COVER / SIGNATURE SHEET
for Undergraduate Program Proposals

TYPE OF PROPOSAL (check one):   ☑ New Academic Major*   ☐ New Academic Minor
☐ Revision of Existing Major**   ☐ Revision of Existing Minor

*Append SUNY Form 2A *New Undergraduate Degree Program Proposal*
**Append SUNY Form 3A *Program Revision Proposal: Changes to an Existing Program*

Both forms can be found at http://system.suny.edu/academic-affairs/acaproplan/app/forms/.

PROGRAM TITLE: Deaf Studies Major_____

PROPOSING DEPARTMENT/PROGRAM: Communication Disorders_____

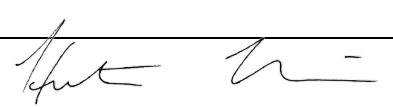**PROPOSING SCHOOL/COLLEGE** (if interdisciplinary, check all that apply)**:**

☐ Business   ☐ Fine & Performing Arts   ☐ Science & Engineering
☐ Education   ☑ Liberal Arts & Sciences

RECOMMENDATIONS TO APPROVE:
*By signing below, you confirm that **consultation with the Library Collections Developer** has taken place and that there are **sufficient faculty, financial, facility and equipment resources** to support and sustain the proposed new or revised program.*

Department Chair(s)/Program Director(s): _____ Date 03/06/2025

_____ Date _____

Chair(s), School/College Governing Body(ies): _____ Date 4/3/2025
(if applicable)

_____ Date _____

Academic Dean(s): _____ Date 4/4/2025

_____ Date _____

Chair, Curriculum Committee: Damian Kelty-Stephen _____ Date 4/8/2025

FACULTY SENATE APPROVAL:

Presiding Officer of the Faculty: _____ Date _____

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS' APPROVAL:

Vice President: _____ Date _____

New Program Proposal:
Deaf Studies Major Undergraduate Degree Program
Form 2A

Version 2022-10-31

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to an associate and/or bachelor's degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] Guidance on academic program planning is available here.

Table of Contents
NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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[1]Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

[2]This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information

a) **Institutional Information**	*Date of Proposal:*	
	Institution's 6-digit SED Code:	**233500**
	Institution's Name:	**SUNY New Paltz**
	Address:	**1 Hawk Drive, New Paltz NY 12561**
	Dept of Labor/Regent's Region:	**08 (Hudson Valley)**
b) **Program Locations**	*List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):*	
	*List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, **or check here [X] if not applicable**:*	
c) Proposed Program Information	*Program Title:*	**Deaf Studies**
	Award(s) (e.g., A.A., B.S.):	**B.A.**
	Number of Required Credits:	*Minimum [**120**] If tracks or options, largest minimum [ ]*
	Proposed HEGIS Code:	**4903**
	Proposed 6-digit CIP 2020 Code:	**05.0211**
	If the program will be accredited, list the accrediting agency and expected date of accreditation: **N/A**	
	If applicable, list the SED professional licensure title(s)[3] to which the program leads: **N/A**	
d) **Campus Contact**	*Name and title:* **Shala Mills / William McClure**	
	Telephone: *Email*	
e) **Chief Executive or Chief Academic Officer Approval**	*Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.*	
	Name and title: **Darrell P. Wheeler, President**	
	Signature and date:	
	*If the program will be registered jointly[4] with one or more other institutions, provide the following information for **each** institution:* **N/A**	
	Partner institution's name and 6-digit SED Code:	
	*Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):*	

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[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.
[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[5]

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

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[5] The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

a) **Format(s):** [**X**] Day   [ ] Evening [ ] Weekend   [ ] Evening/Weekend [ ] Not Full-Time

b) **Modes**: [**X**] Standard   [ ] Independent Study   [ ] External   [   ] Accelerated   [   ] Distance Education
    *NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a [Distance Education Format Proposal.](#)*

c) **Other**: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The Deaf Studies program, which leads to a Bachelor of Arts degree, is designed to broaden students' knowledge and understanding of deafness, Deaf culture, and Deaf communities past and present; build competency in American Sign Language; facilitate effective, culturally sensitive communication with people who are Deaf and hard of hearing (DHH); and encourage positive interactions in social and professional settings. Students will learn about the discrimination and civil-rights challenges that DHH individuals have faced throughout history and explore ways to foster acceptance, accessibility, and inclusion for the DHH community.

The Deaf Studies major complements many other academic programs offered at New Paltz and prepares students to work in a variety of settings in which knowledge of the American Deaf community and skill in American Sign Language are advantages, including social and human services, business, education and government.

A grade of C- or better is required for credit toward the Deaf Studies major.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? **NOTE: *SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."***

Deaf, hard of hearing and deaf-blind people are present in every realm of life and seek education and equitable employment. By studying Deaf cultures, learning to break down communication and cultural barriers, and developing effective communication skills, graduates of the Deaf Studies program will be equipped with the interpersonal skills, cultural competency, and communication skills that could bridge the DHH and hearing worlds together in relevant fields such as social work, counseling, education, speech-language pathology, and linguistics. Employees with competency in ASL are in demand nationwide, and the Deaf Studies major is designed to make New Paltz graduates more employable by developing a skill set geared toward meeting that demand.

Students who successfully complete the Deaf Studies program will be able to:

1. Demonstrate receptive and expressive competency in American Sign Language at the conversational level.

2. **Identify major elements of Deaf communities, Deaf culture, and Deaf history and the contribution of Deaf people to the arts and humanities.**
3. **Describe and explain the impact of power, privilege, and oppression on Deaf communities globally and on Deaf individuals and the resulting experiences of discrimination and inequity.**
4. **Make informed judgments that strengthen the accessibility and inclusion of the Deaf and hard of hearing community.**
5. **Analyze critically how a Deaf person's social-cultural history affects their sense of self and relationship to others.**
6. **Apply knowledge of language development, history, and culture to advocate for awareness of DHH communities while strengthening the bridge between DHH and other communities.**

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The Deaf Studies program relates directly to SUNY's mission "to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals." By exploring the languages and cultures of the various DHH communities locally, nationally and globally, the program will broaden students' understanding of and consideration for such communities and all who use signed languages or ASL or identify with the language and culture. Deaf Studies graduates will be well prepared to work in a variety of public and private settings, within business and government sectors as well as educational and other nonprofit institutions, where their skill set and knowledge of the DHH population will supplement limited community resources.

Not only will the proposed program represent the only such bachelor's degree program in SUNY, it will be the only Deaf Studies program in New York State. Our well-established Deaf Studies minor has the highest enrollment of any minor on campus, with about 200 students from diverse majors. We expect the minor to serve as a tributary for the new major, which will also attract new, first-time college students and graduates of SUNY associate-degree programs in American Sign Language, ASL Studies and related disciplines. Current students majoring in such fields as communication disorders, education, or the social sciences may choose to complete a second major in Deaf Studies.

Diversity, equity, inclusion and social justice are the cornerstones of the proposed program. If the Deaf Studies minor is any indication, students who choose this major will be demographically diverse as well as diverse in terms of their academic and cultural backgrounds and learning styles. The program will expand students' knowledge of the Deaf community, strengthen their cultural competence and communication skills, increase their awareness of legal issues and compliance needs, and ultimately help to promote workforce diversity. Since ASL has begun to be used by more than just the Deaf community in recent years, proficiency in the workplace can also bridge communication gaps, creating a more inclusive and accessible environment.

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

Faculty in the Department of Communication Disorders, specifically those associated with the current minor in Deaf Studies, took the lead in designing the program and developing its contributing courses. They reviewed the content of similar or related programs at other institutions and worked closely with colleagues in other academic departments at New Paltz to ensure that interdisciplinary elective courses supported and strengthened the Deaf Studies curriculum.

The program design team also consulted with external professionals who regularly interact with DHH constituents and are highly knowledgeable about Deaf culture and the needs of the Deaf community in

New York State: public school educators, speech pathologists, certified teachers of the Deaf, and ASL interpreters. These professionals expressed strong support for our proposal while also encouraging us to consider a degree program leading to eligibility for certification as a Teacher of the Deaf and Hard of Hearing. We are currently discussing a parallel educator-preparation program to help address the well-documented shortage of such teachers in New York state and throughout the U.S.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, **append** a completed form at the end of this document. **This program was developed in response to the serious need to serve and support the DHH population with well-qualified providers and staff members in a variety of settings. As noted above, external consultations contributed to the design of the proposed curriculum; however, no specialized accreditation or other external standards will apply to this program.**

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	25		25	25
2	40		40	40
3	60		60	60
4	80		80	80
5	100		100	100

These numbers are based on the results of a Google survey sent out in June 2024 to gauge student interest in a potential Deaf Studies degree program. Of the 325 students surveyed (200 in the Deaf Studies minor and 125 Communication Disorders majors), 93 students responded, yielding a response rate of nearly 29%. As expected, there was strong interest among students in our highly enrolled Deaf Studies minor (72% Yes, interested; 19% Maybe), some of whom may choose to declare the major when it becomes available. See Appendix 7 for survey results.

If anticipated enrollments are not achieved, the program can move forward with fewer students in Year 1 and a longer "runway" to grow enrollments. Given the very strong interest in the proposed curriculum and the high need to serve the DHH community, we do not foresee difficulty sustaining the program.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Deaf Studies Curriculum (39 Credits)	Prerequisites (minimum grade C-)
Required Courses (30 credits)	
DFS101 [CMD101] Elementary ASL 1 (3)	None
DFS102 [CMD102] Elementary ASL 2 (3)	DFS101 [CMD101]
DFS201 [CMD203] Intermediate ASL 1 (3)	DFS102 [CMD102]
DFS202 [CMD205] Intermediate ASL 2 (3)	DFS201 [CMD203]
DFS200 [CMD202] Deaf Culture & Heritage (3)	None
DFS300 Deaf Culture 2: A Global View (3)	DFS200
DFS310 Artistic Expression in the Deaf Community (3)	DFS200
DFS305 Access & Inclusion for DHH (3)	DFS101, DFS102, DFS202 [CMD101, 102, 202]
DFS306 Technology & ASL for DHH (3)	DFS101, DFS102 [CMD101, 102]
DFS450 Deaf Awareness Outreach (3) – *capstone course*	DFS202 [CMD205], DFS300
Elective Courses (9 credits)	
Select three courses from the following list:	
ANT407 Visual Anthropology (3)	None
CMD306 Language Development in Children (3)	None
CMD314 Autism Spectrum Disorders (3)	None
CMD317 Audiology (3)	None
CMD415 Disorders of Childhood Language (3)	CMD306
CMM355 Nonverbal Communication (3)	None
CMM359 Communication Among Cultures (3)	None
DFS303 Fingerspelling & Numbers (3)	DFS101 [CMD101], DFS102 [CMD102]
DFS315 ASL for the Medical Setting (3)	DFS101 [CMD101], DFS102 [CMD102]
DFS360 Conversational ASL (3)	DFS202 [CMD205], DFS200 [CMD202]
DFS494 Fieldwork in Deaf Studies (1-12)	Permission of chair
DFS495 Indep Study in Deaf Studies (1-12)	Permission of chair
EDS340 Sociological & Philosophical Fdns of Educ (3)	None
EDS376 Expressive Arts in Education 1 (3)	None
EDS377 Expressive Arts in Education 2 (3)	EDS376
EED370 Race, Class, Gender, and Social Justice in Teaching (3)	EDS371 Child Psychology & Development
LIN413 Sociolinguistics (3)	None
PSY352 Perception (3)	PSY101
PSY353 Psycholinguistics (3)	PSY101 or LIN201 Intro to Linguistics or CMD302 Phonetics
PSY362 Learning (3)	PSY101
SAB339 Ethiopia Deaf Study Abroad	None
SOC314 Sociology of Children & Childhood (3)	SOC100 Introduction to Sociology
SOC315 Race and Ethnicity (3)	SOC100
SOC350 Introduction to Human Services (3)	None
SPE350 Creating Inclusive Elem School Classrooms (3)	None
SPE385 Differentiating Instruction in the Secondary School (3)	None

h) Program Impact on SUNY and New York State

h)(1) *Need:* What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

As noted above, the proposed program will be unique to SUNY and New York state.

Due to the lack of specialized academic programs focused on serving the DHH population in New York State, a program like the proposed Deaf Studies major will ultimately benefit DHH children and adults throughout the state. According to a study conducted by Michelle Olson in October 2024, *Spatial Distribution of DHH Populations & Service Gaps in NY,* high populations of individuals with hearing loss (~500,000 to 1.5 million) reside in Suffolk, Nassau, Westchester, Monroe, and Erie counties and all five boroughs of New York City, while several counties within and around the Hudson Valley (Dutchess, Orange, Albany, Broome, and Saratoga counties) have 200,000-500,000 individuals with hearing loss. Olson's study found that while services for people with hearing loss (health-care facilities, schools, etc.) are more readily available to those residing in more populated areas (like NYC), large service gaps are present in New York's more rural areas, including those in and around the Hudson Valley.

Cornell University's Disabilities Statistics present the American Community Survey report findings that in 2022, 12 million Americans had hearing disabilities, which accounted for 3.7% of the population. The same source reports that 3.1% of New York state's population presented with hearing disabilities. There are, however, few local resources and training programs for educators, therapists, counselors, and healthcare workers to work effectively with the Deaf and hard of hearing community. Communication challenges and lack of cultural competency are the cause of health and educational disparities among the DHH population. Furthermore, lack of training and education leads to inadequate schooling for Deaf and hard of hearing students and, in turn, to language deprivation challenges and, ultimately, higher unemployment rates. The National Deaf Center of Post-Secondary Outcomes (Bloom, Palmer, Winninghoff, 2025) reported the findings of the American Community Survey's (ACS) comparison between Deaf and hearing graduates and employment rates in New York between 2019 and 2023. The ACS found that 82.9% of Deaf people completed high school compared to 89.4% of hearing people, 52.9% of Deaf people completed some college compared to 66.6% of hearing people, and 23.7% of Deaf people earned a bachelor's degree compared to 42.5% of hearing people. As these findings show, far fewer Deaf individuals in NY have completed higher education than their hearing counterparts. As expected from this data, 50.9% of Deaf people are employed in NY, while 70.1% of hearing individuals are employed.

Graduates of the Deaf Studies program will be equipped with the communication skills, education, and cultural competency to effectively serve this population in diverse settings, advocate for DHH accessibility and acceptance in the workplace, and assist Deaf adults seeking employment in New York state. They will also be well prepared to pursue graduate study in complementary fields, including speech-language pathology, social work, psychology, audiology, special education, and certification as teachers of the Deaf and hard of hearing – disciplines that will enable them to meet the more specialized demands outlined above.

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

Employer	Need: Projected positions	
	In initial year	In fifth year
See below		

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No employers have requested that New Paltz establish this program or offered to hire our graduates; however, colleagues at local organizations, businesses, and schools (public, private and Ulster BOCES) are excited about the potential for this program. Graduates with a degree that demonstrates knowledge of Deaf culture and American Sign Language will have marketable skills, including excellent interpersonal communication, compassion and understanding of different cultures and their people and languages.

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. *NOTE: Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System](#) (APES) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Completions (2022-2023)
None in New York State	N/A		
Outside New York State:			
California State University, Northridge	**Deaf Studies: Deaf Cultural Studies or Deaf Community Services concentrations**	**B.A.**	**99**
California State University, Sacramento	**Deaf Studies**	**B.A.**	**25**
California State University, Fresno	**Deaf Studies**	**B.A.**	**9**
Nevada State University	**Deaf Studies**	**B.A.**	**8**
Towson University	**Deaf Studies**	**B.A.**	**15**
Carolina University	**Deaf Studies: Advocacy in Social Services track**	**B.A.**	**7**

h)(4) *Collaboration:* Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

N/A

h)(5) *Concerns or Objections:* If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

To be completed following distribution of a Program Announcement

h)(6) *Undergraduate Transfer:* The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY's student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admission to the Deaf Studies program will align with [SUNY New Paltz's general admission requirements for first-year](#) and [transfer students](#).

b) What is the process for evaluating exceptions to those requirements?

Should there be a need to evaluate exceptions, Deaf Studies faculty will review prospective students' application materials.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Once notified that the Deaf Studies program has been approved and registered, the Department of Communication Disorders will work with the Office of Undergraduate Admission, local high schools, DHH groups, and community colleges in the region to promote the program and encourage enrollment. Outreach to students from historically underrepresented groups, including Deaf and hard of hearing students, will take place through advertising, job and career fairs, and visiting schools for the Deaf on career night. We will also attend local high school and college nights, and information will be given out on campus tours. We will attend Ulster County BOCES' career night and community college transfer fairs and utilize social media and signage. After enrolling students, their word of mouth (and hand) will also serve to promote the program.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Deaf Studies students will have access to the full range of support services at New Paltz, including those provided by the Office of Academic Advising, Center for Student Success, the Office of Instructional Technology, and the Career Resource Center. Also available are resources to support students' well-being, such as the Counseling Center, Student Health Center, Athletic & Wellness Center, Disability Resource Center, and the Office of Veteran & Military Services.

At the department level, upon declaring a major in Deaf Studies, students will be assigned an advisor and provided with a plan of study, eight-semester plan, list of required and elective courses, and the academic expectations for successful completion of the program. Students will be asked to share their academic goals and post-graduation and career plans. Major advisors will meet with students at least once a semester and provide guidance to help them meet their individual needs and goals. Meetings typically include helping students build a manageable schedule of classes, choose a minor and/or second major, and review progress reports to stay on track toward degree completion. Email communications during the academic year include notices of academic due dates, links to supplemental advisory resources, and links to schedule meetings with advisors. Additionally, advisors and Deaf Studies instructors are available to students during regularly scheduled office hours.

Our campus is currently considering assigning "affiliated advisors" to programs with high enrollments. Should enrollment in our Deaf Studies programs (major, minor, microcredential) warrant, we may request such an advisor to facilitate the declaration and advising processes.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [ ] if not applicable**.

At present, New Paltz grants credit for prior learning (CPL) in the form of standardized published examinations and documented military education and training. We are currently exploring how best to build on this foundation and identify other opportunities for CPL that align with our institutional mission and vision. In the meantime, requests for CPL that fall outside our current "norm" will be evaluated on a case-by-case basis.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for

assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

Selected Deaf Studies program learning outcomes will be assessed annually, with comprehensive assessment (via self-study and external evaluation) of the program's mission, goals, learning outcomes, curriculum, and resources taking place every five to seven years. Both annual and comprehensive assessment will rely, in part, on student achievement in mastery/advanced-level courses identified on our curriculum map (see Appendix 1). Graduating students who earn a final grade of B or better in these advanced courses will have demonstrated mastery of program content, and the percent of such students within each graduating cohort will contribute to program-level assessment data. The results of these assessments will be used to revise, update, and improve the program.

