, has five sections with 25 students in each section; ASL II has three sections with 25 students in each section; ASL III has two sections with 25 students in each section; ASL IV is taught once a year and is near full capacity at 25 students. COMD 4780, Socio-Cultural Aspects of Deafness is a formal lecture, discussion format class and could expand enrollment to meet needs, the class currently has an enrollment of 15 students each year. The course COMD 5610, Introduction to Deaf Education is also a lecture and discussion class that could expand enrollment; the class over the last five years has averaged a class size of 15 students. The ASL classes currently are at full capacity (25 students) and would therefore require the addition of one new section in these courses in the first year through the third year and an addition of a third section by the fourth year and fifth year.

Section III: Need

Program Need

In 1994 American Sign Language (ASL) was accorded equal status with other linguistic systems by the Utah State Legislature. Since that time the demand for courses in ASL has increased in high schools throughout Utah (from one class in 1994 to 54 at the present time according to the State Office of Education). Most universities in Utah offer coursework that will allow interested college students to be trained to teach specific language at the high school level, yet in Utah there is only one program in the state to prepare teachers who can teach ASL. This program, according to the director of the program at Utah Valley University, is overwhelmed with the number of students who are interested in becoming prepared to teach American Sign Language. There is a need for other programs in the state to provide this training option to students. The program in Education of the Deaf at Utah State University is in a position to be able to meet this need.

Labor Market Demand

Over 40 states have approved the teaching of ASL in high school. The interest in this language has steadily increased over the last few years as more students see sign language as being used on television, Facebook, Twitter

and in films. In Utah there will be 54 high schools offering American Sign Language classes in the 2011-2012 school year. This is 35 percent of the high schools in the state and we anticipate the number of schools wanting to offer this option to their students will increase. The Teaching Field Index of Criticality for Utah (2011) lists Foreign Language: Sign Language as a 3.4 level (on a scale of 4). In addition to the need for skilled users of ASL in the schools, we also have one of the primary developers of communication systems for the deaf in the United States in Utah, Sorenson Communication, seeking skilled ASL users as employees. We have a good working relationship with this corporation and they would offer positions to our graduates. However, the most significant barrier to meeting students' demand to learn ASL is the lack of trained and certified teachers. The ASL teaching minor is much needed considering the demand from the market. It can significantly enhance students' job prospects in the field of ASL instruction.

Student Demand

As suggested above, there has been and continues to be a growing demand for training that would allow students to become teachers of ASL in high schools. Utah State University's Communicative Disorders and Deaf Education Department has a Deaf Education teacher-training program that has been in existence at USU for twenty-five years. The program is successful in preparing teachers to meet the critical shortage of teachers of the deaf. American Sign Language is an integral part of this existing program. Many of these students graduated from high schools where ASL was offered for world language credit. Those students leave high school with a desire to continue studying ASL and to become teachers of ASL at the secondary level. Over the years, an increasing number of students have requested a minor in American Sign Language. During the past year, 50 students have made inquiries about the possibility of teaching ASL at the high school level. Over the last 5-years we have 25 to 40 requests each year for such a degree or where they might go to obtain this training. In addition, the faculty in the Deaf Education teacher-training program see the potential for recruiting ASL teaching minor into the graduate program in Deaf Education, ultimately training more professionals who can meet the critical shortage of teachers in the field of Deaf Education (the index of criticality for Special Education: Deaf and Hearing Impaired is 3.7).

Similar Programs

Currently, Utah Valley University is the only university in the state that offers a teacher licensure program for teachers of ASL. The major at UVU is Deaf Studies and within that major students may choose an area of focus in Deaf studies, interpreter training, or teaching ASL. Salt Lake Community College offers an interpreter training program, but not a program that prepares students to teach ASL. The University of Utah and Weber State University offer Sign Language classes but those are not part of a program, a major or a minor. If this new minor is approved, Utah State University will be the only university in the state of Utah that prepares teachers in Deaf Education (K-12), Deaf Education Early Childhood, Deaf Education Early Intervention, and Secondary Education American Sign Language Teaching.

