

IUPUI APPLICATION FORM FOR MINORS

- I. School of Liberal Arts Department of World Languages and Cultures**
- II. Proposed Minor: ASL Studies**
- III. Related Major: ASL/English Interpreting**
- IV. Projected Date of Implementation: Fall 2014**
- V. List the major objectives of the proposed minor and describe its chief features briefly:**

The minor in ASL Studies would complement an already expanding major in American Sign Language/English Interpreting. Students that feed IUPUI's ASL/EI BS degree program have, up until recently, transferred over from the ASL Studies AA degree program at Vincennes University. With the addition of several courses over the last five years, students are now able to begin their studies in American Sign Language at IUPUI and complete all four years here. Many of those students will continue on to study interpreting. But many others would prefer to minor in ASL Studies while majoring in other subject areas.

The minor in ASL Studies would allow students to delve more deeply into the study of American Sign Language and the diversity of Deaf culture. Students would complete basic requirements in ASL and choose from a list of courses to complete the 15 credits required for the minor.

Students choose 15 credits from the following list (with the prerequisite of finishing the first and second year of ASL or having reached the same language proficiency level).

ASL A215	Advanced Fingerspelling and Numbering Systems in ASL (3 cr)
ASL A219	The History and Culture of the American Deaf Community (3 cr)
ASL A311	Third Year ASL 1 (3 cr)
ASL A312	Third Year ASL 2 (3 cr)
ASL A321	Linguistics of ASL (3 cr)
ASL I301	Introduction to Interpreting (3 cr)
ASL I303	ASL for Interpreters (3 cr)
ASL I305	Text Analysis (3 cr)

Other courses may be acceptable with the consultation and approval of the director of the program.

VI. Why is a minor needed?

The minor in ASL Studies is needed because there is a great need for people who have a degree in an area of study (i.e. Medicine, Law, Social Work, Therapy, Education, etc.) who are also fluent in American Sign Language, or, at the very least, have an understanding of Deaf culture. Deaf people know that whenever they leave their homes they will most likely need to use an interpreter at some point during that day. If they could live their daily lives and take care of the business they need to with someone who is an expert in the field, but also fluent in ASL and so can work directly with them, that would be ideal.

IUPUI students are interested in a variety of majors and future life paths. Some of these students will go on to complete the B.S. degree in ASL/English Interpreting. Others will continue on in their chosen field of study, having developed a marketable skill...a second language.

IUPUI has a mission to create and exchange knowledge that promotes understanding of the human experience and the IU School of Liberal Arts has pledged itself to an interdisciplinary and international approach to the liberal arts. Establishing a minor in ASL Studies helps prepare our students to work with diverse populations of both Deaf and hard of hearing people, adding to the understanding of the general public of people for whom hearing in the audiological sense has no meaning, but for whom a culture is readily identifiable and understood.

VII. *Describe the student population to be served and market to be targeted.*

This minor will serve the needs of diverse constituencies:

- Students learning American Sign Language;
- Liberal Arts students planning to pursue undergraduate careers in ASL/English Interpreting, Linguistics, Communication Studies, Anthropology, Sociology, World Languages, etc.;
- Students planning to pursue undergraduate degrees in Nursing, Para-Legal Studies, Para-Medical Studies, Social Work, Education, etc.;
- Students planning to pursue graduate studies or careers in Medicine, Law, Social Work, Therapy, Education, etc.

VIII. *How does this minor complement the departmental and campus missions? Address how it conforms with IUPUI's Principles of Undergraduate Learning.*

The Mission and Goals of the Department of World Languages and expressed in the Self-Study Report from 2008 includes the following: The overarching mission of the Department is to make international languages and cultures familiar to our students, our colleagues, and the broader community, helping them to participate more effectively in the diverse world we share through new linguistic and cross-cultural understanding.

In addition the Department of WLAC seeks to be a model for the study and teaching of languages and cultures of the non-English-speaking world in order to, among other things, prepare our students to communicate effectively in a broad global context by developing proficiency in languages other than English with an appreciation of their cultural settings, provide cultural and linguistic resources to the local community and to encourage understanding of and respect for cultural heritage and diversity.

This perspective complements the mission of IUPUI, which places high value on diversity and on understanding the overwhelming cultural changes in the world.

The Minor in ASL Studies meets the IUPUI Principles of Undergraduate Learning as follows:

1. Core Communication and Quantitative Skills — to communicate well in a variety of formats
2. Critical Thinking — to analyze information and ideas from multiple perspectives and to use knowledge and understanding to generate and explore new questions.
3. Integration and Application of Knowledge — to use information and concepts from multiple disciplines in intellectual, professional, and community activities.

4. Intellectual Depth, Breadth and Adaptiveness – to organize disciplinary ways of knowing and to apply them to specific issues and problems
5. Understanding Society and Culture – to recognize your own cultural traditions and to understand and appreciate the diversity of the human experience at home and abroad
6. Values and Ethics – to make informed and principled choices regarding conflicting situations and to recognize the importance of aesthetics in personal life and in society.