Instructional effectiveness of all Deaf Studies faculty will be assessed by reviewing data from New Paltz's Student Evaluations of Instruction (SEIs), which students complete at the end of each term. Additionally, instructors will be observed annually by faculty peers, who will utilize New Paltz's Peer Observation Rubric to evaluate each instructor's effectiveness during classroom instruction.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found here. Rows for terms that are not required can be deleted.

*NOTES: The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.*

- *It must show how a student can complete all program requirements within SUNY credit limits, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in approved SUNY GER courses in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
- *It must show how students can complete Liberal Arts and Sciences (LAS) credits appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the Transfer Path Requirement Summary within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy and MTP 2013-03.*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a Waiver Request –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx		Credits per classification					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:
- *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is <u>not</u> based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.*
- *[SUNY policy]() governs the awarding of two degrees at the same level.*
- *Minors require neither SUNY approval nor SED registration.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? ***NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

N/A

b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

See Appendix 2: Course Catalog Descriptions

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with *[SUNY policy on credit/contact hours]()*), general course requirements, and expected student learning outcomes.

See Appendix 3: New Course Syllabi

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction]() form at the end of this document.

N/A

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Deaf Studies, B.A.

- Indicate **academic calendar type**: [**X**] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY Transfer Path, if one exists: N/A** See **Transfer Path Requirement Summary** for details
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: FALL 1					See KEY.		Term 2: SPRING 1					See KEY.	
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**

Term 1: FALL 1								Term 2: SPRING 1						
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
GE/LAS Elective	3	H	3				
DFS200 Deaf Culture & Heritage	3	DEISJ	3	3			
ENG160 Composition 1, if needed	3	(pre-)	3				
GE/LAS Elective	3	NS (1 of 2)	3				
GE/LAS Elective	3	SS	3				
Term credit totals:	15	12	15	3			

Term 2: SPRING 1							
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
DFS101 Elementary American Sign Language 1	3	WL	3	3			
ENG170 Writing & Rhetoric (4) or 3-credit equivalent	3-4	CWO	3-4				
GE/LAS Elective	3	M/QR	3				ENG160 or placement
GE/LAS Elective	3	NS (2 of 2)	3				
GE/LAS Elective	3	AR	3				
Term credit totals:	15-16	15-16	15-16	3			

Term 3: FALL 2							
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
DFS102 Elementary American Sign Language 2	3	WL	3	3			DFS101 (minimum C-)
DFS300 Deaf Culture 2: A Global View	3		3	3		X	DFS200 (minimum C-)
GE/LAS Elective	3	WHGA	3				
LAS Elective (upper division)	3		3				
Elective	3		0-3				
Term credit totals:	15	6	12-15	6			

Term 4: SPRING 2							
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
DFS201 Intermediate American Sign Language 1	3	WL	3	3			DFS101, DFS102 (both minimum C-)
GE/LAS Elective	3	USH& CE	3				
LAS Elective (upper div.)	3		3				
Elective (upper division)	3		0-3				
Elective	3		0-3				
Term credit totals:	15	6	9-15	3			

Term 5: FALL 3							
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
DFS306 Tech & ASL for DHH	3		3	3		X	DFS101 (min C-), DFS102 (min C-)
DFS202 Intermediate American Sign Language 2	3		3	3			DFS101 (min C-), DFS102 (min C-), DFS201 (min C-)
Elective (upper division)	3		3				
Electives (2 @ 3 credits)	6		0-6				
Term credit totals:	15		9-15	6			

Term 6: SPRING 3							
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
DFS305 Access & Inclusion of DHH	3		3	3		X	DFS102 (min C-), DFS200 (min C-)
DFS Elective (upper division - 1 of 3 required)	3		3	3		X	
Elective (upper division)	3		3				
Electives (2 @ 3 credits)	6		0-6				
Term credit totals:	15		9-15	6			

Term 7: FALL 4			See KEY.				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
DFS310 Artistic Expression in the Deaf Community	**3**		**3**	**3**		**X**	**DFS200**
DFS Elective (upper division - 2 of 3 required)	**3**		**3**	**3**		**X**	
Elective (upper division)	**3**		**3**				
Elective (upper division)	**3**		**3**				
Elective	**3**		**0-3**				
Term credit totals:	**15**		**12-15**	**6**			

Term 8: SPRING 4			See KEY.				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
DFS450 Deaf Awareness Outreach (Capstone)	**3**		**3**	**3**		**X**	**DFS202 (minimum C-), DFS300 (minimum C-)**
DFS Elective (upper division - 3 of 3 required)	**3**		**3**	**3**		**X**	
Elective (upper division)	**3**		**3**				
Elective	**3**		**0-3**				
Elective	**3**		**0-3**				
Term credit totals:	**15**		**9-15**	**6**			

Program Totals (in credits):	Total Credits: **120-121**	SUNY GER: **39-40**	LAS: **90-121**	Major: **39**	Elective & Other: **54**	Upper Division: **48 (minimum)**	Upper Division Major: **24**	Number of SUNY GER Categories: **10**

KEY Cr: credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors
SUNY GE Framework Category Abbreviations: The Arts (AR), Communication-Written & Oral (OWC), Diversity: Equity, Inclusion & Social Justice (DEISJ), Math & Quantitative Reasoning (M/QR), Natural Science & Scientific Reasoning (NS/SR), Humanities (H), Social Sciences (SS), US History & Civic Engagement (USHCE), World History & Global Awareness (WHGA), World Language (WL)

Section 4. Faculty

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

  See Appendix 4: Position Descriptions

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects.New York State's requirements for faculty qualifications are in Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm.

c) What is the institution's definition of "full-time" faculty?

  New Paltz's definition of "full-time" faculty appears in the *Faculty Handbook*. Full-time faculty positions require a terminal degree, typically a Ph.D. The professional obligation of full-time tenure-line faculty (assistant professors, associate professors, professors, instructors) is consistent with the responsibilities traditional to the professoriate, specifically, academic instruction, scholarship/creative activity, and institutional service, representing (respectively) 60%, 20% and 20% of the faculty member's workload. Tenure-line faculty are responsible for teaching from 9 to 12 credit/contact hours or the equivalent each semester, the standard teaching load being three classes per semester. Faculty are expected to conduct scholarly research and to publish their work, to engage in creative activities and to disseminate it, etc. It also is expected that they will be active in service to their department, school, and/or university and, as fitting the mission and priorities of the department, school, and/or university, to contribute service to their disciplines and the wider community.

  The professional obligation of full-time lecturers is in instruction (100%), typically 15 credit/contact hours (five classes) or the equivalent per semester.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Victoria St. George* Lecturer	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2 • DFS310 Artistic Expression of the Deaf Community • DFS200 Deaf Culture and Heritage • DFS300 Deaf Culture Two • DFS450 Deaf Awareness Outreach (Capstone) • DFS306 Tech and ASL for DHH	M.S., SUNY New Paltz **Note that a master's degree (typically, M.A. or M.S.) is the terminal degree in the field of Deaf Studies.**	Special Education/ Education	• NYS Teacher certification: Students with Disabilities • NYS Teacher certification: Art Education • Seymour Joesph Institute of ASL, Training
Part 2. Part-Time Faculty					
Tara Beers	100%	• DFS102 Elementary ASL 2 • DFS201 Intermediate ASL 1 • DFS200 Deaf Culture and Heritage • DFS300 Deaf Culture Two • DFS305 Access & Inclusion for DHH • DFS315 ASL for Medical Setting • DFS450 Deaf Awareness Outreach (Capstone)	M.S., SUNY New Paltz	Speech-Language Pathology	• NYS Licensed Speech-Language Pathologist • ASHA Certificate of Clinical Competence in Speech Language Pathology • NYS Teacher Certification: Speech and Language Disabilities
Melissa Morgues	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2 • DFS201 Intermediate ASL 1 • DFS202 Intermediate ASL 2 • DFS306 Tech and ASL for DHH • DFS360 Conversational ASL	M.S., Hunter College	Education of the Deaf and Hard of Hearing and Elementary Education	• Professional Certificate: Deaf and Hard of Hearing (Grades K-12) • Professional Certificate: Childhood Education (Grades 1-6) • Professional Certificate:

					• Students with Disabilities (Grades 1-6) • Professional Certificate: American Sign Language Extension
Rockia Ricketts	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2 • DFS201 Intermediate ASL 1 • DFS202 Intermediate ASL 2 • DFS303 Fingerspelling and Numbers • DFS360 Conversational ASL	M.A. (anticipated May 2025), McDaniel College M.A., Southern New Hampshire University	Deaf Education Criminal Justice	• Experience: College Instructor of ASL
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
TBH1, Instructor/Program Director* - Year 1 (Fall 2026)	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2 • DFS310 Artistic Expression of the Deaf Community • DFS200 Deaf Culture and Heritage • DFS300 Deaf Culture Two • DFS450 Deaf Awareness Outreach (Capstone) • DFS306 Tech and ASL for DHH	Master's or Ph.D./ doctoral degree	Special Education/ Deaf Education/ Speech-Language Pathology or other Deaf Studies-related field(s)	• College Level Teaching Experience • Administration experience (preferred) • Life and/or educational experience in Deaf culture and community • Fluency/Proficiency in American Sign Language
TBH2, Lecturer Year 2	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2 • DFS201 Intermediate ASL 1 • DFS200 Deaf Culture and Heritage	Master's or Ph.D./ doctoral degree	Special Education/ Deaf Education/ Speech-Language Pathology or other Deaf Studies-related field(s)	• College Level Teaching Experience • Life and/or educational experience in Deaf culture and community • Fluency/Proficiency in American Sign Language

TBH3, Adjunct Lecturer Year 2	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2			
TBH4, Adjunct Lecturer Year 2	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2			
TBH5, Adjunct Lecturer Year 2	100%	• DFS101 Elementary ASL 1 • DFS102 Elementary ASL 2			

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The Deaf Studies program will be housed within the Department of Communication Disorders and will have administrative and secretarial support from that department. Existing office and classroom spaces will serve the proposed program through Academic Year 5. No special equipment or laboratories are needed, nor do we anticipate a need for capital expenses. Library resources are adequate to support program launch, with small annual allocations enabling us to keep the collection current over time.

At present, one full-time lecturer/program coordinator and four part-time instructors serve the Deaf Studies minor and the ASL microcredential. The largest single expenditure associated with the new degree program will be the additional faculty resources required to support it. As noted in the Faculty Table above, we anticipate hiring two full-time faculty (one tenure-line instructor and one lecturer) and additional part-time faculty to sustain the program through Academic Year 5. (We will reassess faculty needs in Year 3 and adjust as needed.) The Personnel line in the Expenses Table below presents those costs.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated <u>academic years</u> in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table
(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

Expenses (in dollars)

Program Expense Categories	Before Start (2025-2026)	Academic Year 1: 2026-2027	Academic Year 2: 2027-2028	Academic Year 3: 2028-2029	Academic Year 4: 2029-2030	Academic Year 5: 2030-2031
(a) Personnel (including faculty & all others)	N/A	$63,450	$196,575	$208,472	$216,532	$222,924
(b) Library	$200	$225	$250	$275	$300	$325
(c) Equipment	N/A	N/A	N/A	N/A	N/A	N/A
(d) Laboratories	N/A	N/A	N/A	N/A	N/A	N/A
(e) Supplies	$500	$1,000	$1,050	$1,103	$1,158	$1,216
(f) Capital Expenses	N/A	N/A	N/A	N/A	N/A	N/A
(g) Other (Specify)	N/A	N/A	N/A	N/A	N/A	N/A
(h) Sum of Rows Above	**$700**	**$64,675**	**$197,875**	**$209,850**	**$217,990**	**$224,465**

Section 6. Library Resources

a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

Students enrolled in this program will be able to access necessary print or digital articles, journals, subscriptions, and movies for this program via the SUNY New Paltz EBSCO library database, Kanopy (streaming videos), and/or the SUNY New Paltz Library's collections. Textbooks used for Deaf Studies courses are available on reserve at the campus library and accessed, as available, in print and as eBooks. Research materials that are not available in our campus collections, including books and articles, can be available through an extensive interlibrary loan service.

b) Describe the institution's response to identified collection needs and its plan for library development.

Current library collections, resources, and databases are sufficient to support the new program. Additional items will be added annually as part of the library's ongoing acquisitions program. A nominal annual sum to cover additional subscription costs and increases has been included in the Expenses Table.

Section 7. External Evaluation

SUNY requires External Evaluation, by two evaluators, of undergraduate programs in the following instances: an associate degree program that requires a Degree Authorization or Master Plan Amendment, an associate degree program in engineering technology, an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), and all baccalaureate degree programs. Additionally, External Evaluation may be requested for an associate degree or certificate program in a new or emerging field or in other extenuating circumstances.

For undergraduate programs, *External Evaluation Reports* are to be submitted to SUNY only if the proposal requires a Degree Authorization or Master Plan Amendment or if the proposal will be reviewed by the NYSED Office of the Professions and is in the discipline of engineering or engineering technology or in an allied health area unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field. Otherwise, the *External Evaluation Reports* are to be used by the campus to develop its proposal, but are not to be submitted as part of this program proposal. If not submitted to SUNY, the Chief Executive Officer or Chief Academic Officer signature on this document will serve as attestation that external evaluation was conducted.

Is *External Evaluation Report* submission to SUNY required? [**X**] No [ ] Yes **External evaluation reports will be kept on file and available to SUNY/NYSED upon request.**

If yes, please append the *External Evaluation Reports* to this proposal. **N/A**

Section 8. Institutional Response to External Evaluator Reports

If *External Evaluation Report* submission to SUNY is required, please append a single *Institutional Response* following the *External Evaluation Reports.* **N/A**

The State University views as one of its highest priorities the facilitation of transfer.

a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per SUNY policy, by listing the transfer institutions below and **appending** at the end of this document**:**
   –   two completed *SUNY Transfer Course Equivalency Tables,* one for each transfer institution; and
   –   a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

b) For a **proposed baccalaureate program,** document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY Transfer Course Equivalency Tables* and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
Suffolk County Community College, Ammerman Campus	83321 - American Sign Language Studies 36643	A.A.S.
Onondaga Community College	36643 - American Sign Language	A.S.

See Appendix 5: Transfer Equivalency Tables

NOTE: Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs here.

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [**X**] No [ ] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [**X**] No [ ] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
[**X**] No [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[**X**] No [ ] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

> ***SUNY Guidance on Degree Authorization.*** *Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
N/A	*For multi-institution programs*, a letter of approval from partner institution(s)	Section 1, Item (e)
N/A	*For programs leading to professional licensure*, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards	Section 2.3, Item (e)
N/A	*For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form*, a completed version of that form	Section 2.3, Item (e)
N/A	*OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
1	*For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
2	*For all programs*, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
3	*For all programs with new courses in the major*, syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
N/A	*For programs requiring external instruction*, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
4	*For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
5	*For all A.A. and A.S. programs*, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student enrollment*, documentation of seamless transfer with at least two SUNY two-year programs	Section 9
N/A	*For programs designed to enable students to complete at least 50% of the course requirements at a distance*, a *Distance Education Format Proposal*	Section 10
N/A	*For programs requiring an MPA*, a *Master Plan Amendment Form*	Section MPA-1
6	*Deaf Studies Major Interest Study*	

b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to *program.review@suny.edu* that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

Appendix 1: Curriculum Map for Deaf Studies Major

Learning Levels:	Introductory		Developing/Intermediate			Mastery/Advanced		

	Required or Elective (R or E)	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	Critical Thinking & Reasoning	Information Literacy
DFS200 Deaf Culture & Heritage	R		I	I		I	I	I	
DFS101 Elementary American Sign Language 1	R	I			I				
DFS102 Elementary American Sign Language 2	R	D		D		D			
DFS300 Deaf Culture 2: Global View	R		D	M		M			I
DFS201 Intermediate American Sign Language 1	R	D		D					
DFS202 Intermediate American Sign Language 2	R	M							
DFS305 Access & Inclusion for DHH	R				M		D		D
DFS306 Tech & ASL for DHH	R				D		D		
DFS310 Artistic Expression of the Deaf Community	R		M		D	M	D		
DFS450 Deaf Awareness Outreach (capstone)	R		M				M	M	M
Electives will reinforce learning at one of the three levels (Introductory, Developing, and Mastery).	E								

Program Level Student Learning Outcomes

1	Demonstrate receptive and expressive competency in American Sign Language at the conversation level.
2	Identify major elements of Deaf Communities, Deaf culture, and Deaf history and the contribution of Deaf people to the arts and humanities.
3	Describe and explain the impact of power, privilege, and oppression on Deaf Communities globally and on Deaf individuals' and resulting experiences of discrimination and inequity.
4	Make informed judgments that strengthen the accessibility and inclusion of people in the Deaf and hard of hearing communities.
5	Analyze critically how a Deaf person's social-cultural history affects one's sense of self and relationship to others.
6	Apply knowledge of language development, history, and culture to advocate for awareness of DHH communities while strengthening the bridge between DHH and other communities.

General Education Core Competencies

The table above indicates the courses that will address SUNY's GE Core Competencies of Critical Thinking & Reasoning (CTR) and Information Literacy (IL). Developed progressively throughout the major, each competency which will be assessed at the capstone level, where mastery (advanced competency) is expected.

Critical Thinking & Reasoning: Students will	Information Literacy: Students will
• clearly articulate an issue or problem;	• locate information effectively using tools appropriate to their need and discipline;
• identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;	• evaluate information with an awareness of authority, validity, and bias; and
• acknowledge limitations such as perspective and bias; and • develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.	• demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Appendix 2: Catalog Descriptions (Existing Courses)

Required Courses

CMD101 Elementary American Sign Language 1 (will be DFS101)
This course is designed to teach American Sign Language communication skills at the basic/introductory level. It includes vocabulary and ASL sentence structure used in ordinary life situations. Students learn both receptive and expressive ASL skills.

CMD102 Elementary American Sign Language 2 (will be DFS102)
This course is designed to teach American Sign Language communication skills at the beginning/intermediate level and Deaf culture.

CMD202 Deaf Culture & Heritage (will be DFS200)
Through readings, films, discussions, and assignments, students will gain an appreciation for the nature and evolution of Deaf Culture and the challenges faced by the Deaf in society, both in the past and currently. The course provides background on the history of American Sign Language and on trends in Deaf education in the U.S. Students will explore the intersectionality of Deaf Culture and identity with race, class, and gender and the synergistic interactions between discrimination based on these identities and ableism and audism.

CMD203 Intermediate American Sign Language 1 (will be DFS201)
Intermediate/Advanced instruction in American Sign Language and Deaf Culture.

