Proposed changes in College of Education and Human Sciences

Following are proposed changes in the College of Education and Human Sciences. If you have questions or concerns, contact Dr. Cathy Thorsen, chair of the college curriculum committee at thorseca@uwec.edu or 715-836-2575 within 30 days of this notice, posted March 13, 2015.

Department of Communication Sciences and Disorders

1. **Change Prerequisites for ASL Semantics (CSD 301) and ASL Linguistics (CSD 302)**
   
   **FROM:** CSD 101, 102, AND 103. CSD 103 may be a co-requisite
   
   **TO:** CSD 101 (ASL I), 102 (ASL II), 103 (ASL III) and CSD 201 (ASL IV)
   
   Students who take CSD 301 and/or CSD 302 after having completed only CSD 103 ASL III have struggled because they lack the necessary level of comprehension/receptive skills. After the 4th semester of language study, students have the receptive skills necessary for the higher-level study of elements of the language.

2. **Add CSD 201 (ASL IV) to list of courses required for the Certificate**

   **FROM:** Required for the Certificate: CSD 101, 102, 103, and 210; plus two courses selected from CSD 201, 301 and 302.
   
   **TO:** Required for the Certificate: CSD 101, 102, 103, 201 and 210; plus one course selected from 301 and 302.
   
   Students who have completed ASL IV before taking Semantics and/or Linguistics have been more successful because the extra semester of the ASL language has given them the opportunity to strengthen their comprehensive/receptive skills. Including CSD 201 ASL IV as a required course for the certificate will better prepare students to converse in ASL; a skill that should be strengthened for those awarded the undergraduate certificate.

The goal of the certificate is for students to attain proficiency in the language to meet the ASLPI level 3 or 3+. “The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to find out through a face-to-face interview what an individual can do with the target language at a given point in time.” [Gallaudet University Evaluation Services]. We anticipate that students who reach this level of proficiency will be prepared for admission to Deaf and Hard of Hearing or interpreter training programs, strengthening the value of the certificate.