

# EDUCATION FOUNDATIONS AND SPECIAL SERVICES

## Transmittal Memo

Proposal to revise the Undergraduate-Level Educational Interpreter Program (SPED)

### Proposal Summary

Title: Revision to the Undergraduate Educational Interpreter Program (SPED)

Subject Specification: Proposal to revise Educational Interpreter Program (SPED) so that it:

1. aligns with Banner-system prerequisites,
2. integrates separate practicum requirements with related coursework to provide appropriate oversight and grading of field-site activities,
3. renames the final course in the Educational Interpreting sequence more appropriately.
4. incorporates scheduling and requirement changes occurring in the ASL program through MCLS, and
5. incorporates changes into the requirement sheet and catalog descriptions.

### Background Information:

1. The implementation of Banner has led to several pre-requisite conflicts, resulting in students who are unable to register without department-generated over-ride codes. The Inquiry Seminar course sequence also will be amended to list the first 2 courses in the new sequence (the Educ Interpreter majors take only 2 of the 3 courses, and take their own section of the final Professional Practice course). The 3 Inquiry courses required for the degree will be:
  - a. EDPF 29535: Democratic Society
  - b. ITEC 19595: Education Technology
  - c. SPED 49525: Inquiry into Professional Practice
2. The Educational Interpreting program offered two 1-hour practicum experiences linked with the last two semesters prior to Advanced Practicum, similar to the offerings in the Deaf Education program. However, the Deaf Education program had been able to supervise these practica using project-

specific grant funding that has now ended. The Educational Interpreter program never had access to such funding and supervision of these practicum courses was never consistently provided. The supervision that does occur is linked to the associated courses:

- a. SPED 43103: Interpreting Processes II (offered each spring to junior-year students)
  - b. SPED 43104 Advanced Interpreting (offered each fall to senior-year students prior to their Advanced Practicum).
3. The course revisions will eliminate the separate practicum experiences and incorporate 30 hours of field work within the course. This will ensure that practicum experiences are completed and evaluated by the instructor for the associated course. Field placements will be made through the Clinical Experiences Office, and practicum cooperating interpreters will provide input regarding NCATE dispositions. The instructor will submit all grades and disposition statements for these two classes. A 20-hour field experience also will be added to the course description for SPED 43102 Interpreting Processes I, to reflect assignments to work with Deaf Mentors and in lab settings.
  4. The SPED 43104 Advanced Voice-to-Sign Interpreting course will change its name to Interpreting Processes III. Faculty who teach this course believes it more appropriately captures the course content (which does not focus entirely on voicing skills), and also corrects any misunderstandings that students will graduate from the program with advanced-level skills. To learn a new language (ASL) and to then apply interpreting skills between this language and English requires closer to 8-10 years to become truly skillful.
  5. The course sequence will be changed to reflect changes in the ASL program being submitted through MCLS in the College of Arts and Sciences. These include a prerequisite for completion of ASL 4 (SPED/ASL 29202) prior to taking the Deaf Culture and Community course (SPED 43101). The course sequence change also will reflect the new Inquiry course order.

The ASL program also requires passing the Sign Language Proficiency Interview (SLPI—changed from prior name of SCPI) at the Intermediate-Plus level during ASL V (SPED/ASL 39201); therefore, the Educational Interpreter program also will reflect this requirement in the catalog. The former requirement was for SLPI/SCPI score of Intermediate.

6. The catalog will be revised to reflect these changes and updated. This will include the revised name for the required sign language test) and to add requirements to pass all NCATE disposition assessments successfully prior to student teaching.

KENT STATE UNIVERSITY, COLLEGE OF  
EDUCATION, HEALTH, AND HUMAN SERVICES

Educational Interpreter (PreK-12)  
INSP EAA

129-130  
131-132 hours  
CY 2006

Name: \_\_\_\_\_

Catalog Year: \_\_\_\_\_

S.S.#: \_\_\_\_\_

Date: \_\_\_\_\_

*Please note:* This Requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period.  
Preserve this sheet. It is your only assured official statement of degree requirements.

**IMPORTANT: See attached sheet for course sequencing**

**General Course Work (42-43 hours)**

US	10001	University Orientation.....	1
<b>Composition</b>			
ENG	11011	College Writing I .....	3
ENG	21011	College Writing II .....	3
<b>Mathematics &amp; Critical Reasoning</b>			
MATH	14001	Math Concepts I .....	4
MATH	14002	Math Concepts II .....	4
<b>Social Sciences</b>			
PSYC	11762	General Psychology .....	3
CACM	11001	Intro. to Conflict Management (d) .....	3

<b>Humanities and Fine Arts</b>			
PHIL	21001	Intro to Ethics (g) .....	3
		.....	3
<i>Choose ONE from LER Fine Arts (See Reverse)</i>			
		.....	3
<b>Basic Sciences</b>			
		.....	3
		.....	3
		lab.....	(1)
<b>Additional</b>			
COMM	15000	Intro. to Human Comm.....	3
PSYC	20651	Child Psychology .....	3

Diversity requirements met? ☐ Global ☐ Domestic

Liberal Education Requirements are included in the general course work and should be complete within the first 60 hours of study.