CMD205 Intermediate American Sign Language 2 (will be DFS202)
Advanced instruction in American Sign Language with a focus on conversation skills.

Elective Courses

ANT407 Visual Anthropology
An introduction to anthropological theories of visual communication and the history of anthropological representations of non-Western "others."

CMD306 Language Development in Children
The nature of speech and language development in young children.

CMD314 Autism Spectrum Disorders
Students will develop familiarity with Autism Spectrum Disorders (ASD) and issues related to diagnosis, etiology, characteristics, intervention approaches, public policy, and activism across the lifespan. Current topics and theories in ASD will be discussed.

CMD317 Audiology
The etiology of hearing disorders; principles and methods of audiometric assessment including pure tone and speech audiometry, screening, tympanometry, and acoustic reflex assessment; the interpretation of audiometric test results; audiologic management and follow up.

CMD415 Disorders of Child Language
Study of the etiology and characteristics of language disorders in children. Basic assessment and treatment principals and techniques are described. Emphasis on disorders in the areas of content, form, and use.

CMM355 Non-Verbal Communication
Survey of the vocabulary, theoretical principles and research in nonverbal communication. Topics include physical appearance; gesture; posture; touch; facial expressions; eye behavior; vocal cues; and the use of time and territory.

CMM359 Communication Among Cultures-Understanding how culture shapes our perceptions and communication behaviors. Strategies for effective cross-cultural and intercultural communication.

EDS340 Sociolinguistics and Philosophical Foundations of Education
Explores the social/cultural, philosophical, political, and historical context of schooling in the United States. Issues of social difference in education (such as class, race/ethnicity, gender, language, and ability/ disability) are addressed as well as values as they arise in relationships among schools, teachers, students, and communities, in school policies and practices, and in broader educational reform initiatives. Designed for those seeking certification to teach and for others interested in the study of education as a social practice.

EDS376 Expressive Arts in Education
This is an experiential course, introducing the practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for the personal, interpersonal growth and change through person-centered listening and communication counseling skill development.

EDS377 Expressive Arts in Education 2
This is an experiential course, exploring the historical, contemporary and practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for personal, interpersonal, and social growth and change.

EED370 Education of the Diverse Populations
Introduction to the teaching of children, birth through 6th grade, with a creative exploration of teaching knowledge related to race, class, gender, and social justice. This course includes the examination of diverse experiences in the education system, equity in schooling, the history of the education profession, and professional expectations for teaching in various settings.

LIN413 Sociolinguistics
This course will examine the relationships between language and society, and language and culture. It will investigate how language varieties interact with other social characteristics such as class, gender, ethnicity, race, and age. To accomplish this the course will have an interdisciplinary focus. Students will explore topics on regional and social variation in language usage; language change, maintenance and shifts; boundary markers and identity formation; language usage in multilingual communities; the nature of speech and discourse communities; and discourse analysis. In addition, the course will examine specific topics in macro-sociolinguistics such as national languages and language planning, as well as applied issues such as the relationships between sociolinguistics and education.

PSY352 Perception
An overview of how our minds construct subjective experiences of form, movement, space, localization, and constancy through multiple senses (e.g., vision, hearing, touch) and supported by cognitive and physiological factors.

PSY353 Psycholinguistics
Introduction to how people seamlessly understand language despite its immense inherent complexity and ambiguity, and how language processing intersects with perception, memory, executive function, social awareness, and even music.

PSY352 Learning
Experimental findings in and contemporary theories of learning.

PSY384 Health Psychology
An examination of how biological, psychological, and social factors interact to influence individual behavior related to promoting health, preventing illness, and coping with illness, pain, and stress.

SOC314 Sociology of Children and Childhood
This course will examine micro (social psychological) and macro (structural) approaches to the study of children and childhood.

SOC315 Race and Ethnicity
Sociological perspectives on the structural causes of racial and ethnic inequality in the U.S. with a focus on social justice movements aimed at eradicating that inequality.

SOC350 Introduction to Human Services
Drawing from national and international social welfare policies and practices, Introduction to Human Services examines the social political context in which human services recipients and professionals are situated. Theories from human services, social work, European social pedagogy, and sociology will be presented.

SPE350 Creating Inclusive Elementary School Classrooms
This course examines the foundations and fundamentals of inclusive educational programs and the challenges of their implementation in elementary schools. It also provides strategies for creating inclusive classrooms that support learning for all students.

SPE385 Differentiating in the Secondary School
This course will assist teachers in designating classroom, instructional, and school environments to accommodate the full range of learners in the general secondary education setting. Strategies for teaching students who are gifted, disabled, and English language learners will be included.

Appendix 3: Course Syllabi

DFS300 Deaf Culture Two: A Global View

DFS303 Fingerspelling & Numbers

DFS305 Access & Inclusion for DHH

DFS306 Tech & ASL for DHH

DFS310 Artistic Expression of the Deaf Community

DFS315 ASL for the Medical Setting

DFS360 Conversational ASL

DFS450 Deaf Awareness Outreach

DFS300 DEAF CULTURE TWO: A GLOBAL VIEW

Course Details

Credit Hours: 3

Class Days, Time, Location: TBD

Course Modality: Online Asynchronous

Pre/Co-requisites: CMD202 *Deaf Culture & Heritage* (minimum grade C-)

Instructor Details

Name: Victoria St. George

Pronouns: Her/She

Campus Email: stgeorgv@newpaltz.edu

Office Phone: (845) 257-3466

Office Location: HUM B2-A (lower-basement parking lot side of building, ground level)

Office Hours: To be held in person by appointment or during posted walk-in hours-TBA

Basic Needs
SUNY New Paltz strives to support students in their academic success. To learn most effectively, students may need help maintaining their basic needs, including access to housing, food and other necessities. The **Division of Student Affairs** has compiled a broad range of resources, including a **list of campus services, local agencies, and support networks**, that can assist students with managing their basic needs. Please consult these resources or **email the Division of Student Affairs** should you need additional information or support.

Names & Pronouns
SUNY New Paltz recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share. My Pronouns are Her/She.

Generative AI Tools & ChatGPT

Generative AI and tools such as Chat GPT should not be used on written assignments for this course. All writing should be student-generated and student-edited. Use of AI to generate ideas, write responses, or edit text will be considered a breach of academic integrity.

Course Description

Deaf culture worldwide, focusing on social and cultural diversity and on historical, political, and social issues in various countries and regions. Explores global experiences, including Deaf identity, languages, writing, art, education, and social activism.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the historical and contemporary societal factors that shape Deaf culture, the development of individual and group identity of the Deaf and hard of hearing, and the intersectionality of this identity with race, class, and gender.
2. Analyze literature, poetry, art, and videos created by global members of the Deaf Community.
3. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression.
4. Apply the principles of rights, access, equity, and autonomous participation to past, current, and future social justice action to the Deaf Community.

Reading Materials (required)

Deaf Gain: Raising the Stakes for Human Diversity - University of Minnesota Press. (Bauman, H-D. L., & Murray, J. J.** (2014).) Selected chapters

Many Ways to Be Deaf: International Variation in Deaf Communities. Gallaudet University Press (Monaghan, L., Schmaling, C., Nakamura, K., & Turner, G. H. (2003).)

Attendance

To complete this online asynchronous course, students are required to log into Brightspace regularly to engage with material and submit weekly module assignments by the designated due dates. Failure to do so will prevent successful completion of this class.

Grading Information

Assignments and Weight
Online Tests (3) 30%
Response Reflection Papers (2) 20%
Discussion Board Participation 25%
Power Point Project (final) 25%
Total: 100%

Grading Scale (by Percentage)
94 - 100 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
77 - 79 = C+
73 - 76 = C
70 - 72 = C-
65 - 69 = D
Below 65 = F

Tests (30%)
There will be a total of three (3) tests over the course of the semester. The tests are not cumulative. Each test is worth 10 points. The average of the three test grades is worth 30% of the course grade. These tests will be administered through Brightspace. You will have a 2-day window to take each test. Specific instructions for each test will be provided.

Text Response/Reflection Papers (20%)
You will choose two books from the approved reading list. The grades for these papers are worth 20% of the course grade. You will answer the questions in your reflection of the book and upload it to Brightspace. Each reflection will be 10 points, for a total of 20 points. Assignment guidelines, reading list, and evaluation rubric are posted in Brightspace.

Discussion Board Participation (25%)
For each topic, discussion questions from videos and lectures will be posted. Students will have an opportunity to engage with the material, the instructor, and each other, and to provide feedback, share opinions, ask questions or request clarification of material. Discussion board participation is required and is worth 25% of the course grade. Students will post their own, original responses response to each assigned discussion prompt. In addition, students will respond to at least one classmate's postings. Your participation in this class comes from your responding and giving feedback to your classmate discussion posts. Since this is an online class, your respectful feedback to your classmates, just like in a seated class, counts as participation.

PowerPoint Project (25%)
The final for this course is a PowerPoint project. Students will work individually to choose a topic related to Deaf Culture across the globe to research. They will hand in an outline of their presentation, post their PowerPoint slide presentations in the designated spot in Brightspace, and interact with/comment on classmates' presentations. The presentations are worth 25% of the course grade. Assignment rubric and possible topics are posted in Brightspace.

Last Day to Withdraw without Grade Penalty: TBD

Campus Policies
Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services. Click the link above for all updated campus policies.

Summary of Topics Covered and Course Schedule

Week 1: Introduction to Deaf Culture and Global Perspectives
- Watch instructional video **do this first**
- Review weekly lecture notes
- Learn assigned vocabulary (full list in Week 1 module, includes: Definitions of Deaf culture, overview of global Deaf communities, and recognized signed languages around the world)
- Complete introductory discussion board assignment

Week 2: Types of manual systems used worldwide
- Watch instructional video(s)
- Review weekly lecture notes about
- Learn assigned vocabulary (full list in Week 2 module)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 3: Language and communication in deaf cultures
- Watch instructional video(s)
- Review weekly lecture notes about sign languages around the world, language ideologies, and the sociolinguistics of Deaf communication. Where did each manual system originate? (Brazil, Italy, ASL, Ethiopian)
- Learn assigned vocabulary (full list in Week 3 module)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 4: Deaf education systems and their impact
- Watch instructional video(s)
- Review weekly lecture notes about Historical and contemporary approaches to Deaf education globally, bilingual education, and oralism vs. sign language instruction. Founders of global signed languages.
- Learn assigned vocabulary (full list in Week 4 module)
- Take test 1 (on material from weeks 1, 2, & 3)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 5: Deaf Culture in North America
- Watch instructional video(s)
- Review weekly lecture notes about the history of Deaf Culture in the U.S. and Canada, American Sign Language (ASL) and Quebec Sign Language (LSQ), and cultural practices and about the differences between deaf & hearing cultures: individualist culture vs collectivist culture
- Learn assigned vocabulary (full list in Week 5 module)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 6: Deaf Culture in Europe
- Watch instructional video(s)
- Review weekly lecture notes about the historical context and current status of Deaf communities in Europe, sign language recognition, and cultural diversity in France, England, and Ireland
- Learn assigned vocabulary (full list in Week 6 module)
- Text response/reflection paper 1 due
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 7: Deaf Culture in Africa
- Watch instructional video(s)
- Review weekly lecture notes about the Deaf experiences and challenges in African countries, African sign languages (including Ethiopian & Egyptian), and the impact of colonialism and post-colonialism
- Learn assigned vocabulary (full list in Week 7 module)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 8: Deaf Culture and sign names, how they are created and global differences and similarities in a sign name.
- Watch instructional video(s)
- Review weekly lecture notes about sign names, origins and unique global history, and Do's and Don'ts
- Learn assigned vocabulary (full list in Week 8 module)
- Take test 2 (on material since the previous test)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 9: Deaf Culture in Latin America and the Caribbean
- Watch instructional video(s)
- Review weekly lecture notes about The history and development of Deaf communities in Latin America, Peru, and the Caribbean, regional sign languages, and cultural expressions
- Learn assigned vocabulary (full list in Week 9 module)
- Take test 2 (on material since the previous test)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 10: Indigenous Deaf Culture PSIL
- Watch instructional video(s)
- Review weekly lecture notes about indigenous Deaf communities, sign languages, cultural practices, and the intersection of Indigenous and Deaf identities, the genocide of a language and the birth of a new one, Marthas Vineyard sign, PSIL and Nicaraguan sign language
- Learn assigned vocabulary (full list in Week 10 module)
- Complete discussion board assignment about videos and respond to at least one classmate's post

Week 11: Deaf art, literature, and media

- Watch instructional video(s)Review weekly lecture notes exploration of Deaf cultural production, including visual arts, literature, theater, and film. Chuck Baird, Nancy Rourke, Betty G. Miller, John Brewster, Marley Matlin, Sean Forbes, Leon Lim, Edward Caledon Bruce, Jolanta Lapiak, Warren Snipes AKA; WaWa,
- Learn assigned vocabulary (full list in Week 11 module)
- Text response/reflection paper 2 due
- Complete discussion board assignment about Deaf arts (painters, writers, sculptors, actors) and respond to at least one classmate's post

Week 12: Deaf activism and advocacy: How are things changing and how is technology helping to bridge the gap?
- Watch instructional video(s)
- Review weekly lecture notes - historical and contemporary Deaf rights movements, advocacy strategies, and international Deaf organizations
- Read selected articles on Deaf activism (provided in Brightspace) and read resources from /explore the World Federation of the Deaf website
- Learn assigned vocabulary (full list in Week 12 module)
- Complete posted discussion board assignment and respond to at least one classmate's post

Week 13: Technology, social media, and the global deaf community
- Watch instructional video(s)
- Review weekly lecture notes on the role of technology and social media in Deaf culture, online communities, and digital activism, cochlear implants, hearing aids, new Apple ear buds, and AI
- Read selected articles on Deaf technology use and case studies on impact of social media (provided in Brightspace
- Learn assigned vocabulary (full list in Week 13 module)
- Take test 3 (on material since the previous test)
- Begin working on final PowerPoint project
- Complete posted discussion board assignment and respond to at least one classmate's post

Week 14: Future directions in Deaf Culture and Deaf Blind haptics
- Watch instructional video(s)
- Review weekly lecture notes on Deaf Blind haptics and pro tactile sign language
- Learn assigned vocabulary (full list in Week 14 module)
- Continue working on final PowerPoint project
- Complete posted discussion board assignment and respond to at least one classmate's post

Week 15: Reflection on the ever-changing landscape of visual languages and ASL across the world
- Watch instructional video(s)
- Review weekly lecture notes on the ever-changing landscape of visual languages and ASL across the world
- Upload final PowerPoint project
- Begin reviewing classmates' PowerPoint projects
- Complete posted discussion board assignment and respond to at least one classmate's post

Week 16: Presentation feedback and course reflection
- Semester review/course wrap-up
- Finish reviewing classmates' PowerPoint projects
- Provide thoughtful, substantive, and reflective feedback on at least two classmates' projects

DFS303 FINGERSPELLING & NUMBERS

Course Details

Credit Hours: 3

Class Days, Time, Location: TBD

[Course Modality](#): **Hybrid:** Seated and asynchronous online. One 75-minute seated course per week. Online component conducted through Brightspace.

Prerequisites:
CMD101 Elementary American Sign Language 1 (new course number: DFS101)

CMD102 Elementary American Sign Language 2 (new course number: DFS102)

Instructor Details

Name and Title: Victoria St. George

Pronouns: she/her

Campus Email: stgeorgv@newpaltz.edu

Office Phone: (845) 257-3466

Office Location: HUM B2-A (lower-basement parking lot side of building, ground level)

Office Hours: To be held in person by appointment or during posted walk-in hours–TBA

Campus Statements

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[Names & Pronouns](#)
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address and refer to all students accordingly and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

Generative AI Tools & ChatGPT
This course prohibits the use of ChatGPT or Generative AI tools when completing course discussions and written content for projects. Use of such will be considered a violation of the Academic Integrity policy. Tools such as spell check and PowerPoint Designer are allowed.

Course Description
Improve comprehension and production of fingerspelling and numbers in ASL. Students will develop strong receptive and expressive language skills, enhancing conversational abilities and accuracy in numbers and fingerspelling to improve overall ASL communication.

Student Learning Outcomes
Upon completion of this course, students will:
- *Apply practical aspects and approaches to improve fingerspelled word recognition at the single word, phrase, sentence, and conversational level.*
- *Use and comprehend ASL numbers within applied topics at the phrase, sentence, and conversational level.*
- *Apply fingerspelling methods and strategies to increase fluency of fingerspelling and improve signing clarity, speed, and accuracy.*
- *Understand and use lexicalized ASL fingerspelling at the word, sentence, and conversational levels.*
- *Utilize and explain template building and rapid serial visual perception in fingerspelling.*

Reading Materials (required)
"The American Sign Language Handshape Dictionary" by Richard A. Tennant and Marianne Gluszak Brown ISBN: 1944838783 ISBN13: 9781944838782

"Fingerspelling Word Recognition Through Rapid Serial Visual Presentations (RSVP)," (book and video online library) by Carol J. Patrie and Robert E. Johnson. ISBN: 978-1-58121-039-234

Attendance
Students are allowed 1 unexcused absence. Each additional unexcused absence will result in the deduction of 1 point from their 10 point (10%) seated participation grade. Students must provide documentation (doctor's note, Health Center note, etc.) for an absence to be excused. This course is a hybrid course consisting of seated classes and online coursework presented via Brightspace. To pass

the course, students must be present and participate in the seated class as well as complete the online assignments. (See Seated and Online Participation Policies under Grading Information below)

Grading Information

Course Grading information

Assignments and Weight
- *Seated Classroom Participation = 10%*
- *Assignments = 30%*
- *Unit Quizzes = 30%*
- *Midterm Expressive Presentation = 15%*
- *Final Expressive Presentation = 15%*
    - *TOTAL = 100%*

Grade Scale (by percentage)

A	*100.00 – 94.00 (4.0)*		A–	*93.00 – 90.00 (3.67)*
B+	*89 – 87.00 (3.33)*		B	*86.00 – 83.00 (3.0)*
B–	*82.00 – 80.00 (2.67)*		C+	*79.00 – 77.00 (2.33)*
C	*76.00 – 73.00 (2.0)*		C–	*72.00 – 70.00 (1.67)*
D+	*69.00 – 67.00 (1.33)*		D	*66.00 – 60.00 (1.0)*
F	*Below 60 (0.00)*			

Seated Participation (10%)

Seated class time will require full and total participation from students as rigorous attention to detail and precision will need to be applied. Students need to be ready to participate, willing to move around the classroom, and sign throughout the class time. Students are allowed one unexcused absence. Each additional absence will reduce a student's seated participation grade by 1 point of the 10 available points. In this category. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- Class Conduct (3/3 points) Student is attentive, stays off electronics, and is actively and visually listening. Student is respectful of peers and teacher, and other countries, cultures, and abilities.
- Class Preparation (3/3 points) Student is on time for class, stays for the duration of the class, prepared for every class with necessary materials.
- Group and Class Participation (4/4 points)– Student actively participates during whole group and small group activities while being respectful to their peers.

