

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **SPED 311/Intermediate American Sign Language 3** or Degree Plan(s):

		Dept./School	College	Dean	TFC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	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 restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	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
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)

STalley

3/31/2025

Chair Signature

Date

STalley

3/31/2025

Chair/Program Director Signature

Date

Dull

College Academic Council(s)

Chair Signature

Date

4/4/2025

Chair Signature

Date

Dean(s)

Dull

Signature

Date

4/4/2025

Signature

Date

Teacher Education Council

STalley

Signature

Date

4.8.25

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	SPED 311
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Cassie Knutson/Stephanie Talley
B	Course Instructor	Cassie Knutson or Identified Adjuncts (See Minor Application for Names)
C	Course Title	Intermediate American Sign Language 3
D	Course Abbreviation for Banner if title is more than 30 characters	Intermediate ASL 3
E	College	CAHSS - Arts, Humanities, and Social Sciences ▾
F	Department or School	SOE - School of Education ▾
G	Number of Credit Hours	3 ▾
G1	Number of Lecture Contact Hours	3 ▾
G2	Number of Lab Contact Hours	0 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture (LEC) ▾ See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	4 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	30

O	Catalog Description (50 words or less)	Intermediate ASL builds upon foundational ASL skills, focusing on expanding vocabulary, grammar and cultural awareness while also developing fluency and accuracy in signing.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	SPED 111; SPED 112
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
R	If the course is cross-listed, specify the subject code and course number of the other course	N/A
S	Does this course require any additional student course fees?	No ▾ If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	Yes, every year ▾
T2	Will the course be offered in spring terms?	No ▾
T3	Will the course be offered in summer terms?	No ▾
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2026
V	Is this course required for a program(s)?	No ▾ If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes - If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	N/A

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

The intended audience is students seeking the ASL Minor. This minor will support many students across campus who are interested in learning American Sign Language. Specifically, this course will be beneficial for special education students (School of Education) and Speech and Language Pathology students (Communication Disorders) although other majors may find the minor of value (Bible/Ministry, etc.)

2. State the overarching course goal(s) in performance terms.

This course is designed to support students pursuing an ASL minor. The overarching goal of this course is to improve students' language skills (fluency, vocabulary, grammar, etc) in American Sign Language.

B. Student Learning Outcomes and Measurements

SLO	Measurement
Student Learning Outcome #1: Communication -Interpersonal, Interpretive, and Presentational Communication	Unit Exams; Class Activities; Video Submissions

Student Learning Outcome #2: Cultural Awareness - A student gains knowledge and understanding of the practices and products of Deaf culture.	Observations in DHH classrooms & Deaf Culture Events - Reflections
Student Learning Outcome #3: Connections - Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.	Observations in DHH classrooms & Deaf Culture Events - Reflections
Student Learning Outcome #4: Comparisons - A student develops insight into the nature of language and culture through comparisons of ASL and Deaf culture and their own language and culture.	Class Activities; Glossing Assignments; Copy Signs
Student Learning Outcome #5: Community - Students will attend social functions/events in which members of the Deaf community are present.	Deaf Culture Activities - Reflection

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

Smith, Lentz, and Mikos (2014). *Level II, Signing Naturally, A Student Workbook and Videotext. Units 7-12* Dawn Sign Press

B. full publication information; label **Graduate**.

N/A

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering. https://docs.google.com/document/d/1vE_z65t0DO3aX9mHT9x7STf1aTdONXUTkQ05MsnZ0/edit?usp=sharing
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: APRIL 1, 2025
TO: Dr. Stephanie Talley
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – SPED 311 – Intermediate American Sign Language 3

After reviewing the course application and syllabus, the Library is able to support the proposed course. Thank you for the opportunity to evaluate the course application.