Collaboration with and Impact on Other USHE Institutions

Since Utah Valley University is the only program in the state offering a degree that will prepare teachers of ASL at the high school level, USU has only been in contact with this university. The letter of support at the end of this document clearly demonstrates that programs desire to have another approved program in the state of Utah. It is our belief that a new program will potentially remove some of the pressure off the Utah Valley program and would benefit both programs.

Benefits

Because there is a need for a program in preparing teachers at the high school level to teach ASL, and because the Department of Communicative Disorders and Deaf Education is in a position to meet this need, the development of the proposed program benefits Utah State University and the higher education programs in the state of Utah. One of the needs of the program in Deaf Education is to have a more consistent pool of applicants to the graduate program in Education of the Deaf, and the development of this new program has the potential of increasing the number of students interested in pursuing a graduate degree.

Consistency with Institutional Mission

One of the primary statements in Utah State University's role is to foster diversity of thought and culture. This program specifically addresses this goal in that the proposed program focuses on the Deaf, their language and culture, and develops professionals who will additionally teach high school students about the Deaf culture and the language of individuals who are deaf. This new degree program fits well within the role and mission of Utah State University.

Section IV: Program and Student Assessment

Program Assessment

The minor in ASL teaching prepares students specifically for teaching at the secondary level. The program will acquaint students with current methodologies in teaching ASL in order to help them to develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training. The program will also introduce to the students the culture of the Deaf and the Deaf Community, together with avenues for intellectual inquiry.

Expected Standards of Performance

The primary goal of the proposed program is to prepare high school teachers of American Sign Language. In order to meet his goal there are several subordinate goals:

1. To meet the requirements for certification of a high school teacher
2. To have an understanding of the Deaf culture
3. To demonstrate mastery of American Sign Language
4. To be able to explain the socio-cultural aspects of being Deaf
5. To be able to explain how Deaf individuals have been viewed historically and the changes that have taken place over the last 200 years
6. To be able to converse comfortably with individuals from the Deaf community
7. To be able to effectively teach concepts to high school students

Assessment Procedures:

1. Students must be admitted to the teacher education program. Criteria for admission include completion of a minimum of 60 semester credits, and (1) minimum ACT scores, (2) University Studies requirement, (3) speech and hearing test, (4) successful completion of the Teacher Education Writing Exam, (5) recommendations from advisors in major, (6) successful completion of the Computer and Information Literacy (CIL) exams, and (7) completion of fingerprinting for a background check. Students must also successfully complete the STEP program in Secondary Education.
2. Students must be able to successfully pass oral and written examination on the culture of the Deaf.
3. Students must successfully complete in socio-cultural aspects of deafness in which they demonstrate a clear understanding of the social and cultural aspects of the Deaf Community.
4. Students must successfully complete a sequence of courses in American Sign Language, including the interactive labs, silent weekend, and associations with individuals who are Deaf who use American Sign Language.
5. Students must successfully pass an examination on the history of the Deaf.
6. Students must be able to demonstrate skill in communication with individuals who are Deaf.
7. Students must successfully complete a student teaching assignment in high school teaching ASL.
8. Students' retention and graduation from the program will be closing monitored.
9. Students' employment and employer satisfaction with graduates will also be monitored.

Section V: Finance

Funding Sources

The program will be funded within the existing budget allocation. Funding for the faculty is mainly through existing legislative appropriation and tuition.

Reallocation

The program takes advantage of courses already offered, both within the Department of Communicative Disorders and Deaf Education and within the Emma Eccles Jones College of Education and Human Services. As such, no reallocation of funds is anticipated.

Impact on Existing Budgets

There will be no impact on the Department's existing budget.