**Professional Coursework (89 hours) "C" or better and a 3.0 in all professional coursework is required**

ASL/SPED	19201	American Sign Language I .....	4
ASL/SPED	19202	American Sign Language II .....	4
ASL/SPED	29201	American Sign Language III .....	3
ASL/SPED	29202	American Sign Language IV .....	3
ASL/SPED	39201	American Sign Language V .....	3
ASL/SPED	39202	American Sign Language VI .....	3
ITEC	19525	Educational Technology .....	3
EDPF	29525	Educational Psychology .....	3
SP&A	34104	Speech & Language Development .....	3
SP&A	43600	Fund of Educ Audiology .....	3
SPED	23000	Intro. to Exceptionalities .....	3
SPED	43010	Family & Prof Collaboration .....	3
SPED	43100	Survey of the Interpreting Profession... ..	3
SPED	43101	Deaf Culture and Community .....	3
SPED	43102	Interpreting Processes I .....	3

SPED	43103	Interpreting Processes II .....	3
SPED	43192	Practicum I (concurrently w/43103) .....	1
SPED	43104	Advanced Voice-to-Sign Interp .....	3
SPED	43192	Practicum II (concurrently w/43104) .....	1
SPED	43105	Signed English & Other Systems .....	3
SPED	43106	Classroom Setting Interpreting .....	3
SPED	43107	Non-Classroom Setting Interpreting ....	3
SPED	43108	ASL Linguistics & Usage .....	3
SPED	43092	Practicum: Deaf Ed-Resid. School .....	1
SPED	43110	Discourse Analysis for Interpreters .....	3
SPED	43111	The Professional Interpreter .....	3
SPED	43309	Deaf Studies .....	3

**Advanced Practicum Block**

SPED	49525	Inquiry into Professional Practice .....	3
SPED	43981	Advanced Practicum in Educ Interp... ..	9

**Must apply for Advanced Practicum 1 year in advance.**

All LER, content, and professional (education) coursework must be completed prior to Advanced Practicum.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature \_\_\_\_\_

Program Counselor's Signature \_\_\_\_\_

Total Hours of Credit \_\_\_\_\_

Hours Needed: \_\_\_\_\_

General Coursework \_\_\_\_\_

Professional Coursework \_\_\_\_\_

Total for Degree \_\_\_\_\_

<http://www.ehhs.kent.edu/oss> Please Refer to Page 2 for Program Notes

eliminated as  
separate section

# LIBERAL EDUCATION REQUIREMENTS

## Areas and Courses

**I. COMPOSITION** ..... 6 hours  
 ENG 11011 College Writing I **OR** 11002 (pre-req. 11001), (3 ea)  
 21011 College Writing II (3)

**II. MATHEMATICS AND CRITICAL REASONING** ..... 3 hours  
 MATH 11008 (3) Exploration in Modern Math  
 11009 (4) Modeling Algebra  
 11010 (3) Algebra for Calculus  
 11011 (4) College Algebra  
 11012 (3) Intuitive Calculus  
 12001 (4) Algebra & Trigonometry  
 12002 (5) Analytic Geometry & Calculus I  
 12011[2] (3ea) Calculus with Precalculus I, II  
 14001 (4) Basic Math Concepts I  
 14002 (4) Basic Math Concepts II  
 PHIL 21002 (3) Introduction to Formal Logic

**III. HUMANITIES AND FINE ARTS** ..... 9 hours  
At least one course must be selected from the "Humanities in Arts and Sciences" section and at least one course must be selected from the "Fine Arts" section.

