

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number CSD 111 Beginning American Sign Language I or Degree Plan(s) _____
 — State the requested change and reason. A memo may be attached if more space is necessary.

Over a decade ago, American Sign Language was taught through a sequence of several courses in Communication Sciences and Disorders. The faculty of the department desires to reopen this introductory course as an elective in the department: CSD 111 Beginning American Sign Language I.

New course description: (3-0-3), fall. Introduces the basics of American Sign Language (ASL) and is designed for students who have little to no previous knowledge of ASL. Students will develop rudimentary conversational skills. Information about the Deaf Community and Culture will be introduced.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		Dept./School	College Academic	Deans	COUNCIL ³					Provost	President
					TEC	UGEC	UAC	GRAD			
1.	Title (description unchanged)	A	A	A	I				I	I	
2.	Description (not affecting content)	A	A	A	I				I	I	
3.	Course term(s)	A	I	A	I				I	I	
4.	Content (substantive change)	A	A	A	I				A	A	
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A	
6.	Course number within the hundred	A	A	I	I				I	I	
7.	Course number beyond the hundred	A	A	A	A				A	A	
8.	Prerequisites	A	A	A	I				I	I	
9.	Course fee(s)	A	--	A	--				A	I	
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A	
11.	Cross list with another department: U or G level	A	A	A	A				A	A	
12.	Department of record	A	A	A	A				A	A	
13.	Open or close a course	A	A	A	A				A	A	
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A	

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees			
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UVAC	GRAD		Provost	Faculty	President
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

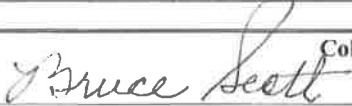
⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)  _____ <i>Signature</i>	_____ 4-6-18 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)  _____ <i>Signature</i>	_____ 4.24.2018 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)  _____ <i>Signature</i>	_____ 4.24.2018 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Abilene Christian University
Fall 2018
DMC 117
Credit: 3 hours

CSD 111, Beginning American Sign Language I

Cassandra Knutson, Instructor
E-mail: cak16b@acu.edu
Phone: 325-513-5368
Office Hours: TBA

Appointments: As Ms. Knutson is an adjunct instructor, please email or call to schedule a time and place to meet with her for discussion related to the course.

Mission Statements

University: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College: The College of Education and Human Services equips students to emulate the work of Christ in the world through teaching, training the physical body, and serving the disenfranchised.

Department: The mission of the Department of Communication Sciences and disorders is to equip students with the knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world view.

Our Christian Perspective

The purpose of Christian education is the directing of the process of human development toward God's objective for man: godliness of character and action. It bends its efforts to the end "that the man of God may be perfect, thoroughly furnished unto all good works" (II Tim. 3:17).

Course Description

Introduces the basics of American Sign Language (ASL) and is designed for students who have little to no previous knowledge of ASL. Students will develop rudimentary conversational skills. Information about the Deaf Community and Culture will be introduced.

Intended Audience

This course is intended for persons from any major across the university who desire to learn to communicate with individuals who are part of the Deaf community and choose to utilize American Sign Language as their means of communication. These students would best have little to no previous knowledge of American Sign Language.

Required Text

Smith, C., Lentz, E., & Mikos, K. (2014). *Level I Signing Naturally, A Student Workbook and Videotext. Units 1-6*. San Diego, CA: Dawn Sign Press.

Course requirements

Deaf culture experience – Students in this course will participate in multiple Deaf culture experiences. This may include (but is not limited to): Signing the National Anthem at an ACU sporting event, Deaf Dinner, Deaf Coffee Chat, and signed church services. Details and due dates will be announced in class.

Performance videos – Students in this Course will be asked to submit videos of themselves signing their name, numbers, phrases, and copy signs. Details and due dates will be announced in class.

