ALLAN HANCOCK COLLEGE

2014-2015

PROGRAM REVIEW FOR AMERICAN SIGN LANGUAGE

Six-Year Review for Academic Programs

PROGRAM REVIEW

(American Sign Language)

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

Go back to the most recent comprehensive program review.

During the academic year of **NOT APPLICABLE**, American Sign Language completed its comprehensive program review. At that time, the self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each recommendation, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete. If a recommendation was not followed, indicate the rationale for such action. If additional recommendations were made in subsequent program review annual updates, please add those here, along with any action taken, results if any, and status of the additional recommendations.

CONSIDERATION*S:* Due to external factors, such as lack of a FT Faculty person in ASL, this discipline has not had a comprehensive program review. This is the first comprehensive program review for this discipline.

RECOMMENDATIONS FROM PLAN OF ACTION	**ACTION TAKEN, RESULT AND STATUS**
N/A	N/A

Allan Hancock College Program Review

Comprehensive Self-Study

Program Review is intended to be a reflective process that builds on the extensive quantitative and qualitative data gathered not only from previous program reviews and Annual Updates, but provided as well by IRP, and lays out the program's major directions for the future. (Place your responses in the expandable text boxes below each question.)

I. Program Mission

- Describe the need that is met by the program or the purpose of the program.
- For CTEA programs only, describe also how "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, and strengths of the program as reflected in its past comprehensive program review and Annual Updates. Show the alignment of the discipline goals with the mission of the college, the district strategic plan, and the impact of discipline goals on student development and success.

Mission of AHC	Discipline Goals and Impact on Student Development and Success	Strategic Learning Goals
AHC provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural and economic vitality of our diverse community.	Assess all student learning outcomes for all ASL courses offered to ensure continuous improvement, and to support student success, achievement, and success. Complete yearly annual review updates on an ongoing basis to ensure high caliber course content and delivery.	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.
		Goal SLS2: To support student success, achievement, and success
		Goal SLS6: Engage students

	Complete a comprehensive program review to properly review, evaluate and continually improve the program.	

III. Analysis of Resource Use and Program Implementation

Describe the program's **current allocation** and use of human, physical, technology, and fiscal resources.

Type of Resource	Specific Resource Narrative	Approximate Cost	Status (Indicate if Accomplished, In Progress, or Pending)
Facilities	Currently, classroom space is adequate and appropriate.	One-time cost: 0 Ongoing cost: 0	N/A
Technology	Currently, ASL does not use technology besides what exists in the classroom. Technology in the classrooms is outdated and may need replacement of the computers in the smart podium. For example, some of the smart podiums use VCR technology and/or the DVD player doesn't work. Video capturing technology could be used in the classroom as well.	One-time cost: Ongoing cost:	Pending
Staffing (Faculty and Faculty Support)	Currently, ASL courses are being offered by PT faculty. ASL has six courses in the program, offered regularly throughout the	One-time cost: Ongoing cost:	N/A

	academic year. However, the need for a FT instructor is needed to properly offer all ASL offerings in their appropriate sequence, review and evaluate courses in the program, develop annual updates, develop rubrics for CSLO assessment and guide PT faculty in CSLO assessment for ASL classes. A FT instructor would also address community need for non-credit ASL classes as well as Professional Development workshops aimed at increasing awareness of ADA compliance and for the development of workshops to assist faculty in accommodating Deaf students.		
Equipment (Non-Technology)	Currently, ASL does use equipment beyond what is in the classroom. However, video-capturing capabilities for the Language Lab and/or the classroom are needed as part of ASL course delivery. Video technology would allow students to record themselves for purposes of evaluation and proficiency assessment of expressive/receptive ASL skills. Further, videos could be used in the classroom to provide thorough feedback to students. ASL students depend on using specific hand gestures, and video-taping students provides the instructor with the ability to correct hand gestures that in turn improve communication.	One-time cost: Ongoing cost:	N/A

Fiscal	Currently, the fiscal allocation for ASL is non-existent. However, a program of this size should have an appropriate budget, if anything, to provide the library with adequate materials. Without a budget in place, the department cannot purchase copies of course textbooks to provide the library or place in reserve.	One-time cost: Ongoing cost:	N/A
Other Resources	The library severely lacks materials for ASL students. A departmental budget for ASL would be needed to assist the library in purchasing much needed materials.	One-time cost: Ongoing cost:	N/A

Based on current allocation of resources for your program: List the resources that are still needed to meet program needs. Could existing program resources be reallocated to better meet student needs? If so, how?

Currently, ASL has no budget. Therefore, reallocation is impossible. The resources needed are:

- Fiscal allocation for a moderate ASL yearly budget to purchase textbooks and related materials (magazine subscriptions, videos, support materials, etc.), assist in the development of an ASL budget

IV. Program Student Learning Outcomes

List your program student learning outcomes and alignment/mapping to Institutional Learning Outcomes.

Program Learning Outcomes	**Institutional Learning Outcomes**
Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical	ASL courses are mapped to: • Communication • Cultural Competence and Global

inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.	Awareness

Based on the table above, which program learning outcomes have been assessed, how are they measured, and when are they measured?

Program Learning Outcomes	**Assessment Strategy (List the tools, artifacts, and/or activities used as assessment strategies)**	**Assessment Timeline**
Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.	• Classroom evaluation of content via exams and/or research paper • Evaluation of linguistic, receptive, and expressive performance.	Ongoing

V. Trend Analyses/Outlook

Using the information already gathered in previous Annual Updates (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review.

ANALYSIS	**SUMMARY**	**DATA SOURCE(S)**
Major Trends	Meeting ADA compliance and federal requirements for Interpreter certification are driving demand for Interpreters, which in turn is driving demand for ASL courses at the CCC and CSU level.	• AHC Human Resources • AHC Learning Assistance Program • AHC Tutorial Center • Santa Barbara Department of Rehabilitation - Deaf Resources Office • EDD Occupational Profile for Interpreters and Translators, ASL • Educational Interpreter Performance Assessment
Major Challenges	Finding qualified ASL instructors, translators, and interpreters. Current law states that ASL Interpreters of the Deaf must	

	have a bachelor's degree and pass the Interpreter Performance Test to become certified Interpreters and seek employment. Currently, there are no ASL programs on the Central Coast to fully train/prepare signers to pass the Interpreters certification examination. Those interested must go to Southern California, Fresno, or Sacramento. Offering course content based on the current unit value of the courses. Across the state, many CCC and CSU ASL courses are 4 units. AHC ASL courses should align with the general unit value of 4 units. Currently, this program doesn't have an Advisory Board that could also make recommendations about program needs in alignment with community and/or industry need.	(EIPA.org)
Major Opportunities	Developing a program that meets Central Coast demand for ASL translators and interpreters. Developing an Advisory Board.	• EDD Training Programs Profile for California. • Three major CSUs offer a bachelors program in Deaf Studies and/or American Sign Language (Northridge, Fresno, and Sacramento)
Other Observations	N/A	N/A

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum (definitions or examples might be needed here) in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments.

QUALITY OF CURRICULUM	SUMMARY	RATIONALE(S)
Breadth	The ASL program offers elementary, intermediate, and advanced level ASL courses including an introduction to Deaf culture via its ASL 138 course.	Demand for these levels is solid.
Depth	ASL courses cover grammar and vocabulary, reading, writing, expressive and receptive skills, critical thinking skills, and cultural integration with the course content. The cultural component includes items such as history, politics, social aspects, literature, and much more. ASL courses transfer to the UC/CSU system as general education lower division courses.	Required for 100-level language courses.
Currency	Courses underwent a periodic review and modification during Fall 2014 to update CORs and ensure currency of course content and instructional objectives.	Periodic course review.
Cohesiveness	ASL courses are taught as a sequence.	Required for 100-level language courses to fulfill Foreign Language graduation requirement.
Pedagogical Developments	Developments in ASL teaching and acquisition theory and application remain the same.	No changes.
Technological Developments	The development of technology that allows instructors and students to interact while separated by distance has improved in the last 3 years, especially in response to the popularity of MOOCs. Federally mandated requirements for ADA compliance have also resulted in improved technology to assist the Deaf. Video-conferencing software an video capability in smartphones have improved in quality and scope. Social media has also improved some of its technological tools [video calling].	Potential offer of sections of ASL courses as DL (hybrid) would serve to meet demand from non-traditional students who are seeking ASL courses via this delivery method.

	Overall, the latest technological advances could have a positive impact in the development and successful offer of hybrid versions of ASL courses.	

VI. Long-Term Program Goals and Action Plans

Align your long term program goals to the goals of the AHC Master Educational Plan: Student Success, Professional Development, Integrated Planning, Community Outreach, New Revenue Development. Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

AHC Master Ed Plan Goals	Long Term Plans	Timeline
Student Success	Assessment of all CSLOs in all sections offered. Development of a student-driven ASL Club that would serve to reflect student involvement and diversity.	Ongoing Lack of a FT faculty position makes this item a challenge for the current PT faculty.
Professional Development	Development of Professional Development workshops to bring awareness of Deaf culture on campus.	On of before 2020
Integrated Planning	There is demand for the development of an associate's degree and/or certificate of achievement for purposes of transfer and/or career planning. The development of an associate's degree, for example, would require development, at a minimum, of two new courses -- Classifiers, and Fingerspelling – to ensure alignment with CSU Northridge, CSU Fresno, and CSU Sacramento.	Ongoing with an implementation target of Fall 2020.
Community Outreach	Non-credit courses that focus on ASL could	On or before

	provide some connection to the community at large, especially to keep ASL skills current (credit ASL courses are not repeatable). Community Education offerings designed to bring awareness of Deaf culture in Northern Santa Barbara.	2020.
New Revenue Development	Potential fee-based or Contract Education opportunities for ASL courses could be developed to meet demand from certain sectors, such as Public Health, Law Enforcement, Special Education, and others.	On or before 2020.