Presentations (30% total)

Midterm Presentation (15%) and Final Presentation (15%)
Students will utilize the lessons and course notes taught during the semester to independently create recordings performing selected fingerspelling and number topics in sentences and discourse.

Assignments (30%)
Assignments (10 total, 3% each) will be due periodically throughout the semester requiring students to record themselves fingerspelling and using numbers in phrases, sentences, and connected ideas, according to the presented topics in class and online. Students will submit assignments via Brightspace.

Additional Guidance for assignments requiring video production:
1.   Wear solid colors that contrast well with your skin tone

2.   Tape against a solid color background

3.   Make sure that you stay within the signing space

4.   No gum chewing during video production

5.   Make sure the room has sufficient light

6.   Avoid back lighting (e.g., don't stand in front of a window when recording)

7.   Make sure you have appropriate attire on (remember your class will be watching this.)

Unit Quizzes (30%)
Quizzes (10 total, 3% each) will be conducted via Brightspace throughout the semester, assessing students' receptive understanding of fingerspelling and numbers related to course material taught in the seated and online portions of the course. Quizzes will consist of fingerspelled words and signed numbers within sentences and within signed discourse and conversations.

Last Day to Withdraw without Grade Penalty
TBA

Campus Policies
Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services.

Student Evaluation of Instruction (SEI)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the appropriate period: November 25 – December 9 (Fall 2024); April 22 – May 5 (Spring 2025)

Summary of Topics Covered and Course Schedule

Week 1: Introduction to Fingerspelling and Numbers
- *Overview of the one handed manual ASL alphabet., Fingerspelling Rules*
- *Introduction to the history and importance of fingerspelling and numbers in ASL.*
- *Basic hand positioning and movement exercises.*
- *Glossing words that are fingerspelled*
- *Practice: Fingerspelling the ASL alphabet slowly and clearly.*
- *Assignment 1: Fingerspelling out own names clearly smoothly*
- *Community building activity, Elephant game and ASL Telephone*
- *Read: Chapter 1 in "Fingerspelling Word Recognition Through Rapid Serial Visual Presentations (RSVP)," (FWRTRSVP)*

Week 2: Basic Fingerspelling Techniques
- *Drill practice for commonly used letters and letter combinations ("ch," "sh," "th").*
- *Introduction to proper handshape transitions.*
- *Fingerspelling "fist" letters.*
- *Practice: Fingerspelling simple, one-syllable words*
- *Numbers 1–100, 1000, million, billion, etc*
- *Community building activity, ABCs knee to knee*
- *Read Chapter 2 in FWRTRSVP*

Week 3: Increasing Speed and Accuracy
- *Exercises focus on smooth transitions between letters.*
- *Fingerspelled words ending in "Y,"*
- *Practice: Fingerspelling two- to three-letter words with attention to clarity and speed.*
- *Drill practice for commonly used letters and letter combinations.*

- *Recognition of whole words. RSVP strategies*
- *Fingerspelling Months, Signing Years, Birthdates*
- *Begin developing receptive skills through paired practice.*
- *Assignment 2: Fingerspelling Birthdates*
- *Quiz 1 on Brightspace*
- *Community building activity –the silent birthday lineup*
- *Read Chapter 2 in FWRTRSVP*

Week 4: Introduction to Receptive Skills
- *Strategies for improving fingerspelling comprehension.*
- *Practice sessions focusing on recognizing fingerspelled words.*
- *Fingerspelling words with attention to clarity and speed. First letter hold.*
- *Fingerspelling "up letters"*
- *Group activity: Partner exercises in reading fingerspelled names, titles, and simple phrases.*
- *Assignment 3: Fingerspelling Brands*
- *Community building activity – Fingerspelling Relay*
- *Quiz 2 on Brightspace*
- *Read Chapter 3 in FWRTRSVP*

Week 5: Receptive Skills, Continued
- *Strategies for improving fingerspelling comprehension.*
- *Practice sessions focusing on recognizing fingerspelled words.*
- *Fingerspelling moving "Z"*
- *Group activity: Careful Fingerspelling words with Z*
- *Community building activity – Fingerspelling Relay*
- *Quiz 3 on Brightspace*
- *Read Chapter 4 in FWRTRSVP*

Week 6: Receptive Skills, Continued
- *Strategies for improving fingerspelling comprehension.*
- *Practice sessions focusing on recognizing fingerspelled words.*
- *Fingerspelling "down letters"*
- *Group activity: Partner exercises in reading fingerspelled names and simple words.*

- *Community building activity – Fingerspelling Relay*
- *Quiz 4 on Brightspace*
- *Read Chapter 5 in FWRTRSVP*

Week 7: Common Fingerspelling Patterns and Strategies
- *Introduction to recognizing common patterns in fingerspelling (e.g., double letters, letter blends). RSVP strategies practices.*
- *Practice: Fingerspelling Locations*
- *Fingerspelling "moving J"*
- *Developing strategies to anticipate and interpret fingerspelling more effectively.*
- *Quiz 5 on Brightspace*
- *Assignment 4: Fingerspelling Towns, Cities, States, Countries*
- *Community building activity*
- *Read Chapter 6 in FWRTRSVP*

Week 8: Advanced Receptive Techniques
- *Practice fingerspelling comprehension with rapid fingerspelling*
- *Lexicalized ASL fingerspelling– common loan signs.*
- *Fingerpelling "G" and "H"*
- *Exercises in recognizing fingerspelled words within sentences.*
- *Class activity: Fingerspelling relay with common loan signs.*
- *Quiz 6 on Brightspace*
- *Community building activity*
- *Prepping Midterm Expressive Presentation*
- *Read Chapter 7 in FWRTRSVP*

Week 9: Incorporating Fingerspelling into ASL Grammar
- *How fingerspelling fits into ASL grammar and abbreviations.*
- *Practice: Using fingerspelling within full ASL sentences.*
- *Begin practice with longer, multisyllabic words.*
- *Signing Numbers: dollar amounts, percentages, fractions.*
- *Assignment 5: Signing sentences involving fingerspelled words*
- *Quiz 7 on Brightspace*
- *Midterm presentation due*

Week 10: Speed and Clarity Drills
- *Intensive practice to increase speed without sacrificing clarity.*
- *Practice: Drills focused on difficult letter combinations and longer words.*
- *Recognizing numbers through context clues.*
- *Partner exercises in both expressive and receptive fingerspelling.*
- *Quiz 8 on Brightspace*
- *Assignment 6: Fingerspelling list with speed and clarity*
- *Read Chapter 8 in FWRTRSVP*

Week 11: Handling Names and Unique Words
- *Special focus on fingerspelling proper nouns, names, and technical terms.*
- *Signing Room numbers and addresses*
- *Practice: Fingerspelling unfamiliar or complex words with increased fluency.*
- *Small group activity: Creating name signs and fingerspelling personal names.*
- *Quiz 9 on Brightspace*
- *Assignment 7: Room Numbers, Addresses*
- *Read Chapter 9 in FWRTRSVP*

Week 12: Real-World Application and Practice
- *Practice incorporating fingerspelling in everyday conversations.*
- *Fingerspelling specific types of objects*
- *Class activity: Mock dialogues using fingerspelling in context.*
- *Group discussion on challenges faced and strategies for improvement.*
- *Putting it all together*
- *Assignment 8: Fingerspelling specifics and types*
- *Read Chapter 10 in FWRTRSVP*

Week 13: Review and Reinforcement
- *Review of common errors and strategies to avoid them.*
- *What to look for and how to model good fingerspelling*
- *Intensive practice sessions based on our own individual weaknesses.*
- *Paired practice: Receptive and expressive skills in a timed setting.*
- *Quiz 10 on Brightspace*

- *Assignment 9: Correcting errors*
- *Read Chapter 2 in FWRTRSVP*

Week 14: Preparing for the Final Assessment
- *Review of all course content.*
- *Practice: Mock assessments with a focus on both speed and comprehension.*
- *Feedback session with the instructor on individual progress.*
- *Assignment 10: Signing monologue containing fingerspelling and numbers*

Week 15: Course Wrap-Up (Future Applications & Group Presentations)
- *Discuss how to continue practicing and applying fingerspelling skills beyond the course.*
- *Community fingerspelling family wrap up activity and feed back*
- *Group presentations in class: Final presentation of a short story, dialogue, skit, or conversation using fingerspelling with classmate.*
- *Course reflection and celebration of achievements.*

Week 16: Final Assessment (During Assigned Finals Time)
- *Expressive fingerspelling assignment preparation*
- *Peer evaluations and group feedback session.*
- *Reflect on learning progress and set goals for future improvement.*

DFS 305 Access & Inclusion for DHH

Course Details

Credit Hours: 3

Class Days, Time, Location: *TBD*

[Course Modality](#):
Hybrid: Seated and Asynchronous Online. One 75-minute seated course per week, Online component conducted through Brightspace

Pre/Co-requisites:
- CMD101 Elementary American Sign Language 1 (new course number: DFS 101)
- CMD102 Elementary American Sign Language 2 (new course number: DFS 102)
- CMD 202 Deaf Culture and Heritage (new course number: DFS 200)

Instructor Details

Name and Title: Tara Beers

Pronouns: She/Hers

Campus Email: beerst@newpaltz.edu

Office Location: Hum B2-B

Office Hours: TBD

Basic Needs
SUNY New Paltz strives to support students in their academic success. To learn most effectively, students may need help maintaining their basic needs, including access to housing, food and other necessities. The **[Division of Student Affairs](#)** has compiled a broad range of resources, including a **[list of campus services, local agencies, and support networks](#)**, that can assist students with managing their basic needs. Please consult these resources or **[email the Division of Student Affairs](#)** should you need additional information or support.

[Names & Pronouns](#)
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Generative AI Tools & ChatGPT

This course prohibits the use of ChatGPT or Generative AI tools when completing course discussions and written content for projects. Use of such will be considered a violation of the Academic Integrity policy. Tools such as spell check and PowerPoint Designer are allowed.

Course Description

Explore the principles and legal regulations of creating accessible and inclusive environments for Deaf and Hard of Hearing individuals specifically in schools, the workplace, and public facilities.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe the diverse needs of Deaf and Hard of Hearing (DHH) individuals in educational, work, and public settings.
- Discuss legal requirements and ethical considerations in providing accommodation and support for individuals who are DHH.
- Apply learned environmental modifications to design and describe accessible classrooms, offices, and/or public facilities for DHH individuals.
- Explain understanding of assistive technology for DHH individuals.
- Analyze the accessibility of schools and public facilities for DHH individuals.

Reading Materials

- *Handbook to Service the Deaf and Hard of Hearing, A Bridge to Accessibility*. by Adams and Rohring. 2004. ISBN: 978-0120441419

- *Legal Rights: The Guide for Deaf and Hard of Hearing People, 6th Edition*. 2015 by National Association of the Deaf. ISBN: 978-1563686443

- Additional readings, articles, and websites provided through Brightspace (see Course Topics and Outline

Attendance

One unexcused absence is allowed. Each additional unexcused absence will impact the student's participation grade. Students are required to communicate with the instructor explaining excused absences and may be asked to provide a doctor's note for excusal. Students with an illness that prevents them from attending class (COVID-19, influenza, etc.) should exercise self-care and consult the testing recommendations on the **Student Health Service (SHS) website**. Following evaluation, SHS will provide students with "professor notes" to share with faculty.

Grading Information

Course Grading information

Participation 10 Points

Discussions 20 Points (10 Discussions, 2 points each)

Quizzes 30 Points (3 Quizzes, 10 points each)

Projects 30 Points (3 Projects, 10 points each)

Final Presentation 10 Points

Total: 100 Points = 100%

Grade Scale (by percentage)

A 100.00 – 93.00 (4.0)   A- 92.9 – 90.00 (3.67)

B+ 89.9 – 87.10 (3.33)   B 87.00 – 83.00 (3.0)

 B- 82.9 – 80.00 (2.67)   C+ 79.9 – 77.10 (2.33)

C 77.00 – 73.00 (2.0)   C- 72.9 – 70.00 (1.67)

D+ 69.9 – 67.10 (1.33)   D 67.00 – 60.00 (1.0)

F Below 60 (0.00

Last Day to Withdraw without Grade Penalty TBA

Course Grade Details

Participation (10 points)
Students are allowed one unexcused absence. Each additional absence will reduce a student's seated participation grade by 1 point out of 10 total points. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- Class Conduct (3/3 points) Student is attentive, stays off electronics, and is actively and visually listening. Student is respectful of peers and teacher, and other countries, cultures, and abilities.
- Class Preparation (3/3 points) Student is on time for class, stays for the duration of the class, prepared for every class with necessary materials.

- Group and Class Participation (4/4 points)- Student actively participates during whole group and small group activities while being respectful to their peers. Students ask questions and contribute during whole class discussions.

Discussions (20 points)

There will be 10 Brightspace discussions in total. Each discussion is worth a maximum of 2.0 points toward final course grade. Instructions for each discussion will be provided on Brightspace.

Evaluation of each Discussion Post:
0 points- no information provided
0.5 points- minimal information provided/ incomplete
1.0 points- partial information provided
2 point- complete discussions, all required information provided

Quizzes (3 Quizzes, 10 points per quiz)

Quizzes will be conducted via Brightspace periodically throughout the semester assessing students' understanding of course material taught in the seated and online portions of the course.

Projects (3 Projects, 10 Points each)

There will be 3 projects assigned throughout the semester. Students will independently create digital posters and/or reference guides incorporating the accessibility and inclusion of DHH individuals according to the lessons taught in this course.

Final Presentation (10 points)

Students will utilize the lessons and course notes taught during the semester to independently create slides and handouts on a selected topic related to accessibility and inclusion for DHH.

Campus Policies

Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services.

Student Evaluation of Instruction (SEI)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the appropriate period: November 25 – December 9 (Fall 2024); April 22 – May 5 (Spring 2025).

Summary of Topics Covered and Course Schedule
Week 1: Introduction to Accessibility and Inclusion

- Overview of Accessibility and Inclusion in various settings.
- Understanding Diverse Needs: Deaf, Hard of Hearing, Visually Impaired, Autism Spectrum, and Down Syndrome.
- Readings from *Handbook to Service the Deaf and Hard of Hearing, A Bridge to Accessibility*.
- Introduction to Legal and Ethical Frameworks: NYSED, ADA, IDEA, Section 504.
- **Discussion 1: Introductions**

Week 2: Understanding Deaf Culture and DHH Communication

- Deaf Culture: History, Values, and Language.
- Deaf Education in American throughout history.
- Communication Methods of DHH.
- Readings from *Handbook to Service the Deaf and Hard of Hearing, A Bridge to Accessibility*.
- Identifying Barriers and Creating Inclusive Environments.
- "It's a Hard, Hard, Hard of Hearing World:" Simulation of hearing loss in the Classroom
- **Discussion 2: Deaf Culture and DHH Communication**

Week 3: Legal and Ethical Considerations in Inclusion

- Understanding the Rights of Individuals with Disabilities.
    - IDEA Site
    - ADA site
- Readings from *Legal Rights: The Guide for Deaf and Hard of Hearing People, 6th Edition*
- Case Studies on Ethical Dilemmas.
- **Discussion 3: Legal and Ethical Considerations**

Week 4: Advocacy for Students and Workers

- Advocating for IDEA and ADA Rights.
- Understanding rights in the workplace
    - NAD Tips for Effective Advocacy of DHH
    - ADA: Effective Communication
- IEP Goals and Section 504 Accommodations
    - NYSED: Parent and Educator Recourse Guide to Section 504
- Support Groups for Children with Hearing Loss
    - American Society for Deaf Children
- **Quiz 1: Laws and Advocacy**

Week 5: Available Technology for DHH

- History of Technology for the DHH Community (TTYs, Hearing Aid evolution, CIs)
- Introduction to Technology: Hearing Aids, Cochlear Implants, amplification
    - ASHA, Hearing Assistive Technology
    - Video Explaining Pediatric Cochlear Implants and Hearing Loss
- Amplification devices for classroom and workplace
    - Phonak Roger devices.
    - FM Systems
- Real-time captioning, Closed/open captions, Speech-to-Text devices
    - Convo: VRS, real-time interpreting
    - Speech-to-Text apps and programs
- Video Relay Services and TTYs
    - Federal Communications Commission: VRS
- IEP goals and 504 Information for students with hearing loss
- **Discussion 4: Technology for DHH**

Week 6: Exploration and Maintenance of Technology for DHH

- Hands on experience with assistive listening devices
- Visit to campus Disability Resource Center to explore assistive devices
- Maintaining hearing aids, cochlear implants, and amplification devices
    - Video: Hearing Aide Care and Maintenance
- Teaching young students how to care for, maintain, and troubleshoot their devices
- **Project 1: Accessibility and Inclusion in the Education System**

Week 7: Utilizing American Sign Language in the Classroom

- Benefits of sign language for diverse learners.
- ASL as a first language for DHH children
    - Language1st: evidence-based benefits of ASL as a first language
- Multi-sensory Teaching Approaches
- Strategies for Teaching ASL to Students with diverse needs.
- Using Visual Supports and Technology in ASL Instruction.
- Readings from *Handbook to Service the Deaf and Hard of Hearing, A Bridge to Accessibility*.
- Creating ASL Lesson Plans for Diverse Learners
- **Discussion 5: American Sign Language in the Classroom**

Week 8: Visual Speech Sounds and Articulation Cues

- Explore methods to explicitly teach pre-literacy skills, speech sounds to DHH students
- Cued Articulation, Jane Passy, Cued Speech, PROMPT
- Graphics for speech sounds
- **Quiz 3: Technology, ASL and Visual Cuing**
- **Discussion 6: Exploring visual methods of teaching speech sounds**

Week 9: Adapting ASL Instruction for Visually Impaired Students

- Understanding Visual Impairments: Types and Educational Impact.
- Prevalence of Deaf-Blind nationally, globally.
- Adapting ASL for Students with Visual Impairments.
    - The Hellen Keller National Center for the Deaf and Blind
- Tactile Signing and Pro-Tactile ASL.
    - Video Protractile ASL explained
    - **Discussion 7: Adapting ASL for Deaf-Blind Students**

Week 10: Creating Inclusive Learning Environments

- Universal Design for Learning (UDL) Principles.
    - UDL Principles
- Classroom Modifications and Accommodations.
    - IEP and 504 Checklist: Modifications and Accommodations for Students who are DHH
- Collaboration with Support Staff and Families.
- **Project 2: Deaf and Hard of Hearing Students**

Week 11: Effective Communication with Deaf and Hard of Hearing Adults

- Congenital Deafness vs. Acquired Deafness
- Preferred Communication Strategies
- Communication between hearing and DHH
    - National Deaf Center: Communication Strategies
- Accessibilities to communication in the Workplace/Public Entities
    - ADA: Right to Effective Communication
- **Discussion 8: Communication Strategies and Tips**

Week 12: Creating Deaf Accessibility in the Workplace and in Commercial Facilities

- Accessibility in the Workplace for DHH
    - [Accessibility in the Workplace for DHH](#)
- Laws and regulations based on non-discrimination and accessibility in Public and commercial facilities
    - [ADA: Non discrimination on the Basis of Disability by Public Accommodations and Commercial Facilities](#)
- Deaf-Friendly Environments
    - [Deaffriedly site](#)
- Accessibility in the Arts: Closed/Open Captioning, Captioning Devices, ASL Interpreted performances
- Safety Accommodations in Public Facilities for DHH
- **Project 3: Accessibility and Inclusion in the Workplace and In Public Facilities**

Week 13: Guest Speakers and Real-World Applications

- Panel Discussion with Guest Speakers: Teachers of the Deaf and Hard of Hearing, Special Educators, and/or Disability Advocates.
- Case Studies and Scenarios on Inclusive Practices.
- Reflective Discussion and Q&A Session.
- **Discussion 9: Response to Guest Speakers**

Week 14: Practicum and Observation

- Exploration and Analysis of the Accessibility and Inclusion of DHH in Public Facilities and School environments (In-person or Video Analysis).
- Reflective Journals on Observations.
- Group Discussion on Best Practices.
- **Quiz 3: Accessibility and Inclusion in the Workplace/Public Setting**

Week 15: Course Review and Final Project Presentations Preparation

- Review Key Concepts and Strategies.
- Workshop Time for Final Project Development.
- Course Reflection and Evaluation
- **Discussion 10: Student Reflection**

Week 16: (Final Exam Week) Final Project Presentations

- **Presentation of Final Research Projects.**
- Class Feedback and Discussion.