### HUMANITIES IN ARTS AND SCIENCES – Must Choose ONE

CLAS 21404 g (3) The Greek Achievement  
 21405 g (3) The Roman Achievement  
 ENG 21054 (3) Introduction to Shakespeare  
 22073 (3) Major Modern Writers: British and U. S.  
 22071[2] (3ea) Great Books I, II  
 HIST 11050[1] g (3ea) History of Civilization I, II  
 12070 d (3) History of U.S.: The Formative Period  
 12071 d (3) History of U.S.: The Modern Period  
 PAS 23001 g (3) Black Experience —Beginnings to 1865  
 23002 d (3) Black Experience —1865 to Present  
 PHIL 11001 g (3) Introduction to Philosophy  
 21001 g (3) Introduction to Ethics  
 21020[1] g (3ea) Comp. Religious Thought I, II

### HUMANITIES IN COMMUNICATION & INFORMATION

COMM 26000 d (3) Criticism of Public Discourse

### FINE ARTS— Must Choose ONE

ARCH 10001 (3) Understanding Architecture  
 10011[12] (3ea) Survey of Arch. History I, II  
 ARTH 12001 (3) Art Survey  
 22006 (3) Art History I: Ancient & Medieval Art  
 22007 (3) Art History II: Renaissance to Modern  
 22020 g (3) Art of Africa, Oceania, & the Americas  
 DAN 27076 g (3) Dance as an Art form  
 MUS 22111 (3) Understanding of Music  
 22121 g (3) Music as a World Phenomenon  
 THEA 11000 g (3) The Art of Theatre

**IV. SOCIAL SCIENCES** ..... 6 hours  
 Courses must be selected from **two different** curricular areas.

ANTH 18210 g (3) Intro to Cultural Anthropology  
 18420 g (3) Intro to Archaeology  
 CACM 11001 d (3) Intro to Conflict Mgmt  
 ECON 22060 (3) Principles of Microeconomics  
 22061 (3) Principles of Macroeconomics  
 GEOG 10160 (3) Intro. To Geography  
 17063 g (3) World Geography  
 17064 d (3) Geography of U.S. and Canada  
 GERO 14029 d (3) Introduction to Gerontology  
 JMC 20001 d (3) Media, Power and Culture  
 JUS 26704 d (3) Law & Society  
 POL 10004 g (3) Comparative Politics  
 10100 d (3) American Politics  
 10301 d (3) Diversity in American Public Policy  
 10500 g (3) World Politics  
 PSYC 11762 (3) General Psychology  
 20651 (3) Child Psychology  
 21211 (3) Psychology of Adjustment  
 22221 d (3) Multicultural Psychology  
 SOC 12050 d (3) Intro to Sociology  
 22778 g (3) Social Problems

**V. BASIC SCIENCES** ..... 6-7 hours

Beginning "major sequence" courses in biological sciences [BSCI 10181 (4)], chemistry [CHEM 11060 (4), 10061 (4), 10062 (4), 10063 (4), 10960 (5), 10961 (5)], and physics [PHY 23101 (5), 23102 (5)] may be substituted for these courses. Listed below (Science majors, however, must use a science other than their major to meet this requirement). **ONE COURSE MUST INCLUDE**

### OR BE TAKEN WITH A ONE-CREDIT HOUR LAB.

ANTH 18630 (3) Human Evolution  
 BSCI 10001 (3) Human Biology: Cells and Systems  
 10002 (3) Ecology, Evolution and Society  
 20020 (5) Biological Structure and Function  
 CHEM 10030[1] (3)&(1) Chemistry in Our World & Lab  
 10050 (3) Fundamentals of Chemistry  
 10052 (2) Intro. To Organic Chemistry  
 10053 (1) Inorg & Organic Lab (Corequisite 10052)  
 10054 (5) Gen. & Elem. Organic Chem  
 GEOL 11040 (3) Earth Dynamics  
 11041 (1) Earth Dyn Lab (Pre or Corequisite 11040)  
 11042 (3) Earth History  
 11043 (1) Earth Hist Lab (Pre or Corequisite 11042)  
 21062 (3) Environmental Geology  
 21080 (3) Oceanography  
 PHY 11030 (3) Seven Ideas that Shook the Universe  
 11660 (3) Physical Science  
 13001[2] (3ea) General College Physics I, II  
 13011[12] (3ea) College Physics I, II  
 21040[1] (3)&(1) Physics in Entertainment & the Arts & Lab  
 21430 (3) Frontiers in Astronomy (or 24001 Astronomy)

**VI. ADDITIONAL** ..... 6 hours

Select from courses listed below or from Categories II-V listed above.

Courses must be selected from **two different** curricular areas.

COMM 15000 (3) Intro. to Human Communication  
 PHIL 11009 (3) Principles of Thinking

**TOTAL** ..... 36-37 hours

### Important Notes:

- 1 A minimum cumulative 2.75 GPA is required for student teaching and graduation.
- 2 3.00 GPA required in major for Advanced Practicum and graduation.
- 3 Students must complete 39 upper division hours.
- 4 American Sign Language I and II are required before taking upper division courses.
- 5 Two diversity courses are required for graduation (Fall 2001 and beyond) - at least one course addressing domestic (d) issues and one course addressing global (g) issues.
- 6 One writing intensive (w) course is required for graduation.
- 7 Qualifying scores on SGPI (Intermediate level or above) are required before the Advanced Practicum. *SLP I - plus and favorable NCATE Disposition Assessments*
- 8 A minimum of 121 valid hours is required for graduation from Kent State University.
- 9 Receive 5 year Ohio Associate License.