Student Data Analysis

This part of the program review demonstrates alignment of courses and program with regard to important data on student surveys, enrollment, retention and success, and student demographics lays out the program's plans for developing activities to improve results over the forthcoming five years that become part of the pre-validation plan of action.

Part 1. Student Surveys

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

POSITIVE FACTORS	NUMBER OR PERCENTAGE OF STUDENTS RESPONDING	IMPLICATIONS FOR PLANNING
Quality of instruction within the program.	65 students, with 80% highly satisfied.	N/A – Stay on course.
The way textbooks and other materials used in courses within the program help me learn.	65 students, with 49.2% highly satisfied and 35.4% satisfied.	N/A – Stay on course.
The way this program meets your educational goals.	65 students, with 63.1% highly satisfied.	N/A – Stay on course.
Contribution towards your intellectual growth.	65 students, with 83.1% highly satisfied.	N/A – Stay on course.
Clarity of course goals and learning objectives.	65 students, with 72.3% highly satisfied.	N/A – Stay on course.
Feedback and assessment of progress towards learning objectives.	64 students, with 54.7% highly satisfied.	N/A – Stay on course.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

NEGATIVE FACTORS	NUMBER OR PERCENTAGE OF STUDENTS RESPONDING	IMPLICATIONS FOR PLANNING
The availability of courses offered in AMERICAN SIGN LANGUAGE	65 students, with 67% expressing dissatisfaction with the availability of ASL courses.	There is a need to offer ASL courses regularly to meet demand. As a result, more qualified part-time instructors are needed at this time.
The coordination of courses offered in AMERICAN SIGN LANGUAGE and courses offered in other departments that may be required for your major	55 students, 30.9% expressing dissatisfaction with the coordination of courses.	
Availability of appropriate resources in the libraries	46 students, with 21.7% expressing dissatisfaction with the availability of resources in the libraries.	The availability of resources for the libraries is directly connected to the need for an ASL budget to meet need for materials and resources.
Advice about the program from counselors	52 students, with 19.2% expressing dissatisfaction with the advice from counselors.	Meet with the Counseling department and provide information about the courses, sequence, and implications for transfer and/or employability.
The content of courses offered in AMERICAN SIGN LANGUAGE.	64 students, with 18.8% expressing dissatisfaction with the content of courses offered in ASL.	Further research is needed to parse this issue.

State any other information (use responsive numbers) that you obtained from student data (e.g. focus groups, questionnaires, or SGIDs) that may be of special interest to the self study team. What planning implications will result from this information?

OTHER FACTORS	SOURCE OF DATA	NUMBER OF RESPONSES	IMPLICATIONS FOR PLANNING
70.3% of students indicated they would use the language Lab if ASL courses had a lab	Student survey	64 students	Potential addition of a lab component to ASL courses.

component.			
A large majority of students indicated interest in advanced-level ASL classes, including American Deaf Culture, Deaf Education, Linguistics of ASL, and ASL Interpreting.	Student survey	65 students	Evaluation of the ASL program to develop new courses and develop an associate's degree and/or certificate of achievement.
43.5% of the students surveys indicated interest for a DL section of ASL 138, if offered.	Student survey	65 students	Evaluation of potential ASL 138 as a DL offer. However, course would need to undergo DL conversion via AP&P process. DL-Certified faculty would have to be identified in order to offer a DL version of this course.

Part 2. Enrollment, Student Success and Retention Data and Analysis

Enrollment Data and Analysis

Using Tableau data reports, input data here. Briefly summarize any observations related to the data presented. When applicable, list plans to address any observable gaps of the program based on retention and success data.

Program Multi-Term Data

Term	# Of Sections	Enrollment	FTES
Fall 2010	3	81	8.49
Spring 2011	1	31	3.31
Fall 2011	3	64	6.63
Spring 2012	2	74	7.78
Fall 2012	2	67	6.94
Spring 2013	2	69	7.24
Fall 2013	5	98	10.14
Spring 2014	2	81	8.51
Fall 2014	2	68	7.05

Retention and Success Data and Analysis

Using Tableau data reports, input data here. Briefly summarize any observations related to the data presented. When applicable, list plans to address any observable gaps of the program based on retention and success data.

Program Multi-Term Data (summers excluded)

Term	# Of Sections	Enrollment	# Of Students Retained	% Of Students Retained	# Of Students Successful	% Of Students Successful
Fall 2010	3	81	70	86.42	48	59.26
Spring 2011	1	31	29	93.55	25	80.65
Fall 2011	3	64	56	87.50	47	73.44
Spring 2012	2	74	68	91.89	63	85.14
Fall 2012	2	67	63	94.03	52	77.61
Spring 2013	2	69	60	86.96	49	71.01
Fall 2013	5	98	93	94.90	80	81.63
Spring 2014	2	81	75	92.59	65	80.25
Fall 2014	2	68	62	91.18	52	76.47
AVERAGE FOR THE PROGRAM	2.2	63.3	57.6	81.9%	48.1	68.55%

Analysis:

The enrollment, retention, and success data provide some interesting observations. For starters, the average class size for ASL is 31 students. ASL has a high retention rate although the success rate is average when compared to the AHC average. However, the Fall 2010 success average is low (59.26%) when compared to the rest of the terms, 88.91% (average from Spring 2011 through Fall 214). In other words, excluding data for Fall 2010 term, the retention and success rates for ASL are very high when compared with the AHC averages for retention and success.

AHC Retention and Success Data

Term	# Of Sections	Enrollment	% of Students Retained	% of Students Successful
Spring 2012	1,146	30,988	84.65%	69.09%
Fall 2012	1,004	28,559	86.62%	69.63%
Spring 2013	1,087	29,609	86.17%	70.38%
Fall 2013	1,069	28,612	86.97%	70.56%
Spring 2014	1,141	29,369	85.23%	70.22%
Fall 2014	1,141	29,153	86.83%	69.80%
AVERAGE FOR AHC	1,098	29,381.67	86.08%	69.95%

Success and Retention By Course (summers excluded)

Term	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
ASL 120 Retention	85%	-	88%	90%	93%	90%	94%	93%	91%
ASL 120 Success	57%	-	74%	79%	73%	69%	80%	78%	76%
ASL 121 Retention	92%	94%	-	94%	96%	-	96%	92%	-
ASL 121 Success	69%	81%	-	91%	85%	-	84%	83%	-
ASL 124 Retention	-	-	81%	-	-	81%	-	-	-
ASL 124 Success	-	-	68%	-	-	74%	-	-	-

Analysis:
The retention and success data for ASL, when compared to the AHC data, shows that ASL has a high retention and success rate.

Success and Retention By Course (summers only)

Term	Summer 2010	Summer 2011	Summer 2012	Summer 2013	Summer 2014
ASL 130 Retention	-	92%	93%	95%	92%
ASL 130 Success	-	84%	93%	95%	88%
Enrollment Total	-	25	29	21	25

Analysis:
Data was unavailable for Summer 2010. Due to the lack of a sizable PT faculty pool, ASL 130 can only be offered in the summers.

Online versus Face to Face Comparison (summer terms excluded)

Term	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
Not applicable – ASL courses have not been converted to DL.						

Briefly summarize any observations related to the data presented. When applicable, list plans or activities to address any observable gaps of the program based on enrollment, retention and success data, or course modality data. These will serve you when completing the pre-validation plan of action.

GAPS AND OBSERVATIONS IN ENROLLMENT	RECOMMENDATIONS AND ACTIVITIES
GAPS AND OBSERVATIONS IN STUDENT RETENTION	N/A – Stay on course
GAPS AND OBSERVATIONS IN STUDENT SUCCESS	N/A – Stay on course
GAPS AND OBSERVATIONS ON COURSE MODALITY	ASL 138 – "History of Deaf" -- could be converted to DL as offered as such. Some of the other ASL courses could be converted to provide hybrid options to students.

Part 3. Student Demographics

Using Tableau data reports, input data here. Briefly summarize any observations related to the data presented. When applicable, list plan or activities to address any observable gaps of the program based on student demographics.

Program Enrollment by Age

Age	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Average
Under 19	30	10	18	23	23	24	36	27	32	24.78
20-24	23	11	25	27	33	29	42	32	22	27.11
25-29	12	4	5	9	4	2	8	8	5	6.33
30-34	3	1	3	2	3	3	3	1	3	2.44
35-39	3	1	3	4	2	2	3	1	2	2.33
40-49	4	1	7	6	1	4	5	8	2	4.22
50+	6	3	3	3	1	5	1	4	2	3.11

Analysis:
The enrollment data by age shows that a considerable number of the students are the typical college students. However, this data also shows interest among individuals 35 years of age and above, which may point to family members interested in learning ASL in order to communicate with deaf members and/or relatives.

Program Retention and Success by Gender

Gender	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Average
Female	62	20	46	59	48	55	77	59	55	53.44
Male	19	11	18	15	19	14	21	22	13	16.89
TOTAL	81	31	64	74	67	69	98	81	68	70.33

Analysis:
One of the most striking observations is the preponderance of female students in ASL courses. On the average, the class make-up for ASL courses is almost 80% female and 20% male students. The large female composition in ASL classes could correlate with the high number of females pursuing degrees in Early Childhood Studies and Education (including Special Education) at AHC.