Budget

- ¹ Represents the 2010-11 E&G cost of Upper Division instruction in the department of ComD (Communicative Disorders and Deaf Education) divided by the 2010-11 AY Upper Division student FTE in ComD plus the projected enrollment noted. Source: 2011 Department Profiles.
- ² Represents the 2010-11 AY Upper Division student FTE in the department of ComD plus the projected enrollment noted divided by the 2010-11 AY E&G Upper Division ComD FTE faculty. Source: 2011 Department Profiles.

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	19	19	22	25	25
Cost Per FTE ¹	9,472	9,472	9,087	8,731	8,731
Student/Faculty Ratio ²	14	14	15	16	16
Projected Headcount	19	19	22	25	25
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	145,553	151,375	182,287	215,431	224,048
Tuition to Program					
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	0	0	0	0	0
Benefits	0	0	0	0	0
Total Personnel	N/A – All costs are currently covered in existing programs. There are no additional faculty or staff FTE, library, or other operational funds required.				
Current Expense					
Travel					
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$0	\$0	\$0	\$0	\$0
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation					
Grants & Contracts					
Donations	N/A – funded through existing resources				
Reallocation					
Tuition to Program					

Fees					
Total Revenue	\$0	\$0	\$0	\$0	\$0
Difference					
Revenue-Expense	\$	\$	\$	\$	\$

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
Core Courses		
COMD 3010	American Sign Lang I	4
COMD 3910	American Sign Lang II	4
COMD 4910	American Sign Lang III	4
COMD 4920	American Sign Lang IV	4
COMD 4789	Socio-Cultural Aspects Deaf	3
COMD 3080	Practicum ASL (repeatable)	1
COMD ? (New Course)	Methods of Teaching ASL	3
TEAL 4780	Assessment of Lang Learners	3
LING 4100	The Study of Language	3
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	29

New Courses to Be Added in the Next Five Years

<i>Prefix & Number</i>	<i>Title</i>	<i>Credit Hours</i>
<i>Course Description</i>	<i>Methods of Teaching ASL</i>	<i>3</i>

Appendix B: Program Schedule

Recommended program of study

Course (First Year)	Semester	Credits
LING 4100 first year I – The Study of Language	Fall	3
TEAL 4745 first year I – Second Language Acquisition	Fall	3
TEAL 4780 first year II – Assessment for Language Learn	Spring	3
Course (Second Year)	Semester	Credits
TEAL 4730 second year I – Educational Linguistics	Fall	3
COMD 4780 second year II – Socio-Cultural Aspects Deaf	Spring	3
Com D 2910 third year II – American Sign Language I	Spring	3
Course (Third Year)	Semester	Credits
Com D 3910 third year I – American Sign Language II	Fall	4
Com D 4810 third year II – American Sign Language III	Spring	4
Course (Fourth Year)	Semester	Credits
Com D ? fourth year I - Methods of Teaching ASL	Fall	3
Com D 4920 fourth year I – American Sign Language IV	Fall	4

Secondary Education STEP Program Requirements

Secondary Education Level I Courses

SCED 3100	3	Motivation and Classroom Management
SCED 3210	3	Educational and Multicultural Foundations
INST 3500	1	
	3	Methods course in major or minor
	1	Clinical experience in teaching major or minor

Secondary Education Level II Courses

SCED 4200	3	Reading, Writing and Technology
SCED 4210	3	Cognition and Evaluation of Student Learning
SPED 4000	2	Education of Exceptional Individuals
	3	Methods course in major or minor
	1	Clinical experience in teaching major or minor

Secondary Education Level III Courses

	2	Student Teaching Seminar (in major)
SCED 5630	10	Student Teaching

Appendix C: Faculty

Freeman King, Ed.D., Professor
James C. Blair, Ph.D., Professor
Debbie Golos, Ph.D., Assistant Professor
Curtis Radford, M.Ed., Instructor
Jan Kelley King, M.Ed., Instructor
Felicia Dixon, M.Ed., Instructor