# Educational Interpreter Course Sequencing

## Year 1

### Fall Semester

US	10001	University Orientation	1
ENG	11011	College Writing I <b>OR</b>	
Fine Arts	LER		3
Basic Science	LER + Lab		4
MATH	14001	Math Concepts I	4
SPED	19201	ASL I	4

TOTAL: 16

### Spring Semester

ENG	11011	College Writing I <b>OR</b>	
Fine Arts	LER		3
MATH	14002	Math Concepts II	4
PSYC	11762	Gen Psychology	3
COMM	15000	Intro. to Human Communication	3
SPED	19202	ASL II	4

TOTAL: 17

## Year 2

### Fall Semester

ENG	21011	College Writing II <b>OR</b>	
SPED	23000	Intro. to Exceptionalities (or Summer)	3
ITEC	19525	Educational Technology	3
SPED	43309	Intro. to Deaf Studies (or Summer)	3
SPED	29201	ASL III	3
SPED	43100	Survey of the Interpreting Prof.	3
SPED	43106	Classroom Setting Interp	3

TOTAL: 18

### Spring Semester

ENG	21011	College Writing II <b>OR</b>	
SPED	23000	Intro. to Exceptionalities (or Summer)	3
EDPF	29525	Educational Psychology in Dem Sec.	3
PSYC	20651	Child Psychology	3
SPED	29202	ASL IV	3
SPED	43101	Deaf Culture/Community	3
SPED	43107	Nonclass. Setting Interpreting	3

TOTAL: 18

## Year 3

### Fall Semester

SP&A	34104	Speech & Language Development	3
SPED	43105	Signed English & Other Systems	3
SPED	39201	ASL V	3
SPED	43102	Interpreting Processes I	3
SPED	43111	The Professional Interpreter	3
PHIL	21001	Introduction to Ethics	3

TOTAL: 18

### Spring Semester

CACM	11001	Intro. to Conflict Management	3
SPED	39202	ASL VI	3
<b>These two courses must be taken together</b>			
SPED	43103	Interpreting Processes II	3
SPED	43192	Practicum I	1
SPED	43110	Discourse Analysis for Interpreters.	3
SPED	43092	Deaf Resid. School Pract.	1
SP&A	43600	Fund. of Ed. Audiology	3

TOTAL: 17

## Year 4

### Fall Semester (Take SCPI)

<b>These two courses must be taken together</b>			
SPED	43104	Advanced Voice-to-Sign Interpret. <i>Interpreting Processes II</i>	3
SPED	43192	Practicum II	1
SPED	43108	ASL Linguistics & Usage	3
SPED	43010	Family/Pro Collaboration	3
Humanities	LER		3
Basic Science	LER		3

TOTAL: 16

### Spring Semester

SPED	43392	Advanced Practicum	9
SPED	49525	Inquiry into Prof Practice	3

TOTAL: 12

**Bold and italics indicate classes which are offered only once a year**

Prior to Advanced Practicum, students must achieve: (a) SCPI rating at Intermediate Level or higher, and (b) favorable <sup>plus</sup> ~~NCATE~~ evaluations from an Educational Interpreter faculty member.

<sup>disposition assessments</sup>

<sup>all courses</sup>

## College of Education, Health, and Human Services

V. Student Teaching Block	12
SPED 43981 Student Teaching in Special Education	9
49525 Inquiry into Professional Practice	3
<b>TOTAL</b>	<b>140-141</b>

\*Course fulfills diversity requirement.

\*\*Course fulfills writing-intensive requirement.

\*\*\*Course offered only during fall semester.

\*\*\*\*Course offered only during spring semester.

For Praxis II testing requirements and information, contact the Office of Student Services.

### Educational Interpreter Concentration

This curriculum is designed to prepare interpreters to work with children and adults who are deaf or hard-of-hearing (D/HH) in educational and noneducational settings. Graduates of the program receive state of Ohio licensure in educational interpreting (K-12). The program prepares graduates to interpret in both classroom and nonclassroom settings and to perform related student-support activities, including subject-matter tutoring and other student-support tasks under the supervision of a licensed or certified classroom teacher.