Program Retention and Success by Student Enrollment Status

Enrollment Status	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Aver age
First Time Student	26	-	5	1	7	1	18	1	14	6.71
First Tie Transfer	6	-	2	4	1	1	4	-	3	3
Continuing	38	29	51	62	40	59	70	69	45	51.44
Returning	8	1	5	3	14	4	1	9	4	5.44
N/A	3	1	1	4	5	4	5	2	2	3
TOTAL	81	31	64	74	67	69	98	80	68	69.59

Analysis:

The enrollment data by student enrollment status shows that continuing students are the ones making up for most of the enrollment. Except for Fall 2010 and Fall 2013, when we observe a large number of First Time students, overall, continuing students are the ones seeking ASL courses. There are a few possible reasons for this trend: (1) some students may find the non-verbal communication aspect of ASL engaging; (2) students find connection with their stated educational goals (i.e. Special Education and Early Childhood Studies); and (3) a personal connection to ASL due to circumstances at home or in the personal arena.

Program Retention and Success by Ethnicity

Ethnicity	Fall 2010	Spr 2011	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Aver age
Asian	2	2	-	2	2	1	2	2	2	1.83
Black	3	-	-	-	1	2	2	-	-	1.67
Filipino	1	-	1	1	2	4	4	3	3	2.57
Hispanic	35	11	32	35	38	37	52	41	41	35.78
Native Am	2	1	-	-	-	2	2	1	1	1.5
Pacific Islander	1	1	1	-	-	1	1	-	-	1
White	34	14	30	36	24	22	35	34	34	29.22
Other	1	1	-	-	-	-	-	-	-	1
Unknown	2	1	-	-	-	-	-	-	-	1.5

Analysis:
In terms of ethnicity, the two largest populations are Hispanic, with an average 35 students, and White with an average 29 students. The student demographics in ASL are comparable to the ethnicity averages for AHC and Northern Santa Barbara county (Source: Factbook 2014. http://www.hancockcollege.edu/institutional_research_planning/fact_book/factbook-2014.php).

Briefly summarize any observations related to the data presented. When applicable, list plans or activities to address any observable gaps of the program based on age, gender, student enrollment status, and ethnicity. Make sure to note where disproportionate impact is noted (success rate for students falls below 50%). These plans and activities will serve you when completing the pre-validation plan of action.

GAPS AND OBSERVATIONS IN STUDENT DEMOGRAPHICS	RECOMMENDATIONS AND ACTIVITIES
GENDER:	N/A – Stay on course
ETHNICITY:	N/A – Stay on course
AGE:	N/A – Stay on course
STUDENT ENROLLMENT STATUS:	N/A – Stay on course

P/CSLO Assessment Plan

Includes:
Program Learning Outcomes
Assessment Methods
Alignment of Course SLOs
Assessment Calendar
Plan for Dissemination of Results

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission of the Program

List the mission of your program.

Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

Program Outcomes

Please list program outcomes and indicate their alignment/mapping to Institutional Learning Outcomes:

Program Learning Outcomes	**Institutional Learning Outcomes**
Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.	ASL courses are mapped to: • Communication • Cultural Competence and Global Awareness

Course/Program Alignment

Please list your course outcomes and indicate how the align/map to your Program Outcomes.

COURSE LEARNING OUTCOMES for ASL 120	**PROGRAM LEARNING OUTCOME**
1. ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL. 2. ASL120 SLO2 - Demonstrate beginning receptive ASL skills in vocabulary, structure and usage. 3. ASL120 SLO3 - Demonstrate beginning	Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

expressive sign vocabulary, structure and usages in ASL. 4. ASL120 SLO4 - Identify ASL culture and norms. 5. ASL 120 SLO4- Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.	
COURSE LEARNING OURCOMES for ASL 121	
1. ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL. 2. ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage. 3. ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL. 4. ASL121 SLO4 - Engage in ASL culture and norms.	
COURSE LEARNING OURCOMES for ASL 124	Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
1. ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL. 2. ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure, and usage. 3. ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure, and usage in ASL. 4. ASL124 SLO4 - Engage in ASL culture and norms. 5. ASL124 SLO 5 - Demonstrate the use of sign space and the ability to map using a minimum of 4 placements	

6. ASL124 SLO 6 - Define and demonstrate conceptual accuracy.	Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
COURSE LEARNING OURCOMES for ASL 130	
1. ASL130 SLO1 - Demonstrate fluency in receptive ASL skills. 2. ASL130 SLO2 - Demonstrate fluency in expressive ASL skills. 3. ASL130 SLO3 - Engage in ASL culture and norms	
COURSE LEARNING OURCOMES for ASL 138	
1. ASL138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture. 2. ASL138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community. 3. ASL 138 SLO 3 - Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community. 4. ASL 138 SLO 4 - Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.	

Assessment Methodology

Indicate how your course learning outcomes (CSLO) are being measured in each of the courses in your program, and list the tools and artifacts used to measure such CSLOs. You may modify the table below as needed to assist you.

	Program Outcome					
Course Outcomes	**CSLO 1 (tool)**	**CSLO 2 (tool)**	**CSLO 3 (tool)**	**CSLO 4 (tool)**	**CSLO 5 (tool)**	**CSLO 6 (tool)**
ASL 120	Mid-Term Exam Final Exam	Receptive Performance Evaluation	Expressive Performance Evaluation	Mid-Term Exam Final Exam	Final Performance Evaluation	N/A
ASL 121					N/A	N/A
ASL 124					Final Performance Evaluation	
Course Outcomes	**CSLO 1 (tool)**	**CSLO 2 (tool)**	**CSLO 3 (tool)**	**CSLO 4 (tool)**	**CSLO 5 (tool)**	**CSLO 6 (tool)**
ASL 130	Receptive Performance Evaluation	Expressive Performance Evaluation	Mid-Term Exam Final Exam	N/A	N/A	N/A
ASL 138	Mid-Term Exam Final Exam				N/A	N/A

Implementation of Assessment

Briefly describe the assessment implementation plan for your program. For example, who is responsible for assessment and what mechanisms are used to collect and analyze LO assessment data. Use the table below to assist you with your assessment implementation plan.

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.	Ongoing	Mid-Term Exam Final Exam Performance Evaluations	M. Rivera E. Tucker S. Ramirez-Gelpi	Stipends for PT faculty	M. Rivera (in collaboration with dept. chair)	Yearly via annual review update.

Dissemination of Information

Briefly explain how your program disseminates information about P/CSLO data results, and how the faculty in your program address P/CSLO data result findings in order to ensure continuous improvement of the program and make resource allocations.

Results are collected and these are shared at the end of the academic year via finalized Program Review Annual Update. This report is also shared with the Learning Outcomes and Assessment Analyst, the academic dean that oversees the ASL program, and the Academic Affairs Office. The department chair shares results with the whole department. The report is also posted and made accessible via the Program Review Matrix web link in the MyHancock portal.

Program Learning Outcomes Results

List the results of the PLO Report here. Based on the Assessment Report Data: (1) Please list the stated strengths of your program, and (2) list the stated weaknesses of your program. Please provide the program plan to address program weaknesses and any other noted gaps. Briefly discuss any gaps and deficiencies noted, possible rationales for the gaps or deficiencies, and potential activities to address those gaps and improve results. Program Review Annual Updates should show improvement in data results if activities are working. Otherwise, you may address modification to activities in future annual updates.

Student Learning Outcomes by Program

Competency Description:	**Program Outcome:** Students who complete the ASL course sequence will demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.			
	Exceeds Standard	**Meets Standard**	**Fails Standard**	**# Of Total Scores**
Spring 2013	8(36%)	12 (55%)	2 (9%)	22 (100%)
Fall 2012	1 (2%)	51 (88%)	6 (10%)	58 (100%)
Summer 2012	18 (67%)	9 (33%)	-	27 (100%)
TOTAL:	27 (25%)	72 (67%)	8 (7%)	107 (100%)

Based on the PLO data presented above, indicate the following:

Strengths of the program:	Available data seems to indicate students are meeting program standards.
Gaps in the program:	Data is NOT consistently available. PT faculty needs training in assessment and data entry in eLumen so that all CSLOs are assessed every semester in every section.
Plan(s) to address gaps:	PT faculty will undergo training in assessment, data entry into eLumen, and also be encouraged to develop common assessment (data is consistent and accurate when the same assessment is used in all sections of same course).
Timeline for implementation of plan:	Spring 2015

Course Learning Outcomes Results

List the CSLO Report data here. Please make sure to also include comparison data between Face-to-Face (F2F) and Distance Learning courses (DL). Briefly discuss any gaps and deficiencies noted, possible rationales for the gaps or deficiencies, and potential activities to address those gaps and improve results. Program Review Annual Updates should show improvement in data results if activities are working. Otherwise, you may address modification to activities in future annual updates.