SPED 311

INTERMEDIATE AMERICAN SIGN LANGUAGE III

Fall 2025

MWF 1-1:50pm

Cassie Knutson

cassie.knutson@acu.edu

Mission Statements

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

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Required Text

Smith, Lentz, and Mikos (2014). *Level II, Signing Naturally, A Student Workbook and Videotext. Units 7-12* Dawn Sign Press

Prerequisites

This course is intended for persons from any major across the university who desire 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 must have successfully completed ASL II (Formerly CSD 112.01), an equivalent course, or permission of the instructor.

Course Description

American Sign Language III is the continuation of Beginning ASL II (SPED 112) with greater emphasis on ASL grammar and a concentrated effort to develop the student's expressive and receptive skills. Students will study appropriate language, grammar, cultural behaviors, and social relations. The third year of ASL is where fluency begins to emerge.

Course Outcomes

Course Outcomes are adapted from the American Council on the Teaching of Foreign Languages (ACTFL) "5 C's".

Student Learning Outcome #1: Communication

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 dialogues/complete sentences in ASL as directed by the instructor.

Measurement: Class activities; Group Challenges; Video submissions

Vocabulary Development

Given a set of targeted vocabulary items derived from Units 7-12, of *Signing Naturally*, and videos, students will show mastery of vocabulary items through class activities and assessments.

Measurement: Unit Exams; Class Activities; Video Submissions;

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.

Measurement: Copy Signs; Class Activities; Deaf Culture Events - Reflection

Student Learning Outcome #2: Cultural Awareness

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 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 natural conversation with deaf/HH individuals

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

Measurement: Observations in DHH classrooms & Deaf Culture Events - Reflections

Student Learning Outcome #3: Connections

Students acquire information and recognize distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Measurement: Observations in DHH classrooms & Deaf Culture Events - Reflections

Student Learning Outcome #4: Comparisons

A student develops insight into the nature of language and culture through comparisons of ASL and Deaf culture and their own language and culture.

Measurement: Class Activities; Glossing Assignments; Copy Signs

Student Learning Outcome #5: Community

Students will attend social functions/events in which members of the Deaf community are present.

Measurement: Deaf Culture Activities - Reflection

COURSE POLICIES

Faith and Learning

We believe that all careers that involve service are a form of ministry. It is impossible for us to separate what we believe about people from our Christian faith. Therefore, in this class, you will be called upon to explore

how your faith shapes you as a professional. This will be accomplished in both incidental and intentional ways. Throughout the course, we will make connections between our calling and our Christian faith. You will also be asked to respond to integrative questions that will challenge you to reflect on how your faith will influence you in the workplace.

Assignment Submission Standards

Specific requirements and assessment criteria will be provided to you when the assignment is given. Assignments will be accepted when submitted in the required format. If an assignment does not meet the minimum criteria (minimum length, number of citations, etc.) or is not submitted in the required format, it will be considered incomplete and will be returned to the student for resubmission. In order to qualify for a grade, the assignment must be resubmitted and will be considered late. At that point, the late work policy outlined below will apply. It is expected that the student will take care of spelling and grammar in all written assignments and utilize APA format for all citations and references. Assignments submitted with excessive errors in spelling and grammar will also be returned ungraded to the student. The assignment must be resubmitted and will be assessed a late penalty. The student will have ONE WEEK to resubmit the assignment if it is returned for any of the reasons described above.

The ACU Writing Center, located in the new Learning Commons, welcomes all students who would like free assistance with their writing. Trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process--from planning and drafting to revising and editing. Hours of operation and additional information is found at www.acu.edu/writingcenter.

Graded Components

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

- Participation/In Class Activities (which includes attendance) (20% of overall grade)
- Expressive projects (20% of overall grade)
- Deaf Culture activities (30% of overall grade)
- Exams (30% of overall grade).

Course Assignments

Participation/In Class Activities (20%)

Throughout the semester, you will be expected to engage in partner, whole class, “family” (a group of 4-5), and individual activities. Your participation in these activities will be randomly monitored and given a grade based on this participation [rubric](#). You will also be given a grade for attendance (averaged out as total days missed over the total number of class meetings). Lastly, you will be given grades for our text’s workbook activities completed both in and out of class.