Students are required to spend a one-week internship (minimum five full school days, including overnight stays and a weekend night, if open) in a residential school for the deaf during the year of their method sequence, preferably during Kent State's winter break, spring break or summer intersession of the regular academic year. Students must make arrangements in their schedule for this experience and inform the program faculty of their schedule and program choice by September 30 of that academic year. If this is approved by the program, students are responsible to make any additional transportation and living arrangements with the residential program themselves.

Additionally, to qualify for the final practicum, students must pass a sign-language-and-proficiency examination at a level to be determined by their program coordinator.

I. General College or University Requirements	1
US 10097 First Year Colloquium	1
II. Liberal Education Requirements	41-42
A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.	
<b>Composition</b>	
ENG 11011 College Writing I	3
ENG 21011 College Writing II	3

### Mathematics and Critical Reasoning

MATH 14001 Basic Mathematical Concepts I	4
MATH 14002 Basic Mathematical Concepts II	4

### Humanities and Fine Arts

PHIL * 21001 Introduction to Ethics	3
Fine arts LER course	3
Humanities and Fine Arts	3

### Social Sciences

CACM*11001 Introduction to Conflict Management	3
PSYC 11762 General Psychology	3

### Basic Sciences

	6-7
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Must include one laboratory course.

### Additional LER Courses

COMM 15000 Introduction to Human Communication	3
PSYC 20651 Child Psychology	3

### Diversity Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. The domestic-focus course is fulfilled in this major with LER social sciences CACM 11001 or the major requirement SPED 23000. The global-focus course is fulfilled in this major with LER humanities PHIL 21001. A complete list of diversity courses is on Pages 89-91.

### III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn minimum C (2.0) grade. The writing-intensive requirement in this major is fulfilled with SPED 43309. A complete list of writing-intensive courses is on Pages 93-95.

### IV. Professional Coursework

ITEC 19525 Educational Technology	3
EDPF 29525 Educational Psychology	3
SP&A 34104 Speech and Language Development	3
43500 Fundamentals of Educational Audiology	3
SPED 19201 American Sign Language I (or ASL 19201)	4
19202 American Sign Language II (or ASL 19202)	4
* 23000 Introduction to Exceptionalities	3
29201 American Sign Language III (or ASL 29201)	3
29202 American Sign Language IV (or ASL 29202)	3
39201 American Sign Language V (or ASL 39201)	3
39202 American Sign Language VI (or ASL 39202)	3
43010 Family and Professional Collaboration	3
43092 Deaf Residential School Internship	1
F 43100 Survey of the Interpreting Profession	3
S 43101 Deaf Culture and Community	3
F 43102 Interpreting Processes Deaf Hard/Hearing I	3
S*** 43103 Interpreting Processes Deaf Hard/Hearing II	3
F*** 43104 Advanced Voice-to-Sign Interpreting	3
43105 Signed English and Other Systems	3
F 43106 Classroom Setting Interpreting	3
S 43107 Nonclassroom Setting Interpreting	3

F 43108 American Sign Language Linguistics and Usage	.3
43110 Discourse Analysis for Interpreters	.3
43111 The Professional Interpreter	.3
<del>43192 Practicum in Educational Interpreting I</del>	<del>.1</del>
<del>43192 Practicum in Educational Interpreting II</del>	<del>.1</del>
** 43309 Introduction to Deaf Studies	.3
<b>V. Advanced Practicum Block</b>	<b>.12</b>
SPED 43981 Advanced Practicum in Educational Interpreting	.9
49525 Inquiry Seminar into Professional Practice	.3

181-132

129-130

\* Course fulfills diversity requirement.

\*\* Course fulfills writing-intensive requirement.

~~\*\* SPED 43109 and 43104 must be taken concurrently with SPED 43102.~~

F Course offered only during fall semester.

S Course offered only during fall semester.

### Gifted Education Concentration

The gifted education program is designed to provide students with the coursework and field experiences necessary to be licensed in middle childhood education (as offered through the Department of Teaching, Leadership and Curriculum Studies) and as an intervention specialist in the area of gifted education.

Students must enter the program through middle childhood education. The middle childhood license is valid for teaching learners ages 8 through 14, in and grades four through nine. The middle childhood license requires preparation in two of the following concentration areas: mathematics; reading and language arts; science; and social studies. Please refer to Pages 329-330 for concentration area requirements.

These students are subject to the same selective screening process as middle childhood education students. Please refer to Page 328 for more information.

The Gifted Education Intervention Specialist license is valid for teaching learners ages 5 through 21, and in grades kindergarten through 12, who have been identified as gifted.