DFS306 *TECH & ASL IN THE CLASSROOM*

Course Details

Credit Hours: 3

Class Days, Time, Location: *TBA*

Course Modality: Online Asynchronous

Pre/Co-requisites:
CMD101 Elementary American Sign Language 1 (minimum grade C-)
CMD 102 Elementary American Sign Language 2 (minimum grade C-)

Instructor Details

Name: Victoria St. George

Pronouns: Her/She

Campus Email: stgeorgv@newpaltz.edu

Office Phone: (845) 257-3466

Office Location: HUM B2-A (lower-basement parking lot side of building, ground level)

Office Hours: To be held in person by appointment or during posted walk-in hours-TBA

Campus Statements

Basic Needs
SUNY New Paltz strives to support students in their academic success. To learn most effectively, students may need help maintaining their basic needs, including access to housing, food and other necessities. The **Division of Student Affairs** has compiled a broad range of resources, including a **list of campus services, local agencies, and support networks**, that can assist students with managing their basic needs. Please consult these resources or **email the Division of Student Affairs** should you need additional information or support.

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classroom, we will respect and refer to people using the names and personal pronouns that they share.

Generative AI Tools & ChatGPT

Generative AI and tools such as Chat GPT should not be used on written assignments for this course. All writing should be student-generated and student-edited. Use of AI to generate ideas, write responses, or edit text will be considered a breach of academic integrity.

Course Description

This course equips future educators with skills to integrate technology for Deaf and Hard of Hearing students, emphasizing communication, inclusive education, and best practices for selecting and implementing effective technological tools for DHH learners.

Student Learning Outcomes

Upon successful completion of this course, students will:

- Understand the educational needs and challenges faced by Deaf and Hard of Hearing students in the classroom.
- Explore and evaluate various technologies that can support learning and communication for DHH students.
- Develop strategies for integrating technology effectively to enhance teaching and learning for DHH students.
- Analyze case studies and current research on the use of technology in education for DHH students.
- Design lesson plans and classroom activities that incorporate technology tailored to the needs of DHH students.

Reading Materials

"Educating Deaf Students: From Research to Practice" by Marc Marschark and Patricia Elizabeth Spencer

"Technology and the Deaf Community" by Susan B. Foster and Gerard F. M. Marschark

Attendance

To complete this online asynchronous course, students are required to log into Brightspace regularly to engage with material and submit weekly module assignments by the designated due dates. Failure to do so will prevent successful completion of this class.

Grading Information

Assignments and Weight
Online Tests (3) 30%
Response Reflection Papers (2) 20%
Discussion Board Participation 25%
Power Point Project (final) 25%
Total: 100%

Tests (30%)
There will be a total of three (3) tests over the course of the semester. The tests are not cumulative. Each test is worth 10 points. The average of the three test grades is worth 30% of the course grade. These tests will be administered through Brightspace. You will have a 3-day window to take each test. Specific instructions for each test will be provided on Brightspace.

Text Response/Reflection Papers (20%)
You will choose from the approved reading list of books and articles to complete two reflection papers. The grades for these papers are worth 20% of the course grade. You will answer the questions in your reflection of the book and upload it to Brightspace. Each reflection will be 10 points, for a total of 20 points.

Discussion Board Participation (25%)
For each topic, discussion questions from videos and lectures will be posted. Students will have an opportunity to engage with the material, the instructor, and each other, and to provide feedback, share opinions, ask questions or request clarification of material. Discussion board participation is required and is worth 25% of the course grade. Students will post their own, original responses to each assigned discussion prompt. In addition, students will respond to at least one classmate's postings. Your participation in this class comes from your responding and giving feedback to your classmate discussion posts. Since this is an online class, your respectful feedback to your classmates, just like in a seated class, counts as participation.

PowerPoint Project (Final) (25%)
The final for this course is a PowerPoint project. Students will work individually to choose a topic related to Technology and Sign language topics proposed from the course. They will hand in an outline of their presentation, post their PowerPoint slide presentations in the designated spot in Brightspace, and interact with/comment on classmates' presentations. The presentations are worth 25% of the course grade.

Grade Scale (by percentage)

A 100.00 – 93.00 (4.0) A- 92.9 – 90.00 (3.67)

B+ 89.9 – 87.10 (3.33) B 87.00 – 83.00 (3.0)

 B- 82.9 – 80.00 (2.67) C+ 79.9 – 77.10 (2.33)

C 77.00 – 73.00 (2.0)   C- 72.9 – 70.00 (1.67)

D+ 69.9 – 67.10 (1.33)   D 67.00 – 60.00 (1.0)

F Below 60 (0.00)

Last Day to Withdraw without Grade Penalty: TBA

Campus Policies

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Student Evaluation of Instruction (SEI)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the appropriate period: November 25 – December 9 (Fall 2024); April 22 – May 5 (Spring 2025).

Summary of Topics Covered and Course Schedule

Week 1: Introduction to Deaf and Hard of Hearing Education
- Discussion Board -Introductions and overview of course on Brightspace
- Overview of DHH education
- Understanding the cultural and linguistic diversity among DHH students
- Introduction to American Sign Language (ASL) and other communication methods

Week 2: Educational Challenges and Needs of DHH Students
- Discussion Board: Barriers to learning in traditional classroom settings

- Social and emotional considerations
- Importance of inclusive education

Week 3: Overview of Assistive Technologies for DHH Students
- Discussion Board: Hearing aids, cochlear implants, and FM systems
- Captioning services and real-time transcription software
- Sign language recognition technology

Week 4: Visual Learning and Multimedia Resources
- Discussion Board: Utilizing visual aids and multimedia tools in the classroom
- Strategies for visual learning and maintaining visual attention
- Interactive whiteboards and educational apps for DHH students

Week 5: Communication Technologies for the Classroom
- Video relay services and video phones
- Online learning platforms and digital communication tools
- Developing accessible digital content
- Take test 1

Week 6: Enhancing Literacy and Language Development
- Discussion Board: Tools and resources for supporting reading and writing skills
- Technology to support language acquisition in ASL and English
- Creating digital stories and interactive e-books

Week 7: Midterm Project Presentations
- Students present their midterm projects on a selected technology tool or strategy for DHH education
- Response Paper 1 due

Week 8: Collaborating with Interpreters and Support Staff
- Discussion: Working effectively with sign language interpreters
- Incorporating support staff into technology integration
- Team teaching strategies

Week 9: Technology for Assessing Learning in DHH Students
- Discussion Board: Formative and summative assessment tools
- Using technology to provide feedback and monitor progress
- Adapting assessments for accessibility

Week 10: Case Studies and Best Practices
- Discussion Board: Analyzing case studies of successful technology integration in DHH education
- Discussion on best practices and lessons learned
- Guest speaker session with an experienced educator of DHH students
- Take test 2

Week 11: Designing a Tech-Integrated Lesson Plan
- Workshop on creating lesson plans that effectively incorporate technology
- Peer review and feedback on lesson plan drafts

Week 12: Legal and Ethical Considerations in Technology Use
- Discussion Board: Understanding legal requirements and accessibility standards (e.g., ADA, IDEA)
- Ethical considerations in technology use and student privacy
- Advocating for accessible technology in education
- Response paper 2 due

Week 13: Preparing for the Future: Trends in Technology and DHH Education
- Discussion Board: Emerging technologies and their potential impact
- Preparing DHH students for future careers in a tech-driven world
- Reflecting on personal teaching practices and technology integration

Week 14: Final Project Presentations
- Presentation of final projects that demonstrate a comprehensive understanding of course content and application of technology in the classroom for DHH students
- Take test 3

Week 15: Course Review and Reflection
- Review of key concepts and course objectives
- Reflection on personal growth and future professional development
- Course evaluations and feedback

Week 16 (FINAL EXAM)
- Final Exam Power Point Project Due
- Final reflections for the class

DFS 310 Artistic Expression of the Deaf Community

Course Details
Credit Hours: 3
Class Days, Time, Location: TBD

Course Modality: Hybrid: Seated and asynchronous online. One 75-minute seated course per week. Online components are conducted through Brightspace.
Pre/Co-requisites: none (minimum grade C-)

Prerequisites:
CMD202 Deaf Culture & Heritage (new course number: DFS200)

Instructor Details
Name: Victoria St. George
Pronouns: Her/She
Campus Email: stgeorgv@newpaltz.eduSFC

Office Phone: (845) 257-3466

Office Location: HUM B2-A (lower-basement parking lot side of building, ground level)
Office Hours: To be held in person by appointment or during posted walk-in hours-TBA

Basic Needs
SUNY New Paltz strives to support students in their academic success. To learn most effectively, students may need help maintaining their basic needs, including access to housing, food and other necessities. The **Division of Student Affairs** has compiled a broad range of resources, including a **list of campus services, local agencies, and support networks**, that can assist students with managing their basic needs. Please consult these resources or **email the Division of Student Affairs** should you need additional information or support.

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Generative AI Tools & ChatGPT

Generative AI and tools such as Chat GPT should not be used on written assignments for this course. All writing should be student-generated and student-edited. Use of AI to generate ideas, write responses, or edit text will be considered a breach of academic integrity.

Course Overview:

The Deaf community expresses itself through art, literature, performance, and media, with an emphasis on the impact of history, culture, and oppression. Through the arts students will engage in critical analysis of the ways Deaf artists communicate their experiences and advocate for Deaf culture

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Describe the impact of oppression and historical context on Deaf artistic expression.

2. Analyze Deaf art, literature, and performances for themes, intent, and significance.

3. Explain and understand the role of Deaf culture and its history in shaping artistic and creative expression.

4. Identify various forms of Deaf art, including visual arts, literature, poetry, and performance.

5. Apply and create a reflective visual project demonstrating an understanding of Deaf artistic contributions.

Reading Materials (required)

Nancy Rourke: Deaf Artist Series   ISBN-10 : 1958592099   ISBN-13 : 978-1958592090

Chuck Baird: Deaf Artist Series   ISBN-101958592072   ISBN-13978-1958592076

Teacher provided articles, movies and videos

DFS 310 - Artistic Expression of the Deaf Community

Attendance

Students are allowed 1 unexcused absence. Each additional unexcused absence will result in the deduction of 1 point from their 10 point (10%) seated participation grade. Students must provide documentation (doctor's note, Health Center note, etc.) for an absence to be excused. This course is a hybrid course consisting of seated classes and online coursework presented via Brightspace. To pass the course, students must be present and participate in the seated class as well as complete the online assignments. (See Seated and Online Participation Policies under Grading Information below)

Grading Information
Course Grading information
Assignments and Weight

- *Seated Classroom Participation = 10%*
- *Online Discussions = 10%* (10 in total, 1pt each)
- *Assignments = 10% (2* assignments 5 pts each)
- *Unit Quizzes = 30%* (3 worth 10 pts each)
- *Midterm = 20%*
- *Final Presentation Power Point project = 20 %*
  - *TOTAL = 100%*

Grading Scale (by Percentage)
94 - 100 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
77 - 79 = C+
73 - 76 = C
70 - 72 = C-
65 - 69 = D
Below 65 = F

Seated Participation (10%)

Students are allowed one unexcused absence. Each additional absence will reduce a student's seated participation grade by 1 point of the 10 available points. In this category. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- Class Conduct (3/3 points) Student is attentive, stays off electronics, and is actively and visually listening. Students are respectful of peers and teacher, and other countries, cultures, and abilities.

DFS 310 - Artistic Expression of the Deaf Community

- Class Preparation (3/3 points) Student is on time for class, stays for the duration of the class, prepared for every class with necessary materials.

- Group and Class Participation (4/4 points)- Student actively participates during whole group and small group activities while being respectful to their peers. Students ask questions and contribute during whole class discussions.

Online Discussions (10%)

Students will be expected to view posted content and participate in online discussions via Brightspace.   Discussion post should be a minimum of 250 words. Students will be graded on how often they participate in discussions as well as their accuracy, effort, and completeness of assignments.

0 points- no effort provided; all modules incomplete

2.5 points- 25% of modules completed, minimal content

5 points- missing half of the assignments or minimal effort provided in each module

7.5 points- Modules mostly complete with adequate effort and accuracy or 75% of modules complete

10 points- All discussions complete, all required content viewed, discussions completed with excellent effort

Assignments (10%)

Assignments (2 at 5 pts each totaling 10 pts) will be due periodically throughout the semester. The assignments will be posted on Brightspace according to the topics presented in class and online. Students will submit assignments via Brightspace.

Unit Quizzes (30%)

Quizzes (3 total, 10% each) will be conducted via Brightspace throughout the semester, assessing students' receptive understanding of course material, slides and literary works that have been taught in the seated and online portions of the course.

Midterm and Final Presentations (40% total)

Midterm Presentation (20%) and Final Presentation (20%)

Midterm Presentation (20 %)

Students will utilize the lessons, slides, writings and arts taught during the semester to independently create pieces of art of their own representing struggles, accomplishments or hurtles they have overcome. They can select any medium of their choosing. See requirements on Brightspace

DFS 310 - Artistic Expression of the Deaf Community

Final Power Point Presentation (20%)

Final Power Point Presentation Project (20%)
You will choose one piece of artwork, written work, topic, or media of your choice and complete a PowerPoint. Ten slides minimum with proper citations of your work. grades for this are worth 20% of the course grade. You will answer the questions in your reflection of the book and upload it to Brightspace. Assignment guidelines, reading list, and evaluation rubric are posted in Brightspace.

Last Day to Withdraw without Grade Penalty: TBD

Campus Policies
Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services. Click the link above for all updated campus policies.

Summary of Topics Covered and Course Schedule
Summary of topics covered

Week 1: Introduction to Deaf Art and Culture

- Overview of Deaf culture, identity, and language (ASL).
- How Deaf artists use their work to express shared experiences, identity, and emotions.
- Lecture topic in class: Discuss how oppression has shaped artistic creation and the Deaf community's view of the world.
- Watch videos on bright space
- Key Concepts: Deaf identity, cultural history, and the influence of oppression.

Week 2: Deaf Art as a Cultural Expression

- Topics Covered: The role of art in Deaf culture and identity.
- Artists Studied: Chuck Baird, Betty G. Miller, Ann Silver.
- Exploration of Deaf visual artists and their work. De'VIA (Deaf View Image Art) and its role in the Deaf art movement with its color space and form
- Lecture Topic: Deaf identity in visual art, art as resistance. How Deafness influences the visual representation of the world
- Discussion 1 Due

Week 3: Visual Art and Deaf Identity

- Topics covered: Analysis of visual art by Deaf artists.
- Artists Studied: Louis Frisino, Granville Redmond, Nancy Rourke.

DFS 310 - Artistic Expression of the Deaf Community

- Lecture Topic: Artistic techniques and themes of isolation, community, and communication in Deaf visual art.
- Examine the role of visual representation in conveying Deaf experience. Analyze specific pieces for symbolism and intent and how does this relate to culture?
- Discussion 2 Due

Week 4: The History of Deaf Sculpture and Architecture

- Lecture Topics covered: Sculpture as a means of expression for Deaf artists.
- Artists Studied: Douglas Tilden, Samuel Hudson.
- Key Concepts: Public art, cultural significance, Deaf representation in sculpture.
- Understand the significance of Deaf space and open area concept design, in cultural and artistic contexts.
- Go over Quiz Notes 1
- Quiz one on Brightspace

Week 5: Deaf Writers and Poets: The Power of the Word

- Lecture Topics covered: Literature and poetry as artistic forms in the Deaf community.
- Writers Studied: John Lee Clark, Stevie Platt, Tomora Michelle Pace.
- Key Concepts: Deaf poets and their use of language to convey culture, oppression, and identity.
- Discussion in class: Understand the power of written words as a form of cultural resistance.
- Review and prep for midterm
- Discussion 3 Due

Week 6: The Evolution of Deaf Poetry

- Topic: The rise of Deaf poetry and its unique characteristics.
- Poets Studied: Chuck Baird (Deaf poet and artist), John Lee Clark.
- Read Chapters 1-5 in Textbook
- Complete assignment 1 on bright space
- Lecture in class: Deaf poetry as a form of performance art, the intersection of ASL and written poetry. How does Deaf Poetry differ from Hearing poetry?
- Discussion 4 Due

Week 7: Storytelling in Deaf Culture: Voices and Community

Topic: Exploration of Deaf authors and their narratives.