IX. *List and indicate the sources (including reallocation) of any resources (personnel, financial, learning, library holdings, equipment, etc.) required to implement the proposed program.*

The ASL Studies minor is conceived with the goal of making the most of existing resources and reconfiguring them in a cohesive set of courses. Several of the required courses are already offered through the World Language and Cultures Department. The ASL/English Interpreting Program provides additional resources and language instructors.

The full time faculty in the ASL/EIP will manage the Minor in ASL Studies. Managing support elements, such as language mentors and tutors will enhance students' language acquisition and development.

X. *Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.).*

The ASL Studies minor is a flexible program that will allow the students to shape it according to their projected needs and interest.

XI. *List the major student outcomes (or set of performance-based standards) for the proposed minor. That is, what learning will the program produce in a comprehensive sense? (See attachment following XII for a model that incorporates illustrations of the outcomes and assessment mechanisms specified in Items XI and XII).*

Knowledge of the Language and the Culture

The expected outcomes:

Students with a minor in ASL Studies will approach or have attained the intermediate level in receiving and producing American Sign Language and will have extensive knowledge of the American Deaf culture (including practices within the culture as well as the products of the culture).

Performance objectives:

- Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions;
- Students understand ASL in discussion on a variety of topics
- Students understand the ever changing and interrelated nature of language and culture
- Students have knowledge of resources to access up-to-date cultural information
- Students have knowledge of American Deaf culture, history and community.

XII. Explain how each of the student learning outcomes identified in XI above will be assessed using, for example, course-embedded assessments, graduate follow-up, employer surveys, standardized tests, etc. Will assessment take place in courses? In practice settings? In a culminating project or seminar? (Please use the matrix in the Attachment to indicate how the outcomes will be assessed and in what setting(s).) On what basis will you demonstrate that this program has been successful? What performance indicators will you use?

Outcome	Where will the student learn this?	How will the student achievement of the outcome be assessed?	In what setting will the assessment take place?
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Assessment of Student Learning Outcomes SLOs:

Outcome	Where will students learn this?	How will student achievement of the outcome be assessed?	Relationship to mission	In what setting will the assessment take place?
Understanding of the social, economic, and political dynamics of Deaf culture	Theoretical coursework in third-year required courses, other electives in the ASL Studies Program and optional study-abroad programs.	Assignments and evaluation: Class discussion participation, signed and/or oral presentations, written assignments, quizzes, written and signed exams and civic engagement projects.	Assignments and evaluation primarily address PULs 1, 2, 5 and Minor goals. RISE can be achieved through language courses, civic engagement projects and optional student abroad programs.	The assessment will take place in courses.
Overview of communities within Deaf Culture and how the relationships between Deaf and hearing people help determine their perceptions of each other.	Theoretical coursework in third-year required courses, other electives in the second- and third-year ASL Studies Program and interdisciplinary courses.	Assignments and evaluation: Class discussion, signed and/or oral presentations, written assignments, quizzes, and written and signed exams.	Assignments and evaluation primarily address PULs 4, 5, and 6, and Minor goals. RISE can be achieved through language courses, civic engagement projects and optional student abroad programs.	The assessment will take place in course and in culminating project.
Overview of themes of culture and tolerance; understanding of ever-changing and interrelated nature of language and culture.	Third year ASL Studies courses, interdisciplinary courses, and optional study abroad programs.	Assignments and evaluation: Readings of Deaf culture and ASL and language texts, cultural readings, class discussion, signed and/or oral presentations, written assignments, quizzes, and written and signed exams.	Assignments and evaluation primarily address PULs 3, 4, 5, 6, and Minor goals. RISE can be achieved through language courses, civic engagement projects and optional student abroad programs.	The assessment will take place in courses.

Outcome	Where will students learn this?	How will student achievement of the outcome be assessed?	Relationship to mission	In what setting will the assessment take place?
Ability to analyze ASL Studies from a multidisciplinary perspective.	Students will hone their analytical skills by taking courses from several different disciplines and contrasting this learning with ASL Studies courses, and optional study abroad programs.	Assignments and evaluation: taking courses from Interdisciplinary List of courses, class discussion, signed and/or oral presentations, written assignments, quizzes, and written and signed exams.	Assignments and evaluation primarily address PULs 4, 5, 6 and Minor goals.	The assessment will take place in courses.
Knowledge of up-to-date cultural information on Deaf culture that will help them in a globalized world.	Students taking required courses, interdisciplinary courses, and optional study abroad programs.	Assignments and evaluation: Readings about Deaf culture products (literature, art, music, film), class discussion, signed and/or oral presentations, projects, journals, written assignments, quizzes and written and signed exams.	Assignments and evaluation primarily address PULs 4, 5, 6, and Minor goals. RISE can be achieved through language courses, civic engagement projects and optional student abroad programs.	The assessment will take place in courses.
Ability to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. Students practice and improve the use of vocabulary, grammar and formation for communicative purposes.	ASL language courses	Assignments and evaluation: class participation, signed presentations, written assignments, quizzes, and written and signed exams.	Assignments and evaluation primarily address PULs 1, 5 and Minor goals.	The assessment will take place in courses.