Expressive Projects (30%)

There will be 3 major assignments that require you to sign more extensively. You will sign one in class ([rubric](#)), one on a video ([rubric](#)), and one at a sporting event (coming and participating earns you a 100%!).

Deaf Culture Activities (30%)

Students are required to attend two activities involving the Deaf. Some examples are: Abilene Deaf Coffee, Signing Workshops/courses, or activities with instructor approval (Deaf Coffee/events in Houston or Dallas, for example). Students must write a reflection for each function after they attend. ([rubric](#))

Exams (25%)

At the end of each unit in our *Signing Naturally* textbook, you will take an exam that consists of two parts:

1. **Receptive Portion** – You will write (in English) what the instructor is signing in American Sign Language (ASL).
2. **Expressive Portion** – You will record a video of yourself signing specific phrases or sentences in ASL as instructed. ([rubric](#))

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D

*below 60 is failing
ling

Late Work

Assignments are due at the time and date listed in the class LMS. Late assignments will receive an automatic deduction of 10 percent from the final grade earned on the assignment. Late assignments will not be accepted after one week from the original due date and will be recorded in the grade book as a zero. Students must schedule an in-person meeting with me to discuss work that will exceed this policy upon submission.

Attendance Policy You are expected to attend class each time we meet. As you are in a professional licensing program, you will be also expected to engage in professional behaviors. This means whenever possible, you must call, text, or email your professor **prior to** your absence. (This is, of course, not possible in emergencies.) As you are preparing to certify to teach children in the near future, please keep in mind that your participation in class is vital. Not only will it impact your grade in this course, but it will also impact your ability to continue successfully in program; your ability to pass your certification exams; and, most importantly, your ability to teach children well in the future. For the purposes of this course, attendance is more than physical presence. Meaningful attendance means that you are attending to the task at hand. It means that you come to class

prepared by completing and bringing reading materials and assignments in order to actively participate and share in class discussions, activities and reflections.

Three tardies or early dismissals will equal one absence. More than 3 absences will lower the final grade by 3 points for each additional absence. In special situations, exceptions may be granted. More than 8 unexcused absences will result in being dropped from the course. Excessive tardies and/or absences that are non-illness related will result in the completion of Disposition Reviews and/or Formal Reviews of Concern (to be placed in your candidacy folder), and possible dismissal from the Teacher Education Program. Absences due to illness will need to be accompanied with appropriate documentation from a medical professional whenever possible.

Note: The only absences that will not receive a penalty in the attendance portion of your grade are those that are a part of University pre-approved events.

Academic Integrity Policy

Academic integrity is behavior that honors the learning environment -- regardless of setting, context, location, or modality. Academic dishonesty, or failure to practice academic integrity, negatively affects the learning environment and other members of the ACU community. Academic dishonesty includes -- but is not limited to -- plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage. Academic dishonesty detracts from a student's personal learning, which will affect her or his academic grade, standing in a course or program, and/or standing in the university.

The full Policy is available for review at the Provost's office website:

<https://blogs.acu.edu/provost/1-4-academic-integrity-policy/>

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: [Title IX and Sexual Misconduct Information | Abilene Christian University](#)

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. To receive accommodations, you must be registered with Alpha Scholars, and complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars office directly at (325) 674-6847 or visit [Alpha Scholars | Abilene Christian University](#)

Contact Information

Phone Numbers:

325-674-2120 (office)

325-513-5368 (cell)

Email: cassie.knutson@acu.edu

Office Hours (EDB 129)

Monday: 8-9 am & 1-2:30 pm

Wednesday: 8-9 am & 1-2:30 pm

Friday: 8-9 am & 11-12 pm

Alternative meeting times can be made by appointment via email.