DFS 310 - Artistic Expression of the Deaf Community

- Authors Studied: Connie Briscoe, Henry Kisor, Sondra McCoy.
- Read chapters provided on Brightspace before class
- Complete assignment 2 on bright space
- Discussion in class: Autobiography, fiction, and narrative storytelling from a Deaf perspective. Differences and similarities in Head and hearing stories and Key components in a visual story.
- Go over quiz notes 2
- Take Quiz on Brightspace
- Discussion 5 Due

Week 8: Deaf Slam Poetry and Performance

- Topic: Slam poetry as a tool for cultural expression and activism.
- Poets Studied: Deaf Slam poets, performance artists. Beau Sia, Taylor Mail, Douglas Ridloff and Lauren Ridloff
- Watch bright space videos before class
- Lecture in class- Performance art within the Deaf community—how visual and physical expression replaces spoken language.5 rules of Deaf poetry, The role of sign language as an art form in performance.
- Midterm Projects
- Discussion 6 Due

Week 9: The Intersection of Deaf Art and Social Justice and change

- Topic: Art as a means of addressing social and political issues within the Deaf community.
- Artists Studied: Ann Silver, Gerald Becker Steffen. Marlee Matlin
- Key Concepts: Deaf art as activism, social justice, representation.
- Lecture in class: Analyze how Deaf artists use their art to advocate for social change and Deaf rights.
- Midterm projects

Week 10: Exploring Deaf Animation and Digital Arts

- Topic: Deaf involvement in animation and digital art.
- Artists Studied: Braam Jordaan, Joseph Henry Sharp. Yoshitoki Oima
- Watch videos -The Silent Voice by Yoshitoki Oima
- Lecture topics: Animation as a means of storytelling, new media in Deaf art.
- Review and prep for Final power point presentation

DFS 310 - Artistic Expression of the Deaf Community

- Discussion 7 Due

Week 11: Exploring Deaf Rap and Music and Theater

- Topic: Exploring Deaf involvement in music and sound-based art.
- Artists - Wawa, and Shawn Forbs, Mandy Harvey, Coldplay
- Lecture Topic: The relationship between Deafness and vibration, rhythm, and sound perception. And new technological advancements and the role of film in reflecting Deaf culture, sign language in film.
- Filmmakers Studied: Deaf West Theatre, short Deaf films
- Watch the Video on Brightspace - The Silent child with Maisie Sly
- Discussion 8 Due

Week 12: Deaf Artists in the Context of Global Art Movements

- Topic: Deaf art in the context of global and historical art movements.
- Artists Studied: Joseph Henry Sharp, Nancy Rourke.
- Lecture Topic: Deaf art as part of larger global conversations in art, culture, and identity.
- Read Chapters provided in week 12 on Nancy Rourke,
- Complete assignment 3 on bright space
- Final Presentation discussion
- Discussion 9 Due

Week 13: The Role of Community in Deaf Art

- Topic: The collaborative nature of Deaf art communities and artistic practice.
- Lecture Topic: Collaboration in Deaf art, community-building through art.
- Examine how Deaf artists collaborate to create collective works and movements.
- Open group Discussion
- Discussion 10 Due

Week 14: The Legacy of Deaf Artists and Their Cultural Influence

- Topic: Exploring the long-term impact of Deaf artists on culture and society.
- Artists Studied: Chuck Baird, Douglas Tilden.
- Discussion Topic: Legacy of Deaf art in education, activism, and mainstream culture and how they paved the way.
- Go over quiz notes 3
- Take Quiz on Brightspace

DFS 310 - Artistic Expression of the Deaf Community

Week 15: Deaf Art and the Future: Emerging Artists and Movements

- Topic: Emerging Deaf artists and the future of Deaf art
- Explore the art of Christine Sun Kim
- Discussion Topic: New technologies, trends, and movements in Deaf art.
- Power point Presentations

Week 16: Final Project Presentations and Reflection

- Final reflection
- Power point Presentations

DFS315 ASL FOR THE MEDICAL SETTING

Course Details

Credit Hours: 3

Class Days, Time, Location: TBA

Course Modality: Hybrid- Seated (one 75-minute class per week) and Asynchronous Online content via Brightspace

Pre/Co-requisites:

CMD101 Elementary American Sign Language I (new course number DFS101)

CMD102 Elementary American Sign Language II (new course number DFS102)

Instructor Details

Name and Title: Tara Beers

Pronouns: She/Her

Campus Email: beerst@newpaltz.edu

Office Location: HUM B2-B

Office Hours: TBA

Campus Statements

Basic Needs
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Generative AI Tools & ChatGPT

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Course Description

Basic American Sign Language (ASL) focusing on medical and healthcare-related vocabulary and phrases, enabling healthcare professionals to communicate effectively and respectfully with Deaf and hard-of-hearing individuals before an ASL interpreter arrives.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Produce and implement introductory-level sign vocabulary with a focus on healthcare related topics.
2. Produce basic ASL phrases and questions following ASL syntax, including necessary non-manual markers.
3. Communicate using ASL during short conversations, focusing on medical and emergency situations.
4. Discuss the history, culture, and traditions shared amongst the American Deaf Community as well as successful communication strategies and methods between Deaf and hearing individuals.
5. Explain how to successfully work with an ASL Interpreter in a medical setting.
6. Describe how to create an inclusive and accessible healthcare environment for Deaf and Hard of Hearing individuals and abide by ADA regulations and state regulations.

Reading Materials (required)

Medi-Sign, An Introductory Course in American Sign Language for Medical Practitioners. By Dr. Joseph Garcia, 2008 ISBN: **978-0963622914**

100 Signs for Emergencies. 2005, Dawn Sign Press

Attendance

1 unexcused absence is allowed. Each additional unexcused absence will cost you points off your participation grade. You must communicate excused absences with the instructor. Documentation of absences will be required. Students with an illness that prevents them from attending class (COVID-19, influenza, etc.) should exercise self-care and consult the testing recommendations on the **Student Health Service (SHS) website**. Following evaluation, SHS will provide students with "professor notes" to share with faculty.

Grading Information

Course Grading information

Assignments and Weight

Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Expressive Signing Assignment 1	15%
Expressive Signing Assignment 2	15%
Final Exam	15%
Participation	15%
TOTAL= 100%	

Assignment Details

Quizzes (4 at 10% each) - Quizzes will assess students' receptive understanding of signs and phrases taught during the course of the semester.

Expressive Signing Assignments (2 at 15% each) - Student's will be required to signs ASL phrases taught during the course. Students will be assessed on their accuracy of signs, clarity, and use of ASL grammar including non-manual markers.

Final Exam (15%) - This exam will assess the student's knowledge of the language, Deaf Culture, and communication with the Deaf and Hard of Hearing within a healthcare/emergency situation. The exam will consist of ASL vocabulary, numbers, fingerspelled words, phrases, and questions.

Participation (15%) - Studentss will be assessed on their attendance, punctuality, attention during whole class and group activities, as well as their signing participation during class activities. Students are allowed one unexcused absence. Each additional absence will reduce a student's seated participation grade by 1 point out of 15 total points. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- Class Conduct (5/5 points) Student is attentive, stays off electronics, and is actively and visually listening. Student is respectful of peers and teacher, and other countries, cultures, and abilities.
- Class Preparation (5/5 points) Student is on time for class, stays for the duration of the class, prepared for every class with necessary materials.
- Group and Class Participation (5/5 points)- Student actively participates during whole group and small group activities while being respectful to their peers. Students ask questions and contribute during whole class discussions.

Grade Scale (by percentage)

A 100.00 – 93.00 (4.0)   A- 92.9 – 90.00 (3.67)

B+ 89.9 – 87.10 (3.33)   B 87.00 – 83.00 (3.0)

 B- 82.9 – 80.00 (2.67)   C+ 79.9 – 77.10 (2.33)

C 77.00 – 73.00 (2.0)   C- 72.9 – 70.00 (1.67)

D+ 69.9 – 67.10 (1.33)   D 67.00 – 60.00 (1.0)

F Below 60 (0.00)

Last Day to Withdraw without Grade Penalty: TBA

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Summary of Topics Covered and Course Schedule

Module 1 (Week 1 and 2)

- Basics of ASL and ASL syntax
- Deaf Community and culture
- Communication Guidelines and Methods
- Family, Introductions, Fingerspelling, Basic Verbs Vocabulary
- Emergency Response Vocabulary and Phrases
- Role Play: Introductions and Arriving to Emergency Scene

Module 2 (Week 3 and 4):

- Audism, Oppression and Discrimination of Deaf and Hard of Hearing
  - Explanation of Audism
- Medial Professional signs
  - Signs for Medical Professional
- Admission questions/responses
- Fingerspelling: Names, Places, Medications, Treatments, Specialties
- Numbers: Time, age, temperature, year, birthdate, dosage, height, weight
- Emergency Room vocabulary and phrases
- Role Plays: Admitting a patient, emergency room scenario

Module 3 (Week 5 and 6):

- **Quiz 1: Vocabulary Quiz**
- ADA regulations: Effective Communication**,** Patient's Bill of Rights, Right to an ASL Interpreter
    - ο **ADA Regulations**
    - ο **NYSDOH Patient's Rights**
- ASL Interpreters- profession, credentials, qualifications and skills, local interpreting agencies, when and how to request an interpreter. Registry of Interpreters for Deaf
- Question signs, Syntax of WH and Yes/No Questions
- Fingerspelling: Symptoms, Diagnosis
- Medical Symptoms vocabulary
- NICU and Pediatric vocabulary and phrases
- Role Play: Nurse-Patient Interaction re: Medical Symptoms, Parents and Nurse/Doctor interaction
- *Medisign*- Units 1-3 at home practice
- **Expressive Signing Presentation 1: Medical Scenarios**

Module 4 (Week 7 and 8):

- **Quiz 2: Vocabulary and phrases**
- Working with an ASL Interpreter, etiquette, effective communication strategies
    - ο Tips for Working with an ASL Interpreter
- Deaf Pride, Deaf vs Hard of Hearing, Hearing parents with deaf/HOH children
- Newborn Hearing Screenings, Options for parents with deaf children
- Medical Procedure vocabulary and phrases
- Medical/Family History vocabulary
- Time related vocabulary and phrases

Module 5 (Week 9 and 10):

- **Quiz 3: Vocabulary and phrases**
- First Responders: Interactions with Deaf and HOH
    - ο First Responders Communication with DHH
    - ο First Responders, Effective Communication with DHH
    - ο I am Deaf, visor card
- Vitals, Medical Equipment vocabulary
- Date of Birth, Month, Day, Year vocabulary
- *Medisign*- Units 4-6 at home practice

- Role Play: Police Response to Incident, Checking Vitals

Module 6 (Week 11 and 12):

- Basic Items, belongings vocabulary
- Time Period vocabulary, signing time transitions
- More Medical Symptoms vocabulary and phrases
- Vocabulary and Phrases for Incidents/Accidents/Cause of injury
- Case Studies: Analyze and Making decisions in Medical Setting with DHH patients.

Module 7 (Week 13 and 14):
- Body Parts Vocabulary
- Signing Numbers in medical setting
- Specialty Area vocabulary
- Mental Health Vocabulary and Phrases
- Physical Exam Vocabulary and Phrases
- Providing Recommendations Vocabulary and Phrases
- *Medisign-* Unit 7-10 at home practice
- **Quiz 4: Vocabulary and Phrases**
- Role Plays: Review
- Vocabulary and phrase review

Module 7 (Week 15):

- Review and Preparation for Expressive Presentation 2
- **Final Exam**
- **Expressive Signing Presentation 2: Medical Scenarios**

DFS 360 CONVERSATIONAL ASL

Course Details
Credit Hours: 3

Class Days, Time, Location: TBA

Course Modality: Fully Seated (75-minute classes, twice a week)

Prerequisites:

CMD205 Intermediate American Sign Language (minimum C-)

CMD202 Deaf Culture & Heritage (minimum C-)

Instructor Details
Name and Title: *Victoria St. George*

Pronouns: *She/Her*

Campus Email: *stgeorgv@newpaltz.edu*

Office Phone: *845-257-3466*

Office Location: *HUM B2*

Office Hours: *TBA*

Campus Statements

Basic Needs

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Generative AI Tools & ChatGPT

This course prohibits the use of ChatGPT or Generative AI tools when completing course discussions and written content for projects. Use of such will be considered a violation of the Academic Integrity policy. Tools such as spell check and PowerPoint Designer is allowed.

Course Description

This course develops ASL skills in conversation, storytelling, grammar, and fingerspelling. Students will engage in everyday discussions and explore Deaf culture, values, and the diverse cultural contexts in which ASL is used.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate robust receptive and expressive skills by improving vocabulary and sentence recognition, and enhancing speed, clarity, and fluency in ASL.
- Use specialized vocabulary for different disciplines.
- Comprehend a wide variety of styles, registers, and dialects from different ASL communities.
- Express complex ideas and concepts in ASL using a range of vocabulary, sentence structures, and nonmanual signals.
- Comprehend complex grammatical rules, syntax, non-manual markers, and role switching unique to ASL.
- Apply knowledge of Deaf culture, etiquette, and conversational norms in interactive communicative contexts.

Reading Materials (Required)

Lentz, E. M., Mikos, K., & Smith, C. (2008*). Signing Naturally, Units 13-14.* Dawn Sign Press. (interactive online material)

Madsen, W. J. *Intermediate Conversational Sign Language*. ISBN-13978-0913580790

DFS360 *Conversational ASL* Syllabus   2

The Ball Story: Interactive Online Student Materials, 2024. by Ella Mae Lentz, Ken Mikos, and Cheri Smith. ISBN 978-1-58121-281-5 (interactive online material)

Attendance

Attendance is expected and is necessary for successful completion of this course. Two unexcused absences are allowed. Each additional unexcused absence will reduce points off of a student's participation grade (details below). Excused absences require documentation and preferably advanced notification of the instructor to be considered an excused absence. Email the instructor if you will be absent from the class.

Students with an illness that prevents them from attending class (COVID-19, influenza, etc.) should exercise self-care and consult the testing recommendations on the **Student Health Service (SHS) website**. Following evaluation, SHS will provide students with "professor notes" to share with faculty.

Grading Information

Participation	20 Points
Assignments	20 Points
Midterm Presentation	15 Points
Final Presentation	15 Points
Midterm Exam	15 Points
Final Exam	15 Points
Total =	100 Points

Participation

Students will be assessed on their attendance, punctuality, attention during whole class and group activities, as well as their signing participation during class activities. Students are allowed two unexcused absences. Each additional absence will reduce a student's participation grade by 1 point out of 20 total points. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- Class Conduct (4/4 points) Student is attentive, stays off electronics, and is actively and visually listening. Student is respectful of peers and teacher, and other countries, cultures, and abilities.

- Class Preparation (4/4 points) Student is on time for class, stays for the duration of the class, prepared for every class with necessary materials.

- Group and Class Participation (4/4 points)- Student actively participates during whole group

and small group activities while being respectful to their peers. Students ask questions and contribute during whole class discussions.

- Use of ASL (4/4) Student strives to use ASL in the classroom as much as proficiency allows, uses reference materials well, tries to apply new concepts while signing

- Voice-Off (4/4) Student will turn off their voices during class time and rely solely on their ASL skills.

Assignments

Students will be given short assignments on a regular basis throughout the semester via the Signing Naturally Interactive Online Video Library. Assignments are to be submitted to Brightspace. Grades will depend on accuracy, the completeness of the assignment, and the timeliness of the submission. Assignments are to be submitted before the start of class on their due dates listed on the syllabus. Assignments will not be accepted 10 days after the assignment is due.

Midterm and Final Presentations

Students will be paired with a classmate to perform conversations in ASL when given selected scenarios/topics. Presentations will be performed in class. Midterm and final presentations will be graded according to the following rubric:

1. Sign Accuracy-6 points

a. Vocabulary Use (3 points)
   3 points-Demonstrates Advanced knowledge of ASL vocabulary.
   2 points- Demonstrates Basic knowledge of ASL vocabulary.
   1 point - Demonstrates Limited knowledge of ASL vocabulary.

b. Sign Clarity (3 points)
   3 points- Signs are clear and accurate.
   2 point- Signs are some-what clear.
   1 point- Signs are unclear.

2. Grammar Use-6 points

a. Grammar (3 points)
   3 points-Demonstrates advanced knowledge of ASL grammar.
   2 points- Demonstrates basic knowledge of ASL grammar.
   1 point- Demonstrates limited knowledge of ASL grammar.

b. Facial Expression (3 points)

    3 points-Demonstrates advanced use of facial expression/body movement to carry meaning.

    2 points- Demonstrates basic use of facial expression/body movement to carry meaning.

    1 point- Demonstrates limited use of facial expression/body movement to carry meaning.

3. Comprehension-2 Points

    2 points- Signer demonstrated complete understanding of classmate's expression.

    1.5 points- Signer demonstrated satisfactory understanding of classmate's expression.

    1 point- Singer demonstrated limited understanding of classmate's expression.

4. Presentation- 1 point

    1 point- Overall, well-organized, enthusiastic and engaging performance. Smooth flow throughout the performance.

    .7 points- Overall, satisfactory presentation. Organized and generally smooth flow.

    .3 points-Overall less than adequate presentation, semi-prepared, choppy flow.

Exams

Two exams (midterm & final) will be administered in class. For each exam, students will be presented with different ASL conversations pertaining to topics covered in class, performed by fluent signers. Students will provide and English interpretation of each conversation. Students will be evaluated on their comprehension of conversations and their ability to interpret ASL conversation into English.

Grade Scale (by percentage)

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
77 - 79 = C+
73 - 76 = C
70 - 72 = C-
65 - 69 = D
Below 65 = F

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Summary of Topics Covered and Course Schedule

Week 1: Introduction to Conversational ASL

- Review of vocabulary and syntax
- Overview of Deaf culture and community norms.
- Basic conversational etiquette in ASL communication.
- Practice: Short Conversations utilizing conversational norms.
- Ice Breakers: Interview: Getting to know your Classmates

Week 2: Basic Vocabulary and Greetings

- Greetings, introductions, and common phrases.
- Pronouns, simple questions, and responses.
- Practice: Fingerspelling names and basic conversational phrases.
- Classifiers and Role switching
- Begin Unit 13 in Signing Naturally.
- Assignment 1: Unit 13:1-13:4

Week 3: Discussing Time, Sequential Order

- Review of numbers
- Discussing time: Days of the week, months, and seasons.

- Constructing sentences with time indicators. Practice: Asking and telling time, dates, and schedules.
- Discussion past, present, future
- Assignment 2: Unit 13:7

Week 4: Family and Personal Information

- Vocabulary related to extended family members and relationships.
- Describing oneself and others: Physical descriptions and personality traits.
- Practice: Introducing family members and discussing personal backgrounds.
- Storytelling: Growing up
- Assignment 3: Unit 13:8

Week 5: Daily Activities and Routines

- Vocabulary for daily activities
- Describing daily routines and habits.
- Practice: Discussing a typical day and sharing personal routines

Week 6: Locations

- Vocabulary for places, towns, major cities, countries and continents.
- Giving driving directions
- Practice: Role-playing scenarios involving directions and places.
- Assignment 4: Unit 13:10

Week 7: Cooking and Dining

- Vocabulary related to food, cooking supplies, recipes, amounts, and dining out.
- Discussing likes, dislikes, and dietary preferences and allergies
- Practice: Providing directions on how to prepare recipes
- Assignment 5: Unit 13:12
- Review for Exam
- Prep for Presentations

Week 8: Midterm Exam and Presentations

- In-class Midterm Exam: English interpretation of ASL conversations
- In-Class Presentations: Conversation with Classmate-Given 2 scenarios.