Student Learning Outcomes by Course

Course and Competency Description	A - Exceeds Standard	B - Meets Standard	C - Fails Standard	# Of Total Scores
ASL 120 – CSLO3 Demonstrate beginning expressive sign vocabulary, structure and usage in ASL**. (Fall 2012)**	1 (3%)	29 (88%)	2 (9%)	33 (100%)
ASL 121 – CSLO3 Demonstrate intermediate expressive sign vocabulary, structure and usage in ASL**. (Fall 2012)**	0 (0%)	22 (88%)	3 (12%)	25 (100%)
ASL 124 – CSLO3 Demonstrate advanced expressive sign vocabulary, structure and	8 (36%)	12 (55%)	2 (9%)	22 (100%)

usage in ASL**. (Spring 2013)**				
ASL 130 – CSLO2 Demonstrate fluency in expressive ASL skills**. (Summer 2012)**	18 (67%)	9 (33%)	0 (0%)	27 (100%)
TOTAL:	27 (25%)	72 (67%)	8 (7%)	107 (100%)

Course Student Learning Outcomes by Modality

	SLO1 F2F / DL	SLO2 F2F / DL	SLO3 F2F / DL	SLO4 F2F / DL	SLO5 F2F / DL
ASL 120	N/A – ASL courses have not been converted to DL.				
ASL 121					
ASL 124					
ASL 130					
ASL 138					

Based on the CSLO data presented above, indicate the following:

		Timeline for implementation of plan:
Strengths of the courses offered (general observations):	Data seems to indicate that no changes or modifications to courses are needed at this time.	N/A
Gaps in the courses offered (general observations):	P/CSLO data needs to continuous and thorough to truly analyze potential gaps.	Spring 2015
Strengths of the course data in terms of modality:	N/A	N/A
Gaps in the course data in terms of modality:	N/A	N/A
Plan(s) to address general gaps:	Training PT faculty is needed to achieve consistent and thorough CSLO data results.	Spring 2015
Plan(s) to address modality gaps:	N/A	N/A

DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that take into account different perspectives from program faculty, and taking into account constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data
Improve Student Performance

- What changes are needed to better accommodate new information about the learning process and student characteristics?
- What changes facilitate communication among interested faculty/departments?
- What changes reflect changing employment and enrollment trends?

Student Characteristics
Enrollment and Demographic Changes

- Can the program accommodate current and anticipated changes in demand or enrollment?
- How can the program accommodate significant current and anticipated changes in student demographics?

Educational Environment
Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- What changes are needed on classroom assessment and other important data gathering efforts?
- What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

Resources
Facilities, Equipment, and Staffing

- What personnel, space, equipment, supplies, and other resources will these changes require?
- If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- Given constrained resources, what are your priorities for funding proposed changes? Provide in priority order.
- How could the college support services (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

Plan Of Action - Pre-Validation

Six Year

DEPARTMENT: Languages and Communication **PROGRAM: American Sign Language (ASL)**

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVEMENT	**Goal from Strategic Plan**	**TARGET DATE**
P/CSLO data needs to be continuous and thorough. All CSLOs should be assessed for all sections of ASL that are offered. PT faculty need ongoing training of CSLO assessment and development of common evaluation rubrics for the tools used to assess CSLOs.	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. Goal SLS2: To support student success, achievement, and success. Goal SL3: Ensure students are directed. Goal SLS4: Ensure students are focused. Goal SLS5: Nurture students. Goal SLS6: Engage students. Goal SLS7: Ensure students are connected. Goal SLS8: Value student contributions.	Spring 2015 but also ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	**Goal from Strategic Plan**	**TARGET DATE**
Enrollment Changes N/A	N/A	N/A
Demographic Changes N/A	N/A	N/A
Retention Changes N/A	N/A	N/A
Success Changes N/A	N/A	N/A
Modality Changes N/A	N/A	N/A

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	**Goal from Strategic Plan**	**TARGET DATE**
Curricular Changes Development of two new courses, possibly (1) Classifiers, and (2) Fingerspelling, in preparation for the development of a degree and/or certificate. Development of an AA/AS degree and/or certificate of achievement. Explore increasing the units of ASL 120, 121, 124 from 3 units to 4 units each.	Goal SLS2: To support student success, achievement, and success. Goal SLS6: Engage students.	Fall 2018
Co-Curricular Changes Development of an ASL Club in campus. Development of an ASL Advisory Board.	Goal SLS2: To support student success, achievement, and success. Goal SL3: Ensure students are directed. Goal SLS4: Ensure students are focused. Goal SLS6: Engage students. Goal SLS8: Value student contributions.	Fall 2018
Delivery Method Changes DL conversion of ASL 138 is recommended. Research is recommended to investigate the possibility of offering hybrid sections of ASL 120, 121, 124.	Goal SLS2: To support student success, achievement, and success.	Fall 2018
Neighboring College and University Plans CSUN offers a bachelor's degree in Deaf Studies. An AHC AA/AS degree that aligns with CSUN could provide students with unique opportunities for an academic pursuit and employment opportunities.	Goal SLS2: To support student success, achievement, and success. Goal SL3: Ensure students are directed. Goal SLS4: Ensure students are focused. Goal SLS6: Engage students.	On or before 2020
Related College and Community Plans Development of non-credit ASL Conversation classes to allow individuals to keep ASL skills up (since credit ASL courses are not repeatable). Development of fee-based classes and/or Community Education classes designed to bring awareness of Deaf culture and social challenges to the campus and community at large. Development of Professional Development workshops designed to bring awareness of Deaf culture, and to also assist faculty at large in the accommodation of Deaf students.	Goal SLS2: To support student success, achievement, and success. Goal SLS7: Ensure students are connected. Goal SLS8: Value student contributions.	Fall 2018 and ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Goal from Strategic Plan	TARGET DATE
Facilities N/A	N/A	N/A
Equipment (Non-Technology) N/A	N/A	N/A

Staffing
 	
A FT faculty position would be ideal as the program grows. Not only does the program have enough courses with consistently solid enrollment that would sustain one full-time position, but it would ensure continuous review and evaluation of the program and courses, continuous SLO assessment and periodic review based on SLO data, including development of an AA/AS and/or certificate of achievement. Further, one FT ASL faculty position would facilitate the development of an ASL Club, the development of PD workshops, and much more.
 	
• Cost of one FT faculty position:
  o (Based on Step 4 Column I) - $51, 601.00
• Cost of ***three*** PT faculty positions, each at 0.6 load (excluding office hours and paid holidays):
  o (Based on Step 4 Column I) - $5,441.04 per month OR $54,410.40.
 	
PT faculty are not required to hold office hours, work on course review and/or program review (including program review annual updates), do not get compensated for collecting SLO data and entering data into eLumen, develop PD workshops, serve in committees, etc.
	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.
	
	Goal SLS2: To support student access, achievement, and success
	
	Goal SL3: Ensure students are directed.
	
	Goal SLS4: Ensure students are focused.
	
	Goal SLS5: Nurture students.
	
	Goal SLS6: Engage students.
	
	Goal SLS7: Ensure students are connected.
	
	Goal SLS8: Value student contributions.
		Position has been submitted via the Faculty Prioritization Process since Fall 2010. In the 2013-2014 academic year, this position was ranked …
		
		A FT position request for ASL will continue to be submitted.

Technology N/A	N/A	N/A
Other N/A	N/A	N/A

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: 17 March 2015

From: Sofia Ramirez Gelpi, Department Chair

We recommend the following persons for consideration for the validation team:

DEPARTMENT Languages and Communication PROGRAM American Sign Language

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

(Name)	(Related Discipline/Program)
THESA ROEPKE	Early Childhood Studies
(Name)	(Unrelated Discipline/Program)
CARMEN RODRIGUEZ-MONTAÑEZ	CBIS/CBOT
(Name)	(Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

APPROVED: _____ 3/19/15
Academic Dean Date

Executive Summary
(Validation Team Report)

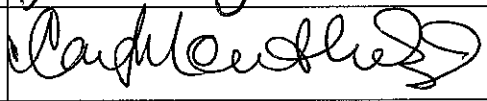
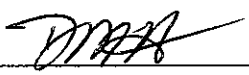
MAJOR FINDINGS

Strengths of the program/discipline: • The program offers a consistent number of ASL courses, with solid enrollment. • Great demographic diversity in the program
Concerns regarding the program/discipline: • Lack of a FT faculty. • Lack of consistent CSLO data

RECOMMENDATIONS

- Development of an Advisory Board.
- Explore the development of an associate's degree and/or certificate on achievement in ASL.
- Explore the DL conversion of ASL 138.
- Explore increasing units of the ASL courses from 3 to 4 units, in order to align unit value with the rest of the CCCs as well as CSU.