Student Learning Outcomes

The faculty of the CSD Program in Speech-Language Pathology have identified Student Learning Outcomes (SLO's) that will be accomplished by graduates of the program. The SLOs that are addressed in this course are listed below with the corresponding KASA Standard (per ASHA Council on Academic Accreditation). The corresponding course level objectives and outcome measures are listed in the table below which indicates alignment to the SLOs.

Student Learning Outcome #1: Communication (Standard IV – C)

Grammatical Features

Students will demonstrate mastery of target, content-specific commands, questions, and statements in ASL, both non-manual behaviors and manual signs.

Students will be able to sign and comprehend short dialogues/complete short sentences in ASL as directed by the instructor.

Vocabulary Development

Given a set of targeted vocabulary items derived from Units 1-6, of *Signing Naturally*, and videos, students will show mastery of vocabulary items through class activities and assessments.

Conversational Skills

Students will demonstrate comprehension and conversation facilitating behaviors.

Students will demonstrate comprehension and production of regulating behaviors (i.e. attention getting techniques, turn taking signals, and others)

Students will demonstrate comprehension of short narratives and stories in ASL told by the instructor.

Student Learning Outcome #2: Cultural Awareness (Standard V – B)

Students will gain an understanding of American Sign Language as indigenous to Deaf culture through the use of print resources and videos.

Students will observe, identify, discuss, and use simple patterns of behavior for interacting in various settings, such as classroom activities, videotexts, the use of resources, etc.

Students will observe, identify, discuss, and use appropriate communication strategies for greeting and leave-taking, attention getting, and use of names (i.e., name signs) in classroom activities.

Students will observe and discuss the historical and current role of technology in the Deaf culture. (See the Connections)

Student Learning Outcome #3: Connections (Standard V – B)

Students will understand the use of technology to access and exchange information with and within the Deaf community.

Student Learning Outcome #4: Comparisons (Standard IV – C)

Students will recognize differences and similarities between spoken languages and the visual/conceptual structure of American Sign Language, including inflections, questions, negatives, statements, etc.

Student Learning Outcome #5: Community (Standard V - B)

Students will attend social functions/events in which members of the Deaf community are present and write report(s). Through these activities, students will discriminate differences between the Deaf and hearing communities after attending Deaf social functions/events.

Calendar, Course Objectives, and Outcome Measures

Note. The instructor reserves the right to modify the calendar as necessary to enhance the classroom learning experience.

WEEK	Course level objectives	Outcome measures	Aligned slo(s)
1 August 28/30	Deaf culture pre-test Learn names and introductions	Quiz/class discussion Group collaboration	1, 2, 4

2 September 4/6	Cardinal Numbers 1-10 Fingerspelling: Identifying same and different	Class discussion group collaboration	1, 2, 4
3 September 11/13	Cardinal numbers 11-15 Identifying Same and different Key Phrases and vocabulary in "asking who"	Class discussion group collaboration	1, 2, 4
4 September 18/20	Key Phrases and vocabulary in "telling where" Key Phrases and vocabulary in "giving commands"	Class discussion Group collaboration	1, 2, 4
5 September 25/27	Key Phrases and vocabulary in "following directions" Getting attention Unit 1 Review	Class discussion group collaboration	1, 2, 4
6 October 2/4	Unit 1 Test Giving information about yourself Cardinal numbers 16-19	Expressive /receptive performance Class discussion group collaboration	1, 2, 4
7 October 9/11	Talking about leisure activities Cardinal numbers 20-29 Describing shapes	Class discussion group collaboration	1, 2, 3, 4
8 October 16/18	Fingerspelling: double letters Negotiating a signing environment Asking "what is the sign" Unit 2 Review	Class discussion group collaboration	1, 2, 4