Week 9: Travel and Transportation

- Vocabulary for travel, transportation, and related scenarios.
- Asking for and giving travel information.
- Classifiers to provide travel modes
- Practice: Role-playing travel-related situations.
- Assignment 6: Unit 14:1-5

Week 10: Shopping and Transactions

- Vocabulary related to shopping, money, percentages, and transactions.
- Discussing prices, making purchases, and negotiating.
- Practice: Simulating shopping experiences and handling transactions.
- Assignment 7: Unit 14:7

Week 11: Hobbies and Interests

- Vocabulary for hobbies, sports, and leisure activities.
- Discussing personal interests and hobbies.
- Practice: Conversational exchanges about favorite activities.
- Assignment 8: Unit 14:9

Week 12: Health and Wellness

- Vocabulary related to health, body parts, and common ailments.
- Discussing health, wellness, and medical scenarios.
- Practice: Describing symptoms and health-related conversations.
- Assignment 9: Unit 14:11

Week 13: Storytelling and Narratives

- Presentation in class Storytelling techniques:
- Sequencing, use of space, and classifiers.
- Practice: Creating and sharing your stories.
- Assignment 10: The Ball Story Interpretation

Week 14: Review

- Review for Final Exam

- Prepare for Final Presentation

Week 15: Presentations

- Final Presentation: Students will converse in ASL with a classmate given 3 different scenarios

Week 16: Final Exam Week

- Final Exam: In class during assigned exam time

DFS 450 DEAF AWARENESS OUTREACH, CAPSTONE

Course Details

Credit Hours: 3

Class Days, Time, Location: TBA

Course Modality: Fully seated (two 75-minute seated classes twice a week)

Attributes: Capstone

Pre/Co-requisites:
The prerequisites for this course are a C-minimum in both of the following:
- CMD205 *Intermediate American Sign Language Two*
- DFS300 *Deaf Culture Two: A Global View*

Instructor Details

Name and Title: Victoria St. George

Pronouns: She/Her

Campus Email: stgeorgv@newpaltz.edu

Office Phone: 845-257-3466

Office Location: HUM B2 Office

Hours: TBA

Campus Statements

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DFS450 Deaf Awareness Outreach

Generative AI Tools & ChatGPT

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Course Description

Capstone experience compiling previous knowledge of American Sign Language and Deaf Culture to research, plan, and develop a portfolio of outreach workshops focusing on spreading Deaf Awareness.

Student Learning Outcomes

By the end of this course, students will:

- Apply knowledge of American Sign Language, Deaf culture, and cultural sensitivity acquired from all undergraduate coursework to determine how to spread awareness of the Deaf culture to community while demonstrating cultural competency and professionalism.
- Develop workshops tailored to specific groups while maintaining awareness of authority, validity, and bias.
- Practice outreach and promote accessibility by implementing one workshop tailored to a specific audience.
- Utilize knowledge to locate, evaluate, and synthesize resources from a variety of reputable sources from the Deaf Community.
- Identify major elements of Deaf Communities, Deaf culture, and Deaf history and the contribution of Deaf people to the arts and humanities.
- Demonstrate knowledge of language development, history, culture, advocacy, and building bridges between DHH and hearing communities.

Reading Materials (required)

- *Multiple Intelligences: New Horizons in Theory and Practice, by* Howard E Gardner 978-0465047680
- 2in Binder and 8 dividers
- Supplementary materials, articles and resources will be provided on Brightspace.

Attendance

Attendance in class is expected and is necessary for the successful completion of this course. Two unexcused absences are allowed. Each additional unexcused absence will reduce points off of a student's participation grade (details below). Excused absences require documentation and preferably

advanced notification of the instructor to be considered an excused absence. Email the instructor if you will be absent from the class.

Grading Information

Assignments and Weight

- Participation   10%
- Deaf Awareness Workshop Plans   50%
  - 5 Plans in total, 10% each
- Workshop Share Presentations   25%
  - 5 in total, 5% each
- Outreach Reflection Paper   10%
- Composition of Portfolio   5%

Course Details

Participation

Students will be assessed on their attendance, punctuality, attention, and efforts during seated classes. Students are allowed two unexcused absences. Each additional absence will reduce a student's participation grade. Documentation must be provided to the instructor to determine if absences can be excused. Participating during seated courses will be assessed as follows:

- **Conduct** - Student is attentive, stays off electronics, and is actively and visually listening. Students are respectful of peers, teachers, cultures, and abilities.
- **Preparation** Student is on time for class, stays for the duration of the class, and is prepared for every class with necessary materials needed.
- **Group and Class Participation** - Student actively participates during seated while demonstrating professionalism, respect, knowledge, and understanding of various topics assigned.

Deaf Awareness Workshop Plans: Students will be responsible for researching, planning, and organizing five engaging, brief workshops focused on spreading Deaf Awareness to implement in a specific setting with a target population. Workshop plans will be based on a chosen topic (see examples of suggested topics included at the end of the syllabus) and students will develop a plan for a particular audience, provide a purpose, learning objectives, create and develop materials, explain a detailed plan of procedure for the workshop, list resources used, and include an evaluation of the workshop (see "Deaf Awareness Workshop Plan Form" for more details). Students will need to share a digital copy of their Workshop Plans with their classmates.

Workshop Share Presentations: Periodically, each student will be responsible for presenting (in English) each of their Deaf Awareness Workshop Plans (5 in total) to their classmates during and in-class share. Stations will be set up around the room where a group of students (a quarter of the students at a time) will be responsible for explaining their workshop purpose and procedure, displaying their

materials, and providing their classmates with a copy of their workshop plan. The class will rotate around the classroom to learn about their classmates' workshops. Presenting students will provide a brief explanation of their Workshop Plan (3-5 minutes) to their classmates. The class will have the opportunity to ask questions and provide feedback about their classmates' Workshop Plans. Students will be graded on their explanation, clarity, and organization of their presentation.

Outreach Reflection Paper: Students will select one of their five developed Deaf Awareness Workshop Plans to execute in their community (the student's co-workers, on-campus club members, teammates, group of friends, dorm-mates, sorority/fraternity, classmates, etc.). This Workshop will be performed outside of class, to an audience of at least 5 people, and needs to be completed before Week 14 of the semester. After completing their Workshop, students will write a reflection paper (3-5) pages explaining their experience executing the workshop, audience feedback/evaluation, self-reflection of the workshop's success, and how they could improve their workshop. This paper must be accompanied by their developed Deaf Awareness Workshop Plan.

Portfolio: Students will compose all Deaf Awareness Workshop Plans including their own plans and their classmate's plan. Students will also compile a list of helpful resources in their portfolios (list of closed-captioned platforms, ASL Interpreter Agencies, Accessible technology for DHH, Laws and Regulations, etc.) Portfolios are to be organized by topic and include an index and resources. Students will be evaluated on their organization and completion of the portfolio.

Grade Scale (by percentage)

94 - 100 = A   90 - 93 = A-

87 - 89 = B+   83 - 86 = B   80 - 82 = B-

77 - 79 = C+   73 - 76 = C   70 - 72 = C-

65 - 69 = D   Below 65 = F

Last Day to Withdraw without Grade Penalty: TDA

Campus Policies

Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services.

Student Evaluation of Instruction (SEI)

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to

improve my teaching and planning. Please complete the online form during the appropriate period: November 25 – December 9 (Fall 2024); April 22 – May 5 (Spring 2025).

Summary of Topics Covered and Course Schedule

Week 1: Course Introduction
- Overview of syllabus, expectations, how to structure workshop plans
- Discuss goals for portfolio, Purpose of spreading Awareness of ASL and the Deaf Community/Culture, Outreach goals, Breaking the cycle of Audist thoughts and behaviors
- Read: "Cultural Considerations in ASL" (provided)

Week 2: Spreading Awareness of American Sign Language
- Importance of ASL to the American Deaf Community
- Review Work of Linguist- William Stokoe, Importance of recognizing ASL as a language
- Comparing phonology, morphology, and syntax of ASL and English
- Teaching ASL to infants, toddlers, school-age children, and adults
- Deaf Awareness Workshop Plan 1: Choose topic and develop outline
- Read: *Multiple Intelligences- The Theory*

Week 3: Sharing American Sign Language
- Teaching ASL to specific populations (First Responders, Special Education Teachers, etc.)
- Role of Family and Community in Deaf Education
- Article: How to identify multiple forms of intelligence (provided)
- Read: *Multiple Intelligences- Educational Perspectives*
- **Due**: Deaf Awareness Workshop Plan 1
- **Share:** In-class Workshop Presentations with peers

Week 4: Spreading Awareness of Deaf Culture
- Understand the Deaf Community, Deaf cultural traditions, values, communication, conversational traditions
- Teaching Deaf vs. deaf vs. hard of hearing
- Explaining deafness and hearing status to children
- Read *Multiple Intelligences- New Vistas*
- Deaf Awareness Workshop Plan 2: choose topic, outline workshop

Week 5: DHH Communication
- Defining communication and language

DFS450 Deaf Awareness Outreach

- Recognizing communication breakdowns
- Busting Myths centered around DHH
- DHH and hearing interactions, communication strategies and techniques
- Deaf Awareness Workshop Plan 2: develop

Week 6: Deaf History and Key Figures in Deaf Community
- Famous Deaf Rights Advocates and their roles in the Deaf Community
- Highlighting Deaf artists and performers in the hearing world
- **Due**: Deaf Awareness Workshop Plan 2
- **Share:** In-class Workshop Presentations with peers

Week 7: DHH Inclusion
- Deaf world vs. Hearing World
- Defining and explaining a Deaf-Friendly Environment
- Representation of DHH characters in non-fiction children's books, novels, and media
- Inclusion of DHH students, co-workers, public
- Deaf Awareness Workshop Plan 3: choose topic, outline workshop

Week 8: DHH Accessibility
- Explaining Accessibility and developing accessible environments
- Finding and funding technology and resources for DHH
- Developing list of accessibility resources for schools, workplace, and public facilities
- Deaf Awareness Workshop Plan 3: develop and create materials

Week 9: DHH Inclusion and Accessibility Outreach
- Captioning-Explaining the importance of closed captioning
- Researching video conferencing platforms, streaming platforms, apps, and programs with captioning. Compile list.
- Article - https://pubs.asha.org/doi/10.1044/2023_PERSP-22-00260
- **Due**: Deaf Awareness Workshop Plan 3
- **Share:** In-class Workshop Presentations with peers

Week 10: Advocacy for Deaf Rights and Legislation
- Understanding advocacy and action
- Addressing the laws and regulations for DHH in educational setting, public, and professional setting. Compile list.

DFS450 Deaf Awareness Outreach

- Resources for DHH Patient's Rights and Student's Rights
- Deaf Awareness Workshop Plan 4: choose topic, outline workshop

Week 11: Improving Accessibility for DHH in Healthcare Setting
- Virtual Interpreters, CART, and visuals in healthcare setting
- Mental Health in the DHH Community
- Deaf Awareness Workshop Plan 4: develop and create materials

Week 12: Technology and Cochlear Implants
- Understanding Cochlear Implants and assistive technology
- Recognizing biases and perspectives centering about assistive listening devices
- **Due**: Deaf Awareness Workshop Plan 4
- **Share:** In-class Workshop Presentations with peers

Week 13: ASL Interpreters for the Community
- How to Work with an ASL Interpreter, Etiquette, Confidentiality
- Developing list of ASL Interpreting agencies in the community
- Preparing for an Interpreter
- Deaf Awareness Workshop Plan 5: choose topic, outline workshop

Week 14: Reflecting on Deaf Awareness Outreach Workshops
- In class discussion- Deaf Awareness Outreach Workshops, reflections, assessing, improvements.
- **Due:** Outreach Reflection Paper
- Deaf Awareness Workshop Plan 5: develop and create materials

Week 15: Organize Portfolio
- Creating Index and Resources for Portfolio
- **Due**: Deaf Awareness Workshop Plan 5
- **Share:** In-class Workshop Presentations with peers

Week 16: FINAL/Course Wrap-Up, Portfolios
- **Due:** Submit Portfolio
- **Class Reflection Survey**: Evaluate the course experience.

Deaf Awareness Workshop Plan Form

Title:

Topic:

Name of Planner:

Target Audience:

Learning Objectives:

Materials:

Detailed Plan of Procedure:

     1.

     2.

     3.

Resources:

Evaluation: (how will you evaluate your audience's understanding of the workshop material?)

Examples of Topics for Deaf Awareness Workshop Plans:

1. **Creating a Deaf-Friendly Workspace**
   Focus on making workplaces more accessible to Deaf and HOH (Hard of Hearing) individuals.
2. **Accessibility for Deaf and HOH**

Individuals at Public Events Exploring ways to make public spaces like theaters, museums, or stadiums more accessible to Deaf and HOH people.

3. **Teaching Pre-Literacy Skills to Deaf or HOH Preschoolers**
   Developing strategies and activities to support early literacy in Deaf and HOH children.
4. **How to Teach the ASL Alphabet to Children**
   A workshop that teaches the basics of ASL and engages children with fun activities for learning the ASL alphabet.
5. **Pro-Tactile Sign Language for the Deaf-Blind**
   Exploring communication methods for individuals who are both Deaf and blind, such as Pro-Tactile Sign Language.
6. **Breaking Down Myths and Misconceptions About Deaf Culture**
   Addressing common stereotypes and misconceptions about Deaf people and culture.
7. **The Role of Interpreters in the Deaf Community**
   Understanding the role of ASL interpreters and how they bridge communication between Deaf and hearing individuals.
8. **Teaching Basic ASL to Hearing Individuals**
   A workshop introducing ASL to hearing participants, focusing on everyday signs and phrases.
9. **Deaf History and Key Figures in the Deaf Community**
   Exploring the history of the Deaf community, its struggles, achievements, and influential figures.
10. **The Importance of Captioning and Subtitles**
    Discussing why captions are important for accessibility in media, and how they benefit the Deaf and HOH community.
11. **Sign Language for Emergency Situations**
    Teaching essential signs for emergency situations to ensure effective communication in critical times.
12. **Deaf-Friendly Technology and Apps**
    Highlighting tools and technologies that make communication easier for Deaf and HOH individuals, such as video relay services or captioned phones.
13. **Deaf Awareness in Schools**
    Teaching Kids About Deafness and Sign Language Educating young children about Deaf culture, sign language, and inclusion in schools.
14. **Making Healthcare Accessible for Deaf and HOH Individuals**
    How to improve communication between healthcare providers and Deaf/HOH patients, including the use of interpreters and accessible technology.
15. **Deaf Representation in Media and Pop Culture**
    Discussing the importance of accurate and positive representation of Deaf individuals in movies, TV shows, and media.
16. **The Impact of Auditory Exclusion**
    Why Sound Isn't the Only Way to Experience the World A discussion on how Deaf individuals experience the world without relying on sound, and how society can accommodate diverse sensory needs.
17. **Advocacy for Deaf Rights and Legislation**
    A look at Deaf advocacy efforts, laws, and policies that impact the Deaf community, such as the ADA (Americans with Disabilities Act).
18. **Understanding and Supporting Cochlear Implants**

Exploring the use of cochlear implants, the views of the Deaf community, and how to approach conversations about hearing aids and implants.

19. **The Role of Family and Community in Deaf Education**
Exploring the importance of support from family, friends, and the wider community in the education and social inclusion of Deaf individuals.

20. **Introduction to Tactile Signing for People with Visual Impairments**
A workshop focused on teaching tactile signing techniques for individuals who are both Deaf and blind.

Appendix 4: New Faculty Position Descriptions

Instructor and Director of Deaf Studies

The Director will anchor the Deaf Studies (DFS) minor program and the new DFS major program within the Department of Communication Disorders. This is a 10-month position with an 18-credit teaching load. The position includes program administration, advisement, and service at the program, department, and/or campus level. Research is not required, but professional development and community engagement are expected.

Duties of the Instructor / Director:

- Advise current and all prospective DFS majors and minors.
- Respond to inquiries about ASL and DFS courses and programs.
- Meet regularly with ASL and DFS faculty as a team and individually.
- Mentor and train new faculty as needed.
- Lead searches for full-time faculty and have oversight of part-time faculty hiring.
- Perform teaching observations of DFS faculty annually.
- Revise/update DFS Major and Minor Plans of Study as needed, including course proposals and curricular revision of ASL/Deaf Culture & Heritage courses.
- Prepare/edit major guides, promotional materials, and other relevant documents.
- Develop and maintain positive collaborative relationships with all departments that intersect with the DFS Major and Minor programs.
- Initiate/participate/collaborate in various DFS special events.
- Mentor the ASL Club.
- Work with students on Independent Studies or Honors Thesis courses related to Deafness.
- Facilitate all aspects and registration of the ASL microcredential, including attending meetings of the Department of Languages, Literatures & Cultures regarding this language program.
- Participate in department open house/recruitment events.
- Participate in Department of Communication Disorders meetings and service.
- Act as a community liaison for hearing and Deaf for services and programs, schools and businesses in the local community.

Requirements:

- Master's or Doctoral degree in a related field
- Fluency/Proficiency in American Sign Language
- Life and/or educational experience in Deaf culture and community
- College-level teaching experience
- Administration experience (preferred)

Lecturer and Coordinator of the Deaf Studies Minor

The coordinator will anchor the current DFS minor program and support the new DFS major program within the Department of Communication Disorders. This is a 10-month position with a 27-credit teaching load. The position includes advisement and departmental service. Research is not required, but professional development and community engagement are expected.

Lecturer / DFS Minor Coordinator Duties
- Advise current and prospective DFS minors.
- Respond to inquiries about the DFS minor.
- Meet regularly with ASL and DFS faculty as a team and individually.
- Revise/update DFS Minor Plans of Study as needed.
- Initiate/participate/collaborate in various DFS special events.
- Participate in department open house/recruitment events.
- Participate in Department of Communication Disorders meetings.

