KENT STATE UNIVERSITY

Name: Anna Luci Wymer   Submission Date: 10/3/2014   ⊠

Organization: Admin Affairs & Graduate Education

Course Catalog Update

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Course Catalog Update Information: STU0004

Reference Number: CCU007537   **Date:** 05-SEP-14

Level: 2.00 **of** 2.00   **Currently On The Worklist Of:** Catherine Hackney, chackne1

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Revise
Faculty member submitting this proposal: McCartney
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: LDES-Lifespan Development and Educational Sciences
Course Subject: SPED-Special Education
New Course Subject:
Course Number: 53113
New Course Number:
Course Title: ASL TO ENGLISH INTERPRETING PROCESSES
Title Abbreviation: ASL TO ENG INTERP PROCESSES
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1.   2.   3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2.   3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description: (Cross-listed with SPED 43113) Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly apers to increase students' abilities to apply this to their interpretations. Prerequisites: ASL 29202 and SPED 53102; and graduate standing.
Catalog Description (edited):
Prerequisites (edited): ASL 29202 and SPED 53100; and graduate standing.
Corequisites (edited):
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description
15	Dynamically equivalent interpretations: producing ASL to English interpretations given a variety of settings, registers, and consumers while incorporating Academic English and advanced English vocabulary.
3	Advanced ASL and English vocabulary expansion.
9	Examining English and ASL: grammar, puncutation, fragments, phonology.
6	Written translations: Applying correct English grammar and vocabulary to written English translations of ASL texts.
3	Oral presentations: taped presentations to examine their spoken English proficiency: grammatically, lexically, and prosodically. Evaluate their ability to identify and produce appropriate characterisitics of each register.
9	Linguistic conflicts between the two languages: Passive and active voice, prepositions, verb tenses, pluralizations, pronominalization.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Kelly, J.E., ASL to English interpretation: Say it like they mean it. Alexandria, VA: RID Press; Smith, R. Kent Building vocabulary for college. Wadsworth, Cengage Learning.

Writing Expectations: Scholarly academic paper written on an assigned topic. Written analyses of voiced interpretations. Grad students will produce two additional academic papers and interpretation analyses.

Instructor(s) expected to teach: SPED Faculty

Instructor(s) contributing to content: McCartney

Proposal Summary

Explain the purpose for this proposal:

Purpose: There was an oversight on the original workflow stipulating a prerequisite for this class was 53102. That course (53102) actually comes later in students' program. The intended prerequisite for this class was 53100 which is in semester 3.

Explain how this proposal affects program requirements and students in your unit:

Explain how this purpose... This will enable a smooth registration process when students register because the prerequisite problem will be ameliorated and they won't need an override. It will not affect any other courses or program requirements.

Explain how this proposal affects courses, program requirements and student in other units:

This will not impact other courses, program requirements, or students in other units.

Explain how this proposal affects enrollment and staffing:

This will not impact enrollments. It will affect advisors and administrative assistants positively in that it will be less work for them. They will not have to request overrides for students to register for the class.

Units consulted (other departments, programs or campuses affected by the proposal):

This will not impact other departments, programs, or campuses.

Revisions made to form (if applicable):

☐ Course Content	☐ Number
☐ Credit by Exam	☑ Prerequisites
☐ Credit Hours	☐ Schedule Type
☐ Cross-Listed / Slash	☐ Subject
☐ Description	☐ Title
☐ Diversity	☐ Title Abbreviation
☐ Grade Rule	☐ Writing-Intensive (WIC)
☐ Liberal Education Requirement (LER)	☐ Other

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

[Approve]   [Return To Initiator]   [Return To Prior Approver]   [Deny]

Comments:

Date	User	Comment
10/2/2014	Jamie L McCartney	Prerequisites

History:

Date	User	Status
10/3/2014	Mary M. Dellmann-Jenkins	Approved
10/2/2014	Jamie L McCartney	Submitted