



Name: Anna Luci Wymer

Submission Date: 10/3/2014



Organization: Admin Affairs &amp; Graduate Education

**Course Catalog Update**[<< Go back to Course Catalog Update form](#)[Print](#)

Course Catalog Update Information:

STU0004

**Reference Number:** CCU007571**Date:** 06-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

<b>Basic Course Data</b>		
<b>Change type:</b> Revise		
<b>Faculty member submitting this proposal:</b> McCartney		
<b>Requested Effective Term:</b> 201580		
<b>Campus:</b> Kent		
<b>College:</b> EH-Education, Health and Human Services		
<b>Department:</b> LDES-Lifespan Development and Educational Sciences		
<b>Course Subject:</b> SPED-Special Education		
<b>New Course Subject:</b>		
<b>Course Number:</b> 53192		
<b>New Course Number:</b>		
<b>Course Title:</b> ADVANCED PRACTICUM: ASL ENGLISH INTERPRETING		
<b>Title Abbreviation:</b> ADV PRAC ASL ENGLISH INTERPRET		
<b>Slash Course and Cross-list Information:</b> SPED43192+SPED53192		
<b>Credit Hours</b>		
<b>Minimum Credit/Maximum Credit:</b> 1 to 9		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b> 3 to 27		
<b>Attributes</b>		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> Repeat	<b>Course Limit:</b> 9	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Graduate	<b>Grade Rule:</b> G-Satisfactory/unsatisfactory (S/U)-in progress (IP)	
<b>Rationale for an IP grade request for this course (if applicable):</b> Practicum experience may extend beyond traditional semester dates.		
<b>Schedule Type(s):</b> 1. PRA-Practicum or Internship 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
<b>Current Prerequisite/Corequisite/Catalog Description:</b> (Repeatable for a maximum of 9 credit hours) Field-based practicum experience provides pre-service educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and-or community settings. University supervisor and teacher mentor observe and assess student skill. Prerequisite: ASL 29202 and graduate standing.		
<b>Catalog Description (edited):</b>		
<b>Prerequisites (edited):</b>		
<b>Corequisites (edited):</b>		
<b>Registration is by special approval only:</b> No		
<b>Content Information</b>		

<b>Variable Contact Hours:</b> 45																
<b>Description:</b> Variable Contact Hours: 45-405 Description: 45 hours per credit, per semester: Students are placed in education and-or community setting and work with their mentor interpreter and apply classroom-based learning to the demands of the setting. Writing interpreting observations, analysis, preparation – reflection forms, and vocabulary notebooks. Carrying out interpreting assignments with increasing skill, fluency, and duration. Adjusting interpretations to incorporate feedback from mentors. Meeting with instructional team members and mentor interpreter to plan and prepare for assignments, analyze the interpretations and decision-making processes, and discuss ethical dilemmas. Participate in diverse opportunities for interpreting beyond the typical expectations, including field trips, professional meetings, team interpreting, interactive one-on-one and group settings, extra-curricular activities, formal presentations, etc. Writing Expectations: Daily logs, interpreting observations, analyses, reflection forms, and vocabulary notebooks. Grad students will also be expected to write an analysis of their consumer's receptive and expressive linguistic skills.																
<b>Textbook(s) used in this course:</b> Textbook(s) used in this course: None																
<b>Writing Expectations:</b> Daily logs, interpreting observations, analyses, reflection forms, and vocabulary notebooks. Grad students will also be expected to write an analysis of their consumer's receptive and expressive linguistic skills.																
<b>Instructor(s) expected to teach:</b> SPED Faculty																
<b>Instructor(s) contributing to content:</b> McCartney																
<b>Proposal Summary</b>																
<b>Explain the purpose for this proposal:</b>																
The way the course is titled now makes it look like it is a processes course. It is not. If the title were changed to Advanced Practicum: ASL-English Interpreting, that would clear up any confusion for students in our degree program when they register for this class.																
<b>Explain how this proposal affects program requirements and students in your unit:</b>																
It does not affect courses or program requirements. It should help our students by clearing up any confusion about the course.																
<b>Explain how this proposal affects courses, program requirements and student in other units:</b>																
This will not impact other courses, program requirements, or students.																
<b>Explain how this proposal affects enrollment and staffing:</b>																
This will not impact enrollments or staffing.																
<b>Units consulted (other departments, programs or campuses affected by the proposal):</b>																
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<b>Revisions made to form (if applicable):</b>																
<table border="0"> <tr> <td><input type="checkbox"/> Course Content</td> <td><input type="checkbox"/> Number</td> </tr> <tr> <td><input type="checkbox"/> Credit by Exam</td> <td><input type="checkbox"/> Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Credit Hours</td> <td><input type="checkbox"/> Schedule Type</td> </tr> <tr> <td><input type="checkbox"/> Cross-Listed / Slash</td> <td><input type="checkbox"/> Subject</td> </tr> <tr> <td><input type="checkbox"/> Description</td> <td><input checked="" type="checkbox"/> Title</td> </tr> <tr> <td><input type="checkbox"/> Diversity</td> <td><input checked="" type="checkbox"/> Title Abbreviation</td> </tr> <tr> <td><input type="checkbox"/> Grade Rule</td> <td><input type="checkbox"/> Writing-Intensive (WIC)</td> </tr> <tr> <td><input type="checkbox"/> Liberal Education Requirement (LER)</td> <td><input checked="" type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Course Content	<input type="checkbox"/> Number	<input type="checkbox"/> Credit by Exam	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Schedule Type	<input type="checkbox"/> Cross-Listed / Slash	<input type="checkbox"/> Subject	<input type="checkbox"/> Description	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Diversity	<input checked="" type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Grade Rule	<input type="checkbox"/> Writing-Intensive (WIC)	<input type="checkbox"/> Liberal Education Requirement (LER)	<input checked="" type="checkbox"/> Other
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**Comments (500 Character Maximum):**

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

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**Comments:**

Date	User	Comment
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10/2/2014	Jamie L McCartney	Title, title abbreviation, writing expectations
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**History:**

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