Requirements:
- Master's or Doctoral degree in a related field
- Fluency/Proficiency in American Sign Language
- Life and/or educational experience in Deaf culture and community
- College-level teaching experience
- Administration experience (preferred)

Appendix 5: Transfer Equivalency Tables

SUNY TRANSFER COURSE EQUIVALENCY TABLE

Suffolk County Community College, Ammerman Campus (277800) SED Code: 83321 - American Sign Language Studies A.A.S.						SUNY New Paltz (233500) SED Code TBD - Deaf Studies B.A.				
Course #	Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Granted		Course #	Equivalent Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Accepted
ASL101	American Sign Language I	WL	X	3		DFS101	Elementary American Sign Language I	WL	X	3
ASL103	Deaf Culture & Contemporary Issues		X	3		DFS200	Deaf Culture & Heritage		X	3
COL101	College Seminar			1		ELT000	College Seminar			1
ENG101 or ENG100	Standard Freshman Composition or Enhanced Freshman Composition	Comm (W)		3		ENG002	Freshman Composition and Literature I	Comm (W)		3
	Physical Education Elective			1		ELT000	Physical Education Elective			1
PSY101	Introduction to Psychology	SS		3		PSY101	Introduction to Psychology	SS		3
ASL105	American Sign Language II	WL	X	3		DFS102	Elementary American Sign Language II	WL	X	3
ENG119	The Structure of English			3		ENG000	The Structure of English			3
HSC114	Group Dynamics			3		ELT000	Group Dynamics			3
COM101 or COM105	Introduction to Human Communication or Public Speaking	Comm (O), HUM		3		CMM100 or CMM104	Introduction to Communication or Public Speaking	Comm (O)		3
PSY210	Lifespan Development	SS		3		PSY241	Lifespan Development	SS		3
ASL201	American Sign Language III		X	4		DFS201	Intermediate ASL I		X	4
ASL203	Fingerspelling		X	2		DFS303	Fingerspelling & Numbers in ASL		X	2
BIO101	Principles of Biology	NS (& SR)		4		BIO111	Introduction to Animal Life	NS (& SR)		4
PSY213	The Exceptional Child	SS		3		PSY000	The Exceptional Child	SS		3
	Diversity Elective	DEISJ		3			Diversity Elective	DEISJ		3
ASL210	Comparative Linguistics: ASL and English		X	3		DFS000	Comparative Linguistics: ASL and English			3
ASL220	American Sign Language IV		X	4		DFS202	Intermediate ASL 2		X	4
HSC101 or related elective	Health Concepts or Health Elective			3		ELT000	Health Concepts / Health Elective			3
	SUNY GE Mathematics elective	M (& QR)		3-4			GE Mathematics elective	M (& QR)		3-4
	General Elective			3			General Elective			3
Total Credits				**61-62**				**Total Credits Transferred**		**61-62**
								Remaining Credits Needed for Graduation after Transfer		**58-60**

| Onondaga Community College (276600) SED Code: 36643 - American Sign Language A.S.						SUNY New Paltz (233500) SED Code TBD - Deaf Studies B.A.				
Course #	Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Granted		Course #	Equivalent Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Accepted
ASL 101	American Sign Language I	WL	X	3		DFS101	Elementary American Sign Language I	WL	X	3
ASL 102	American Sign Language II	WL	X	3		DFS102	Elementary American Sign Language II	WL	X	3
COM 210	Public Speaking	Comm (O)		3		CMM104	Public Speaking	Comm (O)		3
ENG 103	Freshman Composition and Literature I	Comm (W)		3		ENG002	Freshman Composition and Literature I	Comm (W)		3
ILS 153	Integrated Learning Seminar			3		ELT000	Integrated Learning Seminar (LA)			3
ASL 201	American Sign Language III	WL	X	3		DFS201	Intermediate ASL I		X	3
ASL 211	Fingerspelling & Numbers Skill Dev'ment		X	3		DFS303	Fingerspelling & Numbers in ASL		X	3
COM 220	Interpersonal Communication	Comm	X	3		CMM202	Interpersonal Communication		X	3
ENG 104	Freshman Composition and Literature II	DEISJ, HUM		3		ENG000	Freshman Composition and Literature II	DEISJ or HUM		3
	SUNY GE Mathematics elective	M (& QR)		3-4			GE Mathematics elective	M (& QR)		3-4
ASL 202	American Sign Language IV	WL	X	3		DFS202	Intermediate ASL 2		X	3
ASL 210	Intro to the Field of Interpreting		X	3		DFS000	Intro to the Field of Interpreting			3
ASL 212	Deafhood: Moving Beyond Deaf Culture	DEISJ	X	3		DFS200	Deaf Culture & Heritage		X	3
ANT152	Introduction to Cultural Anthropology	DEISJ, HUM, SS, WHGA	X	3		ANT214	Principles of Cultural Anthropology	SS		3
SOC 103 or PSY 103	Introductory Sociology or General Psychology	DEISJ, SS or SS		3		SOC100 or PSY101	Introduction to Sociology Introduction to Psychology	SS		3
ASL 205	ASL Conversation & Discourse Skill Dev'mt		X	3		DFS360	Conversational ASL		X	3
ASL 247	Linguistics of American Sign Language		X	3		DFS000	Linguistics of American Sign Language			3
POS 100 or GE Hist	American National Politics or USHCE elective	DEISJ, SS or USHCE		3			GE 5 U.S. History & Civic Engagement		X	3
	SUNY GE Natural Science Elective with Lab	NS (& SR)		4			GE Natural Science with Lab		X	4
	General Elective			3						
Total Credits				**61-62**		**Total Credits Transferred**				**61-62**
						Remaining Credits Needed for Graduation after Transfer				**58-60**

Appendix 6: Deaf Studies Major Interest Survey

An interest survey was sent to 200 current Deaf Studies minor students and to 125 current Communication Disorders major students at SUNY New Paltz. A total of 93 of students responded, yielding an almost 29% response rate. Of the respondents, a majority expressed interest in a Deaf Studies Major program.

The survey began by asking: **"If it was offered, would you be interested in a Deaf Studies Major?"**
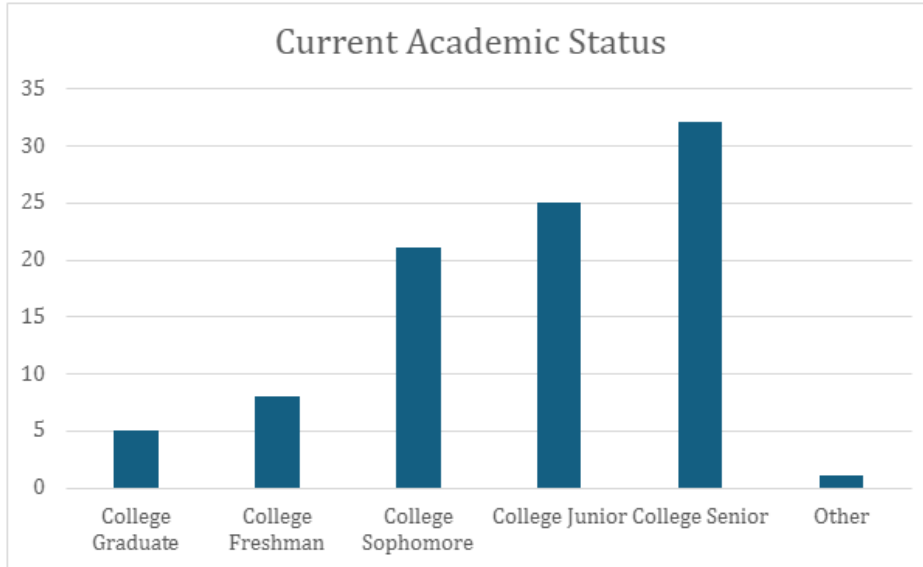
Below is a summary of the results:

Would You Be Interested in a Deaf Studies Major
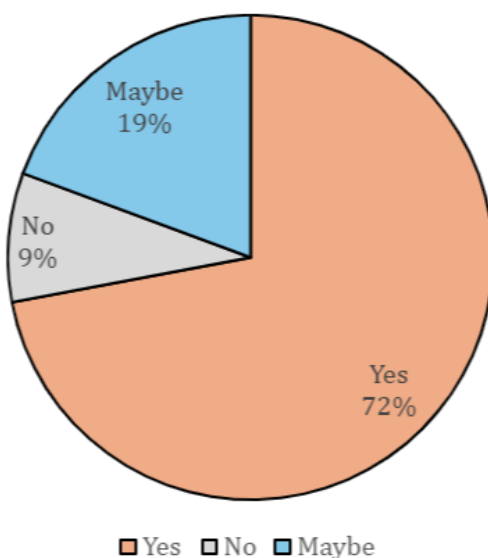
Survey recipients were also asked about their **current academic status**.

Below is a summary of the results:

Current Academic Status

Recipients were then asked the following: **"If the Deaf Studies Major was an interdisciplinary program or compatible as a double major, which concentration would you potentially be interested in?"**

Below is a summary of the results:

Interdisciplinary Program Interest
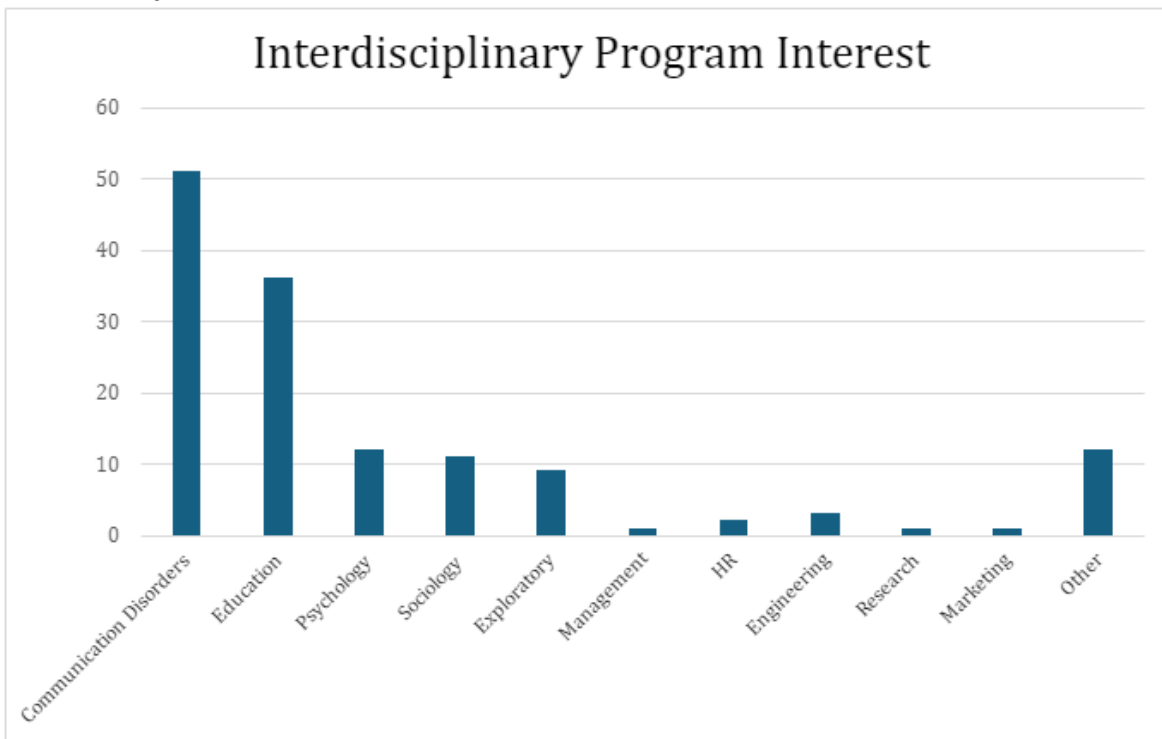
Below are additional questions and/or comments left by survey recipients:

I've learned so much having Deaf Studies as my minor but now I would have learned and developed a more well-rounded understanding if it had been offered as a major. I hope that in this major, more ASL classes and opportunities to use the language are created for future students.

None, thank you for asking! I hope to see this program come to fruition!
Since I am already a Deaf Studies Minor, do some of the courses I have already taken contribute to the Deaf Studies Major? Thank you!
A part of me is hoping that this will become a Major soon.
I don't plan to do a Deaf Studies Major, but I think it would be a great addition to the SUNY New Paltz degrees
This program would be a great opportunity in Hudson valley. No others like it.
I would love to double major in Deaf Studies and Early Childhood Education
Would it be possible to turn a deaf studies minor into a double major even in my last year?
would an incoming junior be able to compete the program before graduation if they have completed the deaf studies minor
I would be interested in a Deaf studies major but what kind of jobs would you be able to do with a degree with this
I have already taken a few classes in Deaf Studies, and it has widened my horizon and understadning of minorities. This has made me want to make more of an impact.
I would like Deaf Studies as a double major
If there were a Deaf Studies major, can we switch from the minor to it?
When is this going to happen?
would the Deaf Studies major count as a liberal arts major to combine with Early Childhood Education?
What would the number of credits required for the major be?
This will be a great major. When is this happening?
Great idea
Cool idea

The final question in the survey was **"Why would you be interested in this major?"**
Below are some of the responses that were received:

I have Deaf family and have completed the Deaf Studies minor however I would like to take more classes associated with Deaf Studies
I would be interested in being able to have a deaf studies major because my grandma is a sign language interpreter and I am a firm believer that there should be more educational opportunities to learn about deaf culture as well as ASL. I have one more semester left (I graduate December 2024), and would love to see this as an option.
I would be interested in this major because it would allow more time to be committed to learning in depth cultural, social, and psychological influences and background in Deaf Studies. Students could dedicate more time and energy into this particular study, instead of it being pushed as sort of an after thought (sometimes it feels this way to only have it offered as a minor). I would have loved to take more Deaf Studies courses throughout my time here, but was unable to due to my major - ideally a double major would have been my choice if Deaf Studies was offered as a major.
I am a Communication Disorder's major right now, and have found a real interest in the Deaf Studies side of Communication Disorders. I am a Deaf Studies minor, and am also interested in continuing my education with ASL to become an interpreter.
I have always been passionate about ASL and in turn fell in love with the Deaf community. This major would open doors and further connect me to the community

I think it's a really great opportunity to learn about the culture just as someone could major in latin American studies or something similar.
As an education major I feel it would be beneficial to know other languages to best help students and families.
As a CMD major with a Deaf Studies minor, I have learned so much about ASL and Deaf culture. I think that providing these areas as a duel degree or interdisciplinary program would enhance the college experience, as well as benefit the real-world application of clinical work!
I'm interested in becoming a TotD
I really enjoyed Deaf culture and Heritage class, and it made me interested in deaf studies.
I would be interested in this major because I think that ASL is a beautiful language and really enjoy learning ASL. I also love learning about Deaf Culture.
I want to teach Deaf Education as an education major and in order for myself to do that, I would have to go to another school after I graduate with my Bachelors in Education to get certified in Deaf Education. It will be easier if Deaf Education was offered at our school since I have the credits from HS of knowing ASL and already completing the Deaf Studies Minor.
I would love to learn more about Deaf culture and American Sign Language. Becoming proficient in ASL will allow me to make a significant contribution to the populations that I hope to serve.
I'm interested in becoming an interpreter
It offers a more focused approach on deaf studies/deaf culture.
I'd be interested in additional ASL classes. I also think it would be useful for me because I want to be an SLP.
I would have been interested because I really have a lot of interest in learning about the deaf community.
I am majoring in communication disorders with a minor in dead studies therefore this would have been great interest for me. I love learning ASL and implementing it in my everyday life as well as learning about Deaf Culture and the Deaf Community
We need more classes related to Deaf Studies rather than taking psych classes and other classes that doesn't relate to deaf studies for our minors. I think the program should be extended especially those who are comm dis majors. I am personally not a comm dis major but I believe there should be a Deaf Studies major program rather than a minor tor the CMD majors.
It would allow me to delve deeper into the understandings of both ASL and the communication disorder while being more targeted in the career I wish to pursue.
This is what I initially wanted as my major but it was only offered as a minor, so I completed that instead. I would love for it to be offered as a major.
I would be interested in using my engineering degree to impact the Deaf world
I love ASL and it relates to my major communication disorders.
I just completed all the credit requirements for my Deaf Studies Minor and I thoroughly enjoyed all the courses. I would love to take more classes in this subject and a major would be perfect for that
I'm still trying to figure out what Major I would like to take and this one piques my interest
I would be interested in this major because I think it beneficial to my future career. Many speech pathologist are surrounded by hard or hearing patients as well as deaf patients. That being said, I think becoming more knowledgeable about the Deaf community and learning specific skills such as sign language will not only help the CMD majors but teach students a new skill that they can use. Overall, I believe in the education setting deaf studies would be benefit since it can tie into the fact that classrooms should be inclusive and further normalizing Deaf culture.
I've met a lot of people who were introduced to the Deaf studies minor at New Paltz and fell in love with it. A Deaf studies major would allow those individuals to learn more about the community and language.This would be a great way to expand the department!
Deaf Culture should be discussed more in the world, with how scarce it is for individuals to be fluent in ASL.

This major will help fill a need in all careers. I hope it happens.
Because im a Deaf studies minor
In the deaf studies minor there is only one class for deaf culture, as a student not in the communication disorders dept i would love to have another way to learn more about the Deaf population
I love ASL and would like to go further with the degree if I was able to major in Deaf Studies. Would be helpful to learn and take it to communicate with people
Employers are really looking for people who know sign language, and it makes us more marketable. I've taken one sign language class already, and I love the teachers.
I would like to gain fluency in ASL.
I feel like a Deaf Studies major would help to further cement the knowledge needed to effectively communicate and understand Deaf culture, as well as give students more practice and time to learn ASL as a secondary language.
I would love to teach ASL and Early Education to Deaf and Hearing Impaired
I completed the minor and found it very interesting and fun to learn about
I think there's so much more that can be offered, especially higher levels of learning the language so that a student could have the option to take the language every semester of their collegiate career
I've been having a hard time figuring out my major, yet I loved my minor, Deaf Studies, and think that it is the major I've been searching for.
Because I really enjoyed the classes I was able to take with the minor, and would love to see it turned into a major for both myself and the students after me.
I love the Deaf Studies minor. i would be very interested in furthering my education in the topic as it relates to my major and interests in human services
I would love to pair this major with my education major to teach Deaf studies
I am wanting to work with special education
I enjoyed the deaf culture class as well as ASL 1,2,3 I would take 4 if it aligned with my schedule. I think it would be an interesting major, but not soo true on careers in this field.
I would love to teach ASL and help young children who are Deaf or hearing impaired, so double major in Early Childhood Education and Deaf Studies would be ideal for me.
I am enjoying Deaf Studies as a minor. I think I would learn so much taking it as a major
I am going into the education field and want to potentially work with Deaf and HOH children. The major would give a better qualification than as a minor.
Would like to teach linguistic minorities
To be more involved in Deaf studies before my graduation
It is a powerful tool to be utilized throughout today's society.