VALIDATION TEAM SIGNATURE PAGE

TEAM MEMBER	MEMBER SIGNATURE	DATE
Thesa Roepke, Faculty		5/6/15
Carmen Montañez-Rodriguez, Faculty		05/06/15
Dave Humpheays, Academic dean		5/8/15

Plan Of Action – Post-Validation

(Sixth-Year Evaluation)

DEPARTMENT Languages and Communication PROGRAM French

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVEMENT	**Goal from Strategic Plan**	**TARGET DATE**
P/CSLO data needs to be continuous and thorough. All CSLOs should be assessed for all sections of ASL that are offered. PT faculty need ongoing training of CSLO assessment and development of common evaluation rubrics for the tools used to assess CSLOs.	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. Goal SLS2: To support student success, achievement, and success. Goal SL3: Ensure students are directed. Goal SLS4: Ensure students are focused. Goal SLS5: Nurture students. Goal SLS6: Engage students. Goal SLS7: Ensure students are connected. Goal SLS8: Value student contributions.	Spring 2015 but also ongoing

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	**Goal from Strategic Plan**	**TARGET DATE**
Enrollment Changes N/A	N/A	N/A
Demographic Changes N/A	N/A	N/A
Retention Changes N/A	N/A	N/A
Success Changes N/A	N/A	N/A

Course Delivery Method Changes N/A	N/A	N/A

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	**Goal from Strategic Plan**	**TARGET DATE**
Curricular Changes Development of two new courses, possibly (1) Classifiers, and (2) Fingerspelling, in preparation for the development of a degree and/or certificate. Development of an AA/AS degree and/or certificate of achievement. Explore increasing the units of ASL 120, 121, 124 from 3 units to 4 units each.	Goal SLS2: To support student success, achievement, and success. Goal SLS6: Engage students.	Fall 2018
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Delivery Method Changes DL conversion of ASL 138 is recommended. Research is recommended to investigate the possibility of offering hybrid sections of ASL 120, 121, 124.	Goal SLS2: To support student success, achievement, and success.	Fall 2018
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Related College and Community Plans Development of non-credit ASL Conversation classes to allow individuals to keep ASL skills up (since credit ASL courses are not repeatable). Development of fee-based classes and/or Community Education classes designed to bring awareness of Deaf culture and social challenges to the campus and community at large. Development of Professional Development workshops designed to bring awareness of Deaf culture, and to also assist faculty at large in the accommodation of Deaf students.	Goal SLS2: To support student success, achievement, and success. Goal SLS7: Ensure students are connected. Goal SLS8: Value student contributions.	Fall 2018 and ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Goal from Strategic Plan	TARGET DATE
Facilities N/A	N/A	N/A
Equipment (Non-Technology) N/A	N/A	N/A
Staffing A FT faculty position would be ideal as the program grows. Not only does the program have enough courses with consistently solid enrollment that would sustain one full-time position, but it would ensure continuous review and evaluation of the program and courses, continuous SLO assessment and periodic review based on SLO data, including development of an AA/AS and/or certificate of achievement. Further, one FT ASL faculty position would facilitate the development of an ASL Club, the development of PD workshops, and much more. • Cost of one FT faculty position: o (Based on Step 4 Column I) - $51, 601.00 • Cost of ***three*** PT faculty positions, each at 0.6 load (excluding office hours and paid holidays): o (Based on Step 4 Column I) - $5,441.04 per month OR $54,410.40. PT faculty are not required to hold office hours, work on course review and/or program review (including program review annual updates), do not get compensated for collecting SLO data and entering data into eLumen, develop PD workshops, serve in committees, etc.	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data. Goal SLS2: To support student access, achievement, and success Goal SL3: Ensure students are directed. Goal SLS4: Ensure students are focused. Goal SLS5: Nurture students. Goal SLS6: Engage students. Goal SLS7: Ensure students are connected. Goal SLS8: Value student contributions.	Position has been submitted via the Faculty Prioritization Process since Fall 2010. In the 2013-2014 academic year, this position was ranked #10. A FT position request for ASL will continue to be submitted.
Technology N/A	N/A	N/A
Other N/A	N/A	N/A

VALIDATION TEAM RECOMMENDTIONS that were disregarded or modified (if appropriate)	REASON	ACTION/CHANGE
Recommendation N/A	N/A	N/A
Recommendation N/A	N/A	N/A
Recommendation N/A	N/A	N/A

Plan Of Action – Post-Validation

Review and Approval

Plan Prepared By

SELF STUDY TEAM MEMBER	MEMBER SIGNATURE	DATE
Sofía Ramírez Gelpí		11 May 2015

Reviewed by:

DEPARTMENT CHAIR	DEPT. CHAIR SIGNATURE	DATE
Sofía Ramírez Gelpí		11 May 2015

ACADEMIC DEAN	ACADEMIC DEAN SIGNATURE	DATE
Dave Humphreys		5/13/15

VICE PRESIDENT, ACADEMIC AFFAIRS	VPAA SIGNATURE	DATE
Jane Harmon	Jane M Harmon	5/13/15

Appendix – Data Exhibits

Student Survey .....p. 42
Student Survey Results .....p. 44
Student Learning Outcomes Data .....p. 49
Student Demographics Data .....p. 55
Retention and Success Data .....p. 67
ASL Course Review .....p. 75
Articulation Sheets .....p. 90
CORs .....p. 99

Class Climate	Program Review [Copy]	SCANTRON

American Sign Language

ALLAN HANCOCK COLLEGE

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Please answer the following questions as they pertain to your experience in this course and all other courses in the **AMERICAN SIGN LANGUAGE at Allan Hancock College.**

Part I. Please indicate how satisfied you are, in general, with the following aspects of the ** AMERICAN SIGN LANGUAGE**

	Highly satisfied	.	Moderately satisfied	.	Not at all satisfied	No opinion
Quality of instruction within the program	☐	☐	☐	☐	☐	☐
The way textbooks and other materials used in courses within the program help me learn	☐	☐	☐	☐	☐	☐
Advice about the program from counselors	☐	☐	☐	☐	☐	☐
The way this program meets your educational goals	☐	☐	☐	☐	☐	☐
Contribution towards your intellectual growth	☐	☐	☐	☐	☐	☐
Clarity of course goals and learning objectives	☐	☐	☐	☐	☐	☐
Feedback and assessment of progress towards learning objectives	☐	☐	☐	☐	☐	☐
The availability of courses offered in ** AMERICAN SIGN LANGUAGE**	☐	☐	☐	☐	☐	☐
The content of courses offered in ** AMERICAN SIGN LANGUAGE**	☐	☐	☐	☐	☐	☐
The coordination of courses offered in **AMERICAN SIGN LANGUAGE** and courses offered in other departments that may be required for your major	☐	☐	☐	☐	☐	☐
The physical facilities and space (e.g., classrooms, labs)	☐	☐	☐	☐	☐	☐
Instructional equipment (e.g., computers, lab equipment)	☐	☐	☐	☐	☐	☐
Presentation of classes via the college's Blackboard course management system	☐	☐	☐	☐	☐	☐
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	☐	☐	☐	☐	☐	☐
Availability of appropriate resources in the libraries	☐	☐	☐	☐	☐	☐

Part II. Please answer the following questions about the **AMERICAN SIGN LANGUAGE**.

Which of the following best describes your reason for taking this and other courses in **AMERICAN SIGN LANGUAGE**?

☐ Recommended by a counselor ☐ Recommended by a friend ☐ To meet general education requirements

☐ Offered at a convenient time ☐ Other

Compared to the beginning of the semester, your attitude about **AMERICAN SIGN LANGUAGE** has

☐ Improved ☐ Remained the same ☐ Decreased

I would recommend taking courses in **AMERICAN SIGN LANGUAGE** ☐ ☐ ☐ ☐ ☐ Strongly agree Strongly disa- gree

I plan on taking additional courses in **AMERICAN SIGN LANGUAGE** ☐ ☐ ☐ ☐ ☐ Strongly agree Strongly disa- gree

Which of the following courses have you taken in **AMERICAN SIGN LANGUAGE**?

☐ ***ASL 120*** ☐ ***ASL 121***
☐ ***ASL 124*** ☐ ***ASL 130***
☐ ***ASL 138*** ☐ ***ASL 149***
☐ ***ASL 189*** ☐

In which of the following courses are you currently enrolled?

☐ ***ASL 120*** ☐ ***ASL 121***
☐ ***ASL 124*** ☐ ***ASL 130***
☐ ***ASL 138*** ☐ ***ASL 149***
☐ ***ASL 189*** ☐

If provided, would you use the Language Lab facility and services to enhance your ASL proficiency?

Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disa- gree

If offered, would you consider taking courses in the following:

☐ ***Conversational ASL – intermediate ☐ ***Conversational ASL - advanced***
☐ ***Classifiers*** ☐ ***Fingerspelling***
☐ ***American Deaf Culture*** ☐ ***Deaf Education***
☐ ***Linguistics of ASL*** ☐ ***ASL Interpreting***

If offered, would you consider earning a certificate or AA in American Sign Language?

Strongly agree ☐ ☐ ☐ ☐ ☐ Strongly disa- gree

Please check those that would be of interest to you:

☐ ***AA or certificate in ASL*** ☐
☐ ***AA or certificate in ASL for Special Education
☐ ***AA or certificate in Deaf Culture ☐
☐ ***AA or certificate in ASL: Interpreting Preparation ☐

Part III. Background Questions

How many units have you completed prior to this semester?

☐ 0 - 15 ☐ 16 - 30 ☐ 31 - 45

☐ 46 - 60 ☐ 61 or more

In how many units are you currently enrolled?

☐ less than 5 ☐ 5 - 8.5 ☐ 9 - 11.5
☐ 12 or more

What is your final academic goal?

☐	Certificate	☐ AA/AS	☐ Bachelors
☐	Masters or higher	☐ Not certain	
	O Vocational	O Employment	

Are you interested in, or currently work in the field of Deaf and Hard of Hearing?

O Yes O No

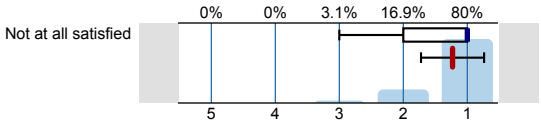
Program Review

Program Review Online Surveys ()
No. of responses = 65
For the Period:

Survey Results

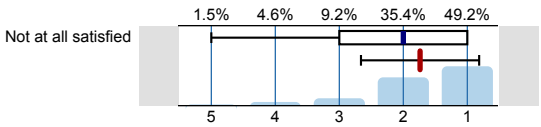
Part I. Please indicate how satisfied you are, in general, with the following aspects of AMERICAN SIGN LANGUAGE.