The dual licensures of Middle Childhood Education and Gifted Education Intervention Specialist can be completed through a 4.5-year course of study. Students may take 13 credit hours at the graduate level if they apply and meet admission criteria for the College and Graduate School of Education, Health, and Human Services.

### I. General College or University Requirements

US 10097 First Year Colloquium .1

### II. Liberal Education Requirements

A complete list of Liberal Education Requirements (LER) courses is on Pages 85-87.

#### Composition

ENG 11011 College Writing I .3

ENG 21011 College Writing II .3

#### Mathematics and Critical Reasoning

MATH 14001 Basic Mathematical Concepts I .4

MATH 14002 Basic Mathematical Concepts II .4

#### Humanities and Fine Arts

Fine arts LER course .3

Choose from the following: .3

ENG 22071 Great Books I (3)

22072 Great Books II (3)

Choose from the following: .3

Students in the social science concentration should take HIST 12070.

HIST \* 11050 History of Civilization I (3)

\* 12070 History of the United States: The Formative Period (3)

PAS \* 23001 Black Experience I: Beginnings to 1865 (3)

#### Social Sciences

GEOG \* 17063 World Geography .3

PSYC 11762 General Psychology .3

#### Basic Sciences

Students in all concentrations, except science, should take the following:

BSCI 10001 Human Biology (3)

Basic sciences laboratory course (1)

Choose one course from the following:

CHEM 10030 Chemistry in Our World (3)

GEOG 11040 Earth Dynamics (3)

21062 Environmental Geology (3)

21080 Oceanography (3)

PHY 11030 Seven Ideas that Shook the Universe (3)

21430 Frontiers in Astronomy (3)

Students in the science concentration should take the following two courses:

BSCI 10120 Biological Foundations (4)

CHEM 10030 Chemistry in Our World (3)

#### Additional LER Courses

Students must select one course from the two concentrations they are pursuing.

##### Mathematics Concentration

MATH 11010 Algebra for Calculus (3)

##### Reading/Language Arts Concentration

COMM 15000 Introduction to Human Communications (3)

##### Science Concentration

PHY 11030 Seven Ideas that Shook the Universe (3)

##### Social Studies Concentration

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Apr-08**

Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2009**

Approved by EPC \_\_\_\_\_

Department **EFSS**  
College **EH - Education, Health and Human Services**  
Proposal **Revise Course**  
Course Subject **SPED** Course Number **43102**  
Course Title **Interpreting Processes Deaf Hard/Hearing I**  
Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

**None**

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

**None**

### REQUIRED ENDORSEMENTS



Department Chair / School Director / Campus Dean

4/30/08

College Dean

Executive Dean of Regional Campuses

Senior Vice President for Academic Affairs and Provost



# BASIC DATA SHEET

**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **25-Apr-08** Requested Effective Term **Fall 2009**  
 Course Subject **SPED** Course Number **43102**  
 Course Title **Interpreting Processes Deaf Hard/Hearing I**  
 Title Abbreviation **Interpreting Process D H/H I**  
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)  
 Slash Course **5 / /** Cross-listed with \_\_\_\_\_ Cross-list Banner code \_\_\_\_\_  
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.  
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)  
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **03.00**  
 Per Week ☐ Laboratory Minimum Hours \_\_\_\_\_ ☐ to ☐ or Maximum Hours \_\_\_\_\_  
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **20.00**  
 NOTE: Contact hours should be per week.  
 Repeat Status **RP - Course may be repeated**  
 If repeats, course limit \_\_\_\_\_ OR maximum hours **3**  
 Course Level **UG - Undergraduate**  
 Grade Rule **B - Letter**  
 Schedule Type(s) **LEC - Lecture FLD - Field Experience**  
 Course Attribute(s) **none**  
 Credit By Exam **D - Credit by Exam as Approved by Department**

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

Course(s) **ASL/SPED 29202**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Advance Standing**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

### COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_

OBR Subsidy Code \_\_\_\_\_

OBR Course Level \_\_\_\_\_

CIP Code \_\_\_\_\_

Catalog Description **Beginning-level interpreting course addressing voice-to-sign and sign-to-voice processes using simultaneous and consecutive strategies: ASL, SEE, Signed English, Total Communication signing. Preschool, primary, elementary, students developmentally delayed through gifted academic levels. Requires 20 Hours Field Experience.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start \_\_\_\_\_ Term End \_\_\_\_\_ NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

Contact Hours	Outline
9.00	Linguistic and psycholinguistic theory implications for interpretation and transliteration processes
9.00	Beginning voice-to-sign skill development to increase accuracy, duration, and fluency: preschool, primary, elementary levels developmentally delayed, learning disabled, language delayed, language "typical," gifted ASL, SEE, Signed English, Total Communication.
9.00	Beginning sign-to-sign skill development to increase accuracy, duration, and fluency: preschool, primary, elementary levels developmentally delayed, learning disabled, language delayed, language "typical," gifted ASL, SEE, Signed English, Total Communication.
9.00	Stress management and physical health maintenance strategies, professional development.
9.00	Public presentation techniques and strategies for small and large groups (classroom settings)

45.00 Total Contact Hours

Textbook(s) Used in this Course

Ward, J. (1978). Ward's natural sign language thesaurus of useful signs and synonyms Northridge, Ca. Joyce Media, Inc. Research and related journal articles, other readings.