9 October 23/25	Unit 2 Test Key phrases and vocabulary in Telling where one lives and directions	Expressive/ receptive performance Class discussion group collaboration	1, 2, 3, 4
10 October 30/ November 1	Taking the signers perspective Cardinal numbers 30-66 Key phrases and vocabulary involved in living arrangements and basic needs	Class discussion group collaboration	1, 2, 3, 4
11 November 6/8	Key Phrases and vocabulary involved in Telling time, travel, transportation Taking the signers perspective Unit 3 review	Class discussion group collaboration	1, 2, 3, 4
12 November 13/15	Unit 3 test Key phrases and vocabulary involved in telling about family Negation Signed Story Project Introduction	Expressive /receptive performance Class discussion group collaboration	1, 2, 4
13 November 20	Rocking numbers 67-98 Key phrases and vocabulary involved in telling about siblings, how old, and extended family/family variations Negation Review numbers 1-100	Class discussion group collaboration	1, 2, 4
14 November 27/29	Descriptive words Maintaining sight lines/advocating Unit 4 review Unit 4 test	Class discussion group collaboration Expressive/ receptive performance	1, 2, 3, 4

	Signed story Project Due		
15 December 4/6	Key phrases and vocabulary in talking about everyday activities, chores, errands, and how often these take place Agreement verbs	Class discussion group collaboration	1, 2, 3, 4
16	Finals week ASL I Final is Tuesday December 11		

Course Policies

Attendance and Participation

As part of a Christian learning environment attendance and participation are required. Unless there are university sanctioned exceptions or extraordinary exceptions, unprofessional behavior (including excessive absences, tardiness, and lack of participation) will cause the student to receive an unsatisfactory score and reduce the student's participation grade in the class. *For CSD majors only: Unsatisfactory ratings on the Essential Skills and Functions form will require a remediation plan.* Participation is essential in learning American Sign Language, and therefore attendance is crucial.

Assignments

Due dates for assignments are indicated on the course calendar. The instructor will accept late assignments with 10% of the grade reduced per late day. There are no opportunities for extra credit.

Electronic Media Usage

Although technology has greatly benefited the deaf community, it greatly hinders the learning of American Sign Language. Please be respectful and silence/turn off all technology.

Dress

Considering the Christian learning environment and the pre-professional nature of the graduate level coursework taught in the department, professional dress is expected. The university dress code will be strictly enforced.

ADA Compliance

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must

be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Sexual Harassment

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy.

Essential Skills and Functions - this is pertinent to CSD majors only

Graduates are expected to have acquired the knowledge and skills delineated by the American Speech-Language-Hearing Association (ASHA) that are necessary for the Certificate of Clinical Competence (CCC). These standards include skills related directly to clinical work and an array of personal and interpersonal skills expected of professionals engaged in clinical practice. The faculty in the department has the ultimate responsibility for evaluating student progress both in the classroom and clinical settings and recommending graduates for ASHA certification and/or state licensure. To that end, the faculty has adopted the following list of essential skills and functions for students. These are mandatory for completion of the training program. Students who do not meet these expectations may receive an unsatisfactory rating and will be required to complete a remediation plan.

Professionalism

- Maintains contextually appropriate hygiene and dress
- Is punctual and maintains regular attendance in the classroom and clinical environments
- Completes assignments and documentation within designated time frames
- Holds the welfare of the patient of paramount importance
- Conducts oneself in an ethical and legal manner, considering both professional codes of ethics and the Health Insurance Portability and Accountability Act
- Understands the impact of his/her own communication skills and style in the classroom, on the therapy process, and potential occupational status

- Follows all university, department, and clinical facility policies and procedures

Collaboration

- Willingness and ability to work with other students, faculty, patients, and other professionals

Honesty/Integrity

- Demonstrates moral excellence and trustworthiness
- Submits assignments that reflect personal work
- Acknowledges authorities quoted, cited, or consulted in the preparation of written work
- Demonstrates responsible use of alcohol, pharmaceuticals, and technology in class, clinical sites, and personal life
- Reports violations of ethics and other policies to the appropriate offices and/or authorities

Respect

- Demonstrates respect for self and others with consideration and compassion, including students, instructors, supervisors, clinical team members, and patients and their families
- Participates as a team member in both academic and clinical contexts