Quality of instruction within the program



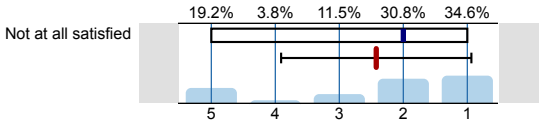
n=65
av.=1.23
md=1
dev.=0.49

The way textbooks and other materials used in courses within the program help me learn



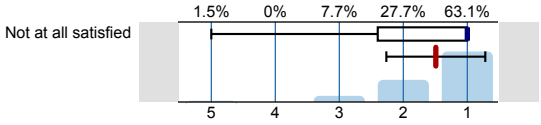
n=65
av.=1.74
md=2
dev.=0.92

Advice about the program from counselors



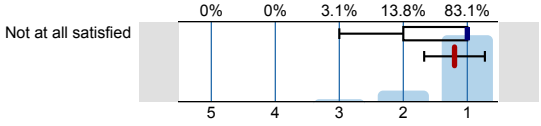
n=52
av.=2.42
md=2
dev.=1.49
ab.=13

The way this program meets your educational goals



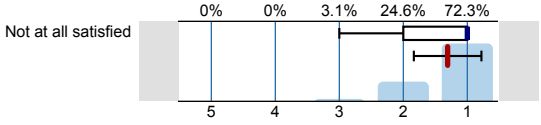
n=65
av.=1.49
md=1
dev.=0.77

Contribution towards your intellectual growth



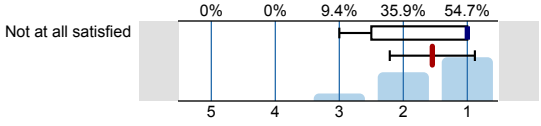
n=65
av.=1.2
md=1
dev.=0.47

Clarity of course goals and learning objectives



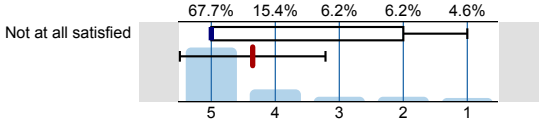
n=65
av.=1.31
md=1
dev.=0.53

Feedback and assessment of progress towards learning objectives



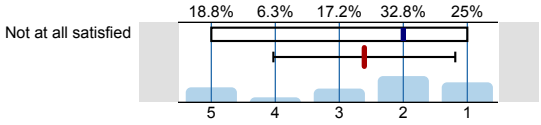
n=64
av.=1.55
md=1
dev.=0.66

The availability of courses offered in AMERICAN SIGN LANGUAGE



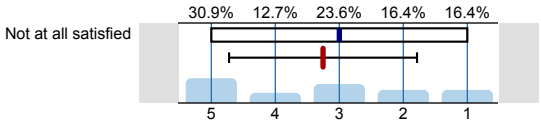
n=65
av.=4.35
md=5
dev.=1.14

The content of courses offered in AMERICAN SIGN LANGUAGE



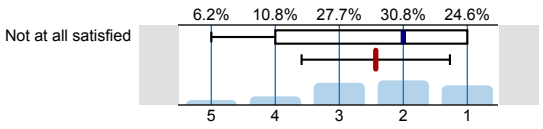
n=64
av.=2.61
md=2
dev.=1.42
ab.=1

The coordination of courses offered in AMERICAN SIGN LANGUAGE and courses offered in other departments that may be required for your major



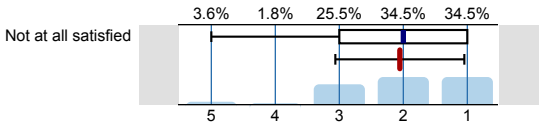
n=55
av.=3.25
md=3
dev.=1.47
ab.=9

The physical facilities and space (e.g., classrooms, labs)



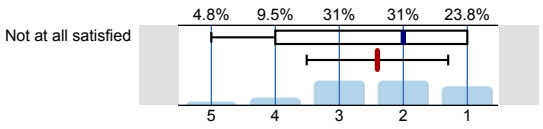
n=65
av.=2.43
md=2
dev.=1.16

Instructional equipment (e.g., computers, lab equipment)



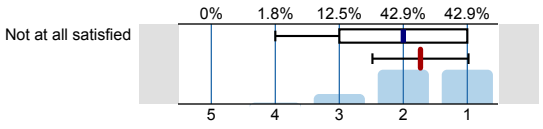
n=55
av.=2.05
md=2
dev.=1.01
ab.=10

Presentation of classes via the college's Blackboard course management system



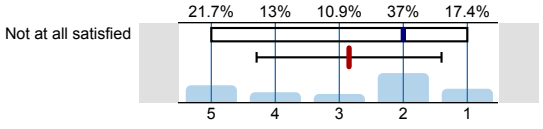
n=42
av.=2.4
md=2
dev.=1.11
ab.=23

Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)



n=56
av.=1.73
md=2
dev.=0.75
ab.=9

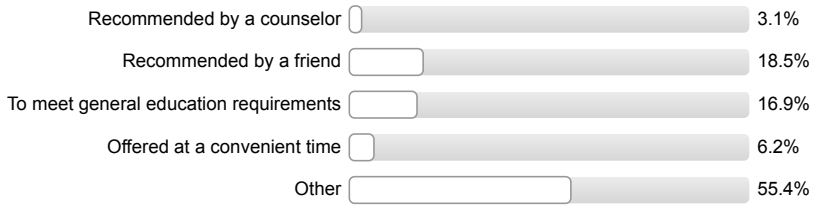
Availability of appropriate resources in the libraries



n=46
av.=2.85
md=2
dev.=1.44
ab.=18

Part II. Please answer the following questions about AMERICAN SIGN LANGUAGE.

Which of the following best describes your reason for taking this and other courses in AMERICAN SIGN LANGUAGE?

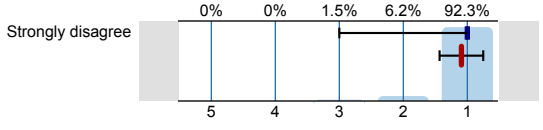


n=65

Compared to the beginning of the semester, your attitude about AMERICAN SIGN LANGUAGE has

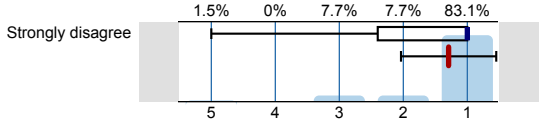
n=65

I would recommend taking courses in AMERICAN SIGN LANGUAGE.



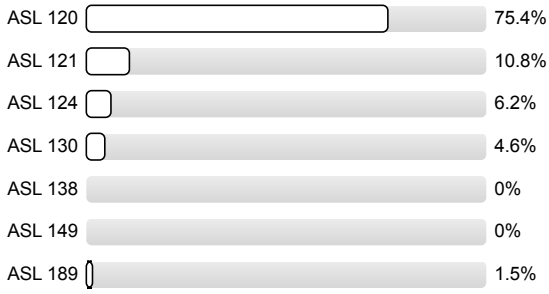
n=65
av.=1.09
md=1
dev.=0.34

I plan on taking additional courses in AMERICAN SIGN LANGUAGE.



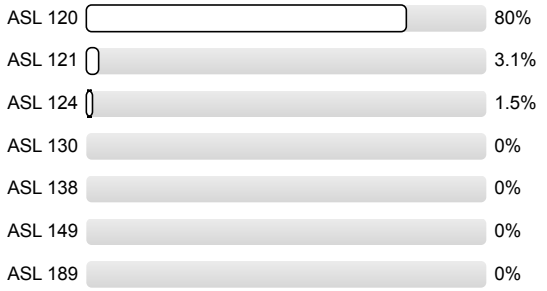
n=65
av.=1.29
md=1
dev.=0.74

Which of the following courses have you taken in AMERICAN SIGN LANGUAGE?



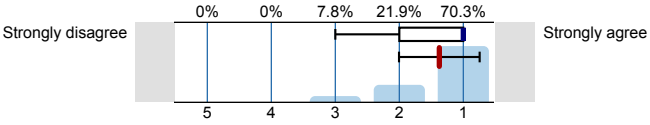
n=65

In which of the following courses are you currently enrolled?



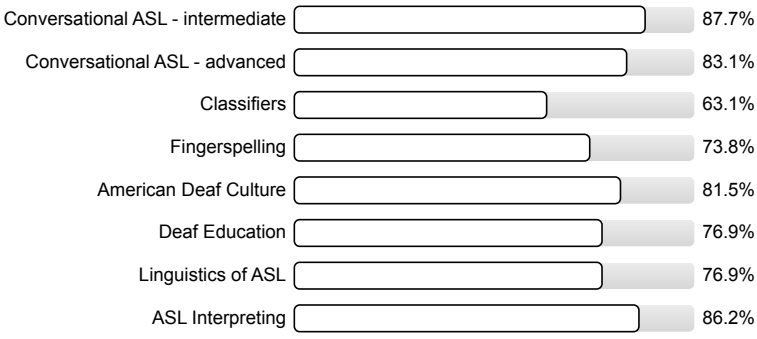
n=65

I would use the Language Lab facility and services to enhance my ASL proficiency, if it was provided.