Writing Expectations

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Luft

## REQUIRED ENDORSEMENT

  
 Department Chair / School Director / Campus Dean

7, 30, 08

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Apr-08**      Curriculum Bulletin \_\_\_\_\_  
 Effective Date   **Fall 2009**      Approved by EPC \_\_\_\_\_

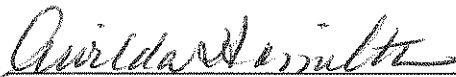
Department       **EFSS**  
 College           **EH - Education, Health and Human Services**  
 Proposal          **Revise Course**  
 Course Subject   **SPED**      Course Number   **43103**  
 Course Title      **Interpreting Processes Deaf Hard/Hearing II**  
 Minimum Credits   **03**            Maximum Credits   **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):  
**None**

Units consulted (other departments, programs or campuses affected by this proposal):  
**None**

### REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>4</u> / <u>30</u> / <u>08</u>
_____ College Dean	____ / ____ / ____
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Senior Vice President for Academic Affairs and Provost	____ / ____ / ____

# BASIC DATA SHEET

**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date	<b>4-25-08</b>	Requested Effective Term	<b>Fall 2009</b>
Course Subject	<b>SPED</b>	Course Number	<b>43103</b>
Course Title	<b>Interpreting Processes Deaf Hard/Hearing II</b>		
Title Abbreviation	<b>Interpreting Processes II</b> NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)		
Slash Course	<b>5 / /</b> 4/5, 4/5/7 or 6/8	Cross-listed with	Cross-list Banner code _____ NOTE: To be completed by Curriculum Services.
Minimum Credit	<b>03</b> <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	<b>03</b> (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours Per Week	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Other	Minimum Hours	<b>03.00</b> <input checked="" type="checkbox"/> to <input type="checkbox"/> or <b>03.00</b> <input type="checkbox"/> to <input type="checkbox"/> or <b>01.00</b> <input checked="" type="checkbox"/> to <input type="checkbox"/> or <b>30</b>
Repeat Status	<b>RP - Course may be repeated</b> If repeats, course limit <b>OR</b> maximum hours <b>3</b>		
Course Level	<b>UG - Undergraduate</b>		
Grade Rule	<b>B - Letter</b>		
Schedule Type(s)	<b>LEC - Lecture FLD - Field Experience</b>		
Course Attribute(s)	<b>none</b>		
Credit By Exam	<b>D - Credit by Exam as Approved by Department</b>		

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

Course(s) **SPED 39201, SPED 43105, SPED 43102**  
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Advanced Standing**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

### COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_  
OBR Subsidy Code \_\_\_\_\_  
OBR Course Level \_\_\_\_\_  
CIP Code \_\_\_\_\_

Catalog Description **Intermediate/advanced level interpreting course voice-to-sign and sign-to-voice processes using simultaneous and consecutive strategies: ASL, SEE, Signed English, Total Communication. Focus on middle school/high school/postsecondary students developmentally delayed through gifted academic levels. Requires 30 hours of field experience.**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start \_\_\_\_\_ Term End \_\_\_\_\_ NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

Contact Hours	Outline
9.00	Linguistic and psycholinguistic theory implications for interpretation and transliteration processes at advanced levels in terms of speed accuracy, duration, and fluency
9.00	Beginning voice-to-sign skill development to increase accuracy, duration, and fluency: middle school, high school, and post-secondary levels developmentally delayed, learning disabled, language delayed, language "typical," gifted ASL, SEE, Signed English, Total Communication.
9.00	Beginning sign-to-voice skill development to increase accuracy, duration, and fluency: middle school, high school, and post-secondary levels developmentally delayed, learning disabled, language delay, language "typical," gifted ASL, SEE, Signed English, Total Communication.
9.00	Stress management and physical health maintenance strategies, professional development.
9.00	Public presentation techniques and strategies for small and large groups (classroom settings)

45 Total Contact Hours

Textbook(s) Used in this Course

Ward, J. (1978). Ward's natural sign language thesaurus of useful signs and synonyms Northridge, Ca. Joyce Media, Inc. Research and related journal articles, other readings.