Intellectual Ability, Communication Skills, and the Desire for Learning

- Demonstrates the capacity to learn and assimilate professional information
- Understands detailed written and verbal information
- Communicates in a professional manner in all modalities (spoken, written, nonverbal)
- Solves problems through critical analysis
- Maintains attention for sufficient length in the classroom and clinical settings
- Demonstrates a reverence for knowledge, experience
- Is prepared for academic and clinical responsibilities
- Demonstrates a desire to learn and participate in academic and related experiences

Social/Emotional Maturity

- Controls emotions by exhibiting appropriate social behavior in the classroom and clinic and during other departmental activities and interactions with others
- Understands and respects instructor and supervisory authority
- Receives constructive criticism and responds by appropriate modification of behavior
- Demonstrates affective skills and appropriate demeanor and rapport with others

Flexibility

- Accepts the need to be flexible within the environment and adapts to change
- Self-monitors behavior
- Modifies communication and therapeutic styles to meet diverse communicative needs

Physical ability

- Utilizes necessary equipment and materials in the assessment and treatment of the patient independently
- Demonstrates the physical ability and stamina to complete professional responsibilities for a specifically defined and contextually relevant work period
- Moves independently within the work environment
- Provides a safe environment for patients

Sensory/observational skills

- Identifies through both visual and auditory means (when contextually appropriate) typical and disordered communication and related areas to the scope of practice
 - Fluency
 - Articulation

- Voice
- Resonance
- Respiration
- Oral and written language
- Hearing
- Swallowing
- Cognition
- Social interactions/Pragmatics

Grading

This course will be graded based on five categories. There are no opportunities for extra credit.

- Participation (10% of overall grade)
- Workbook activities (20% of overall grade)
- Expressive projects (20% of overall grade)
- Deaf Culture activities (20% of overall grade)
- Exams (30% of overall grade).

Points Earned	Grade
90-100 %	A
80-89 %	B
73-79 %	C
65-72 %	D
64% or less	F



April 1, 2018

This letter provides support for the addition of CSD 111 Beginning American Sign Language I to Communication Sciences and Disorders curriculum as an elective course. The faculty have been keenly aware for several years of the need for the redevelopment of ASL courses on campus. Prior to the implementation of block tuition, our students regularly took ASL coursework at Hardin-Simmons University. Although we desire for this to be an elective course, it allows for students in Communication Sciences and Disorders to be well-rounded in their knowledge base and provides an important foundation for students across the university who will be interacting with the deaf population in their professional employment.

As this course has been taught as a special topics course for two years, we don't anticipate additional required resources. The department has been working with the dean and Provost's office for additional funding for an adjunct. Given the interdisciplinary interest in this course, we are confident that the funding will be realized from department, college, or university resources.

Terry Baggs, Ph.D., CCC-SLP
Associate Professor and Co-Chair
Department of Communication Sciences and Disorders

April 10, 2018

Ms. Casssandra Knutson
cak16b@acu.edu
325-513-5368

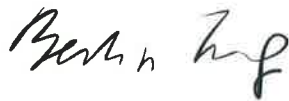
Re: Review of CSD111, CSD112

Dear Ms. Knutson,

Thank you for submitting CSD111: Beginning American Sign Language and CSD112: Beginning American Sign Language II. I have reviewed them based on the [ACU Syllabus Guidelines](#). I found that both syllabi meet all the requirements. Thanks for working with me to make changes that I had suggested. The syllabi are now exemplary.

Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Beth H. Ziegler". The signature is fluid and cursive, with the first name "Beth" and the last name "Ziegler" clearly distinguishable.

Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: April 10, 2018
TO: Dr. Terry Baggs
FROM: Mark McCallon, Library Assistant Director
RE: Course Application for CSD 111 – Beginning American Sign Language I

After reviewing the course application, the library is able to support the proposed course. Thank you for letting the library review the course application.