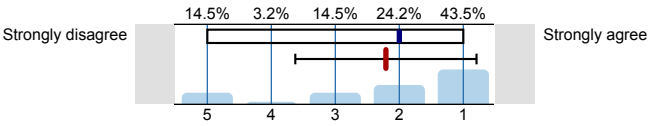
n=64
av.=1.38
md=1
dev.=0.63

If offered, would you consider taking courses in the following:



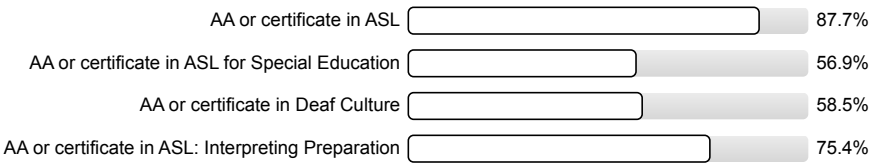
n=65

I would consider enrolling in a Distance Learning section of ASL 138, if it was offered.



n=62
av.=2.21
md=2
dev.=1.42

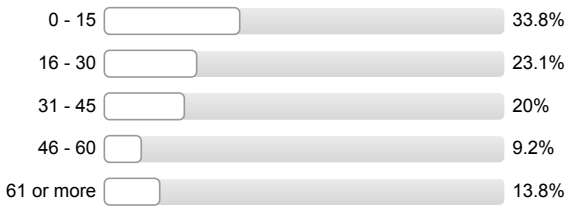
Please check those that would be of interest to you?



n=65

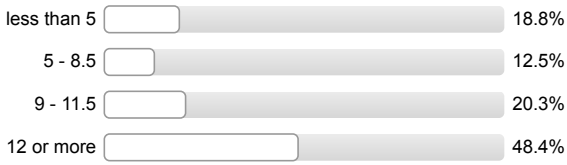
Part IV. Background Questions

How many units have you completed prior to this semester?



n=65

In how many units are you currently enrolled?



n=64

What is your final academic goal?

n=65

Are you interested in, or do you currently work in, the field of Deaf and Hard of Hearing?

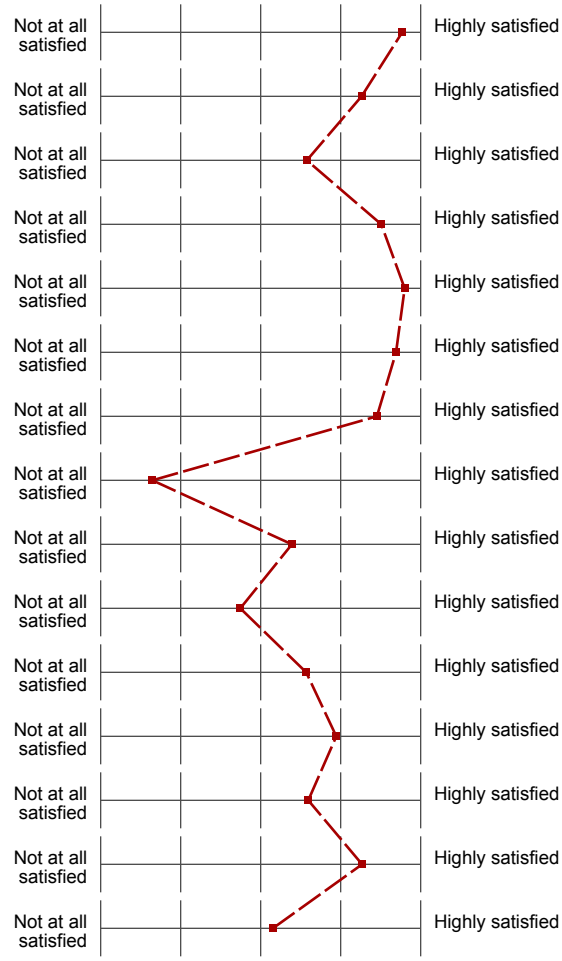
n=65

Profile

Subunit: IR General Surveys
Name of the instructor: Program Review
Name of the course: (Name of the survey) Program Review Online Surveys

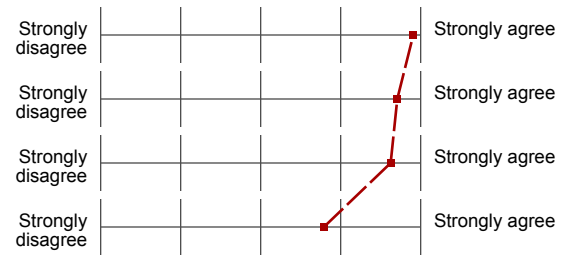
Values used in the profile line: Mean

Part I. Please indicate how satisfied you are, in general, with the following aspects of AMERICAN SIGN LANGUAGE.



Quality of instruction within the program	Not at all satisfied	Highly satisfied	n=65	av.=1.23	md=1.00	dev.=0.49
The way textbooks and other materials used in courses within the program help me learn	Not at all satisfied	Highly satisfied	n=65	av.=1.74	md=2.00	dev.=0.92
Advice about the program from counselors	Not at all satisfied	Highly satisfied	n=52	av.=2.42	md=2.00	dev.=1.49
The way this program meets your educational goals	Not at all satisfied	Highly satisfied	n=65	av.=1.49	md=1.00	dev.=0.77
Contribution towards your intellectual growth	Not at all satisfied	Highly satisfied	n=65	av.=1.20	md=1.00	dev.=0.47
Clarity of course goals and learning objectives	Not at all satisfied	Highly satisfied	n=65	av.=1.31	md=1.00	dev.=0.53
Feedback and assessment of progress towards learning objectives	Not at all satisfied	Highly satisfied	n=64	av.=1.55	md=1.00	dev.=0.66
The availability of courses offered in AMERICAN SIGN LANGUAGE	Not at all satisfied	Highly satisfied	n=65	av.=4.35	md=5.00	dev.=1.14
The content of courses offered in AMERICAN SIGN LANGUAGE	Not at all satisfied	Highly satisfied	n=64	av.=2.61	md=2.00	dev.=1.42
The coordination of courses offered in AMERICAN SIGN LANGUAGE and courses offered in other departments that may be required for your major	Not at all satisfied	Highly satisfied	n=55	av.=3.25	md=3.00	dev.=1.47
The physical facilities and space (e.g., classrooms, labs)	Not at all satisfied	Highly satisfied	n=65	av.=2.43	md=2.00	dev.=1.16
Instructional equipment (e.g., computers, lab equipment)	Not at all satisfied	Highly satisfied	n=55	av.=2.05	md=2.00	dev.=1.01
Presentation of classes via the college's Blackboard course management system	Not at all satisfied	Highly satisfied	n=42	av.=2.40	md=2.00	dev.=1.11
Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	Not at all satisfied	Highly satisfied	n=56	av.=1.73	md=2.00	dev.=0.75
Availability of appropriate resources in the libraries	Not at all satisfied	Highly satisfied	n=46	av.=2.85	md=2.00	dev.=1.44

Part II. Please answer the following questions about AMERICAN SIGN LANGUAGE.



I would recommend taking courses in AMERICAN SIGN LANGUAGE.	Strongly disagree	Strongly agree	n=65	av.=1.09	md=1.00	dev.=0.34
I plan on taking additional courses in AMERICAN SIGN LANGUAGE.	Strongly disagree	Strongly agree	n=65	av.=1.29	md=1.00	dev.=0.74
I would use the Language Lab facility and services to enhance my ASL proficiency, if it was provided.	Strongly disagree	Strongly agree	n=64	av.=1.38	md=1.00	dev.=0.63
I would consider enrolling in a Distance Learning section of ASL 138, if it was offered.	Strongly disagree	Strongly agree	n=62	av.=2.21	md=2.00	dev.=1.42

Course Statistics and Evidence

Course Group: **American Sign Language Course Outcomes**
Outcomes Group: **American Sign Language Program Outcomes**

Statistics		
# Catalog Courses:	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses with CSLOs:	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses without CSLOs:	0	
# Catalog Courses whose CSLOs are mapped to PSLOs:	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses whose CSLOs are NOT mapped to PSLOs:	0	
# Catalog Courses whose CSLOs are mapped to ISLOs:	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses whose CSLOs are NOT mapped to ISLOs:	0	
# Catalog Courses with Planned Assessments:(Term-specific)	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses without Planned Assessments(Term-specific)	0	
# Catalog Courses with Assessment Data:(Term-specific)	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses without Assessment Data:(Term-specific)	0	
# Catalog Courses with a Completed CIP:(Term-specific)	4	ASL120, ASL121, ASL124, ASL130
# Catalog Courses without a Completed CIP:(Term-specific)	0	
Terms in which CSLOs were defined or modified:(Term-specific)	Spring 2014, Fall 2012, Fall 2011	