Writing Expectations

Instructor(s) Expected To Teach

Staff

Instructor(s) Contributing to Content

Luft

REQUIRED ENDORSEMENT



Department Chair / School Director / Campus Dean

4/30/08

# KENT STATE UNIVERSITY

## CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Apr-08** Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2009** Approved by EPC \_\_\_\_\_

Department **EFSS**  
 College **EH - Education, Health and Human Services**  
 Proposal **Revise Course**  
 Course Subject **SPED** Course Number **43104**  
 Course Title **Advanced Voice-to-Sign Interpreting**  
 Minimum Credits **03** Maximum Credits **03**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input type="checkbox"/> Grade Rule
	<input checked="" type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input checked="" type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive (WIC)
	<input checked="" type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input checked="" type="checkbox"/> Schedule Type	<input type="checkbox"/> Other



Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):

**None**

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

**None**

### REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>4 / 30 / 08</u>
 _____ College Dean	____ / ____ / ____
_____ Executive Dean of Regional Campuses	____ / ____ / ____
_____ Senior Vice President for Academic Affairs and Provost	____ / ____ / ____



# BASIC DATA SHEET

**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **25-Apr-08** Requested Effective Term **Fall 2009**  
 Course Subject **SPED** Course Number **43104**  
 Course Title **Interpreting Process III**  
 Title Abbreviation **Interpreting Process Iii**  
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)  
 Slash Course **5 / /** Cross-listed with \_\_\_\_\_ Cross-list Banner code \_\_\_\_\_  
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.  
 Minimum Credit **03** ☒ to ☐ or Maximum Credit **03** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)  
 Contact Hours ☒ Lecture Minimum Hours **03.00** ☒ to ☐ or Maximum Hours **3**  
 Per Week ☐ Laboratory Minimum Hours \_\_\_\_\_ ☐ to ☐ or Maximum Hours \_\_\_\_\_  
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **30**  
 NOTE: Contact hours should be per week.  
 Repeat Status **RP - Course may be repeated**  
 If repeats, course limit \_\_\_\_\_ OR maximum hours **3**  
 Course Level **UG - Undergraduate**  
 Grade Rule **B - Letter**  
 Schedule Type(s) **LEC - Lecture FLD - Field Experience**  
 Course Attribute(s) **none**  
 Credit By Exam **D - Credit by Exam as Approved by Department**

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

Course(s) **ASL/SPED 39202; SPED 43103**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **Advanced Standing**

Corequisite(s)

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

### Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

### COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_

OBR Subsidy Code \_\_\_\_\_

OBR Course Level \_\_\_\_\_

CIP Code \_\_\_\_\_

Catalog Description **Continued advanced level skill development in voice-to-sign processes using simultaneous and consecutive strategies: advanced ASL, SEE, Signed English, Total Communication. Dialect, idiom, idiosyncratic language usage and patterns, regional/local variations: age, gender, register variations. Requires 30 Hours Field Experience.**

Complete the following only if applicable:

Previous Title **Advanced Voice-to-Sign Interpreting**

Previous Subject \_\_\_\_\_ Previous Number \_\_\_\_\_

Term Start \_\_\_\_\_ Term End \_\_\_\_\_ NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

Contact Hours	Outline
11.00	Intergration of linguistic and psycholinguistic theory with cognitive coping and problem-solving strategies, application to challenging situations and events.
11.00	Problem-solving strategies and stress management, continued professional development and self-evaluation for individual interpreting needs.
12.00	Advanced Voice-to-Sign skill development to increase speed, accuracy, duration, and fluency for: <ol style="list-style-type: none"> <li>1. ASL idiom, and idiosyncratic language usage and patterns</li> <li>2. ASL dialect, regional and local sign variations and usage patterns</li> <li>3. ASL age, gender, and register variations</li> <li>4. SEE, Signed English, and Total Communication variations by district definition and usage</li> <li>5. Situation-specific unplanned events that disrupt, disturb, or distract attention from the interpreting task</li> </ol>
11.00	Public presentation techniques and strategies for small and large groups used in classroom settings specific to sign-to-voice interpreting situations: vocal tone, inflection, and register markers, facial expression, and body posture.

**45.00** Total Contact Hours

Textbook(s) Used in this Course      **Research journal articles, topical issues and readings.**

Writing Expectations

Instructor(s) Expected To Teach      **Staff**

Instructor(s) Contributing to Content      **Luft**

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**REQUIRED ENDORSEMENT**



Department Chair / School Director / Campus Dean

4, 30 08