Active Courses

Course: 1.	ASL120 American Sign Language 1
Owner:	American Sign Language
Course Groups:	All Course Group - 100 Level Courses, American Sign Language Course Outcomes, Early Childhood Studies: Special Education (A.S. & Certificate), Foreign Languages Group, LANGUAGES & COMMUNICATION DEPARTMENT
CSLOs:	• ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL • ASL120 SLO2 -Demonstrate beginning receptive ASL skills in vocabulary, structure and usage • ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL • ASL120 SLO4 - Identify ASL culture and norms
PSLOs:	Outcomes Group: American Sign Language Program Outcomes American Sign Language Program Outcomes • ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
Planned Asmts:(Term-specific)	• Fall 2012 Sec A ASL 120 Final presentation
Terms with Scores:(Term-specific)	• Fall 2012
Course Analysis:(Term-specific)	**Fall 2012** • [What did the assessment data indicate about the strengths of your course?]The majority of the students were able to demonstrate an understanding of expressive sign vocabulary and it's usage and structure. • [What did the assessment data indicate about the weaknesses of your course?]N/A • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]Nothing at this time.
Course: 2.	ASL121 American Sign Language 2
Owner:	American Sign Language
Course Groups:	All Course Group - 100 Level Courses, American Sign Language Course Outcomes, Foreign Languages Group, LANGUAGES & COMMUNICATION DEPARTMENT
CSLOs:	• ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL • ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage. • ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL • ASL121 SLO4 - Engage in ASL culture and norms.
PSLOs:	Outcomes Group: American Sign Language Program Outcomes American Sign Language Program Outcomes • ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
Planned Asmts:(Term-specific)	• Fall 2012 Sec A Final Exam
Terms with Scores:(Term-specific)	• Fall 2012
Course Analysis:(Term-specific)	**Fall 2012** • [What did the assessment data indicate about the strengths of your course?]The majority of the students are able to successfully demonstrate intermediate expressive sign vocabulary, structure and it's usage. • [What did the assessment data indicate about the weaknesses of your course?]I believe I can add more components to the final exam. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]I plan on adding more components to the final exam to enhance my assessment of student learning outcomes.
Course: 3.	ASL124 American Sign Language 3
Owner:	American Sign Language
Course Groups:	All Course Group - 100 Level Courses, American Sign Language Course Outcomes, Foreign Languages Group, LANGUAGES & COMMUNICATION DEPARTMENT
CSLOs:	• ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL • ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure and usage. • ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure and usages in ASL • ASL124 SLO4 - Engage in ASL culture and norms.
PSLOs:	Outcomes Group: American Sign Language Program Outcomes American Sign Language Program Outcomes • ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
Planned Asmts:(Term-specific)	• Spring 2013 Sec A ASL 124 Final presentation
Terms with Scores:(Term-specific)	• Spring 2013
Course Analysis:(Term-specific)	**Spring 2013** • [What did the assessment data indicate about the strengths of your course?]Group work and peer feedback was highly effective. • [What did the assessment data indicate about the weaknesses of your course?]Technology was a challenge this semester. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]I am working on a better system to have students turn in there signed presentations.
Course: 4.	ASL130 Conversational ASL
Owner:	American Sign Language
Course Groups:	All Course Group - 100 Level Courses, American Sign Language Course Outcomes, Foreign Languages Group, LANGUAGES & COMMUNICATION DEPARTMENT
CSLOs:	• ASL130 SLO1 - Demonstrate fluency in receptive ASL skills • ASL130 SLO2 - Demonstrate fluency in expressive ASL skills • ASL130 SLO3 - Engage in ASL culture and norms
PSLOs:	Outcomes Group: American Sign Language Program Outcomes American Sign Language Program Outcomes • ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.
ISLOs:	Outcomes Group: Institutional Learning Outcomes (ILOs) ILO 1 - Communication • ILO 1 - Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.
Planned Asmts:(Term-specific)	• Summer 2012 Sec A Final Exam
Terms with Scores:(Term-specific)	• Summer 2012
Course Analysis:(Term-specific)	**Summer 2012** • [What did the assessment data indicate about the strengths of your course?]The assessment showed the class to be highly effective in teaching students how to converse in ASL. • [What did the assessment data indicate about the weaknesses of your course?]Nothing to report. • [What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?]I plan on implementing more visuals in this class.

ISLO/PSLO Summary Map by Course

Outcomes for: **American Sign Language Program Outcomes (American Sign Language Program Outcomes)**

Course Group: **American Sign Language Course Outcomes**

List of ISLOs/PSLOs:

A ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.

	American Sign Language Program Outcomes	
	A	**Totals:**
ASL120	4	**4**
ASL121	4	**4**
ASL124	4	**4**
ASL130	3	**3**
Totals:	**15**	

SLO Achievement Report: ISLOs/PSLOs Overall for Courses

Outcomes for: **American Sign Language Program Outcomes - American Sign Language Program Outcomes**
Academic Term: **Summer 2012, Spring 2013, Fall 2012**
[X] CSLOs [ ] Assigned SLOs [ ] Named SLOs

List of Performance Categories:

A Institutional Exceeds Standards

B Institutional Meets Standards

C Institutional Below Standards

Competency Description	A	B	C	# Total Scores
American Sign Language Program Outcomes				
ASL PSLO1 - Demonstrate knowledge and skills in ASL as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf studies, cultural studies, media technology, and history.				
Spring 2013	8 (36%)	12 (55%)	2 (9%)	22
Fall 2012	1 (2%)	51 (88%)	6 (10%)	58
Summer 2012	18 (67%)	9 (33%)		27
Totals:	27 (25%)	72 (67%)	8 (7%)	107
Report Totals by Term				
Spring 2013	8 (36%)	12 (55%)	2 (9%)	22
Fall 2012	1 (2%)	51 (88%)	6 (10%)	58
Summer 2012	18 (67%)	9 (33%)		27
Grand Totals:	27 (25%)	72 (67%)	8 (7%)	107

SLO Achievement Report: By Dept, Course, SLO

Course Group: American Sign Language Course Outcomes
Context Owner: American Sign Language
Academic Terms: Spring 2013, Fall 2012, Summer 2012
[X] CSLOs [ ] Assigned SLOs [ ] Named SLOs

List of Performance Categories:

A Institutional Exceeds Standards

B Institutional Meets Standards

C Institutional Below Standards

Dept	Course	Course SLO Description	A	B	C	# Total Scores
American Sign Language						
	ASL120 American Sign Language 1					
		ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL				
		Fall 2012	1 (3%)	29 (88%)	3 (9%)	33
	ASL121 American Sign Language 2					
		ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL				
		Fall 2012		22 (88%)	3 (12%)	25
	ASL124 American Sign Language 3					
		ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure and usages in ASL				
		Spring 2013	8 (36%)	12 (55%)	2 (9%)	22
	ASL130 Conversational ASL					
		ASL130 SLO1 - Demonstrate fluency in receptive ASL skills				
		Summer 2012				0
		ASL130 SLO2 - Demonstrate fluency in expressive ASL skills				
		Summer 2012	18 (67%)	9 (33%)		27
		ASL130 SLO3 - Engage in ASL culture and norms				
		Summer 2012				0
		Course Summary				
		Summer 2012	18 (67%)	9 (33%)		27
		Course Totals:	18 (67%)	9 (33%)		27
American Sign Language Summary						
		Spring 2013	8 (36%)	12 (55%)	2 (9%)	22
		Fall 2012	1 (2%)	51 (88%)	6 (10%)	58
		Summer 2012	18 (67%)	9 (33%)		27
American Sign Language Totals:			27 (25%)	72 (67%)	8 (7%)	107

Dept	Course	Course SLO Description	A	B	C	# Total Scores
Report Totals by Term						
		Spring 2013	8 (36%)	12 (55%)	2 (9%)	22
		Fall 2012	1 (2%)	51 (88%)	6 (10%)	58
		Summer 2012	18 (67%)	9 (33%)		27
Grand Totals:			27 (25%)	72 (67%)	8 (7%)	107
4 Courses Included						

- ASL120 American Sign Language 1
- ASL121 American Sign Language 2
- ASL124 American Sign Language 3
- ASL130 Conversational ASL

	Fall 2010		Spring 2011	
Enrollment Status	Headc..	FTES	Headc..	FTES
First Time	26.00	2.73		
First Time Transf..	6.00	0.63		
Returning	8.00	0.83	1.00	0.11
Continuing	38.00	3.98	29.00	3.10
N/A	3.00	0.32	1.00	0.11
Grand Total	81.00	8.49	31.00	3.31

	Fall 2010		Spring 2011	
age_category	Headc..	FTES	Headc..	FTES
Under 19	30.00	3.14	10.00	1.07
20-24	23.00	2.41	11.00	1.18
25-29	12.00	1.25	4.00	0.43
30-34	3.00	0.32	1.00	0.11
35-39	3.00	0.32	1.00	0.11
40-49	4.00	0.42	1.00	0.11
50+	6.00	0.63	3.00	0.32

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
Enrollment Status	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
First Time	1.00	0.10	5.00	0.52	1.00	0.10	4.00	0.41	7.00	0.73	1.00	0.10	5.00	0.49	18.00	1.87	1.00
First Time Transf..			2.00	0.21	4.00	0.42	5.00	0.52	1.00	0.10	1.00	0.11	1.00	0.10	4.00	0.41	
Returning	12.00	1.24	5.00	0.52	3.00	0.31	10.00	1.04	14.00	1.45	4.00	0.42	4.00	0.39	1.00	0.10	9.00
Continuing	41.00	4.25	51.00	5.28	62.00	6.52	38.00	3.94	40.00	4.14	59.00	6.18	39.00	3.79	70.00	7.24	69.00
N/A	7.00	0.73	1.00	0.10	4.00	0.43	4.00	0.41	5.00	0.52	4.00	0.42	5.00	0.49	5.00	0.52	2.00
Grand Total	61.00	6.32	64.00	6.63	74.00	7.78	61.00	6.32	67.00	6.94	69.00	7.24	54.00	5.25	98.00	10.14	81.00

	ing 2014
Enrollment Status	FTES
First Time	0.10
First Time Transf..	
Returning	0.93
Continuing	7.26
N/A	0.21
Grand Total	8.51

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
age_category	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Under 19	19.00	1.97	18.00	1.87	23.00	2.42	25.00	2.59	23.00	2.38	24.00	2.52	25.00	2.43	36.00	3.73	27.00
20-24	22.00	2.28	25.00	2.59	27.00	2.84	21.00	2.18	33.00	3.42	29.00	3.05	16.00	1.55	42.00	4.35	32.00
25-29	5.00	0.52	5.00	0.51	9.00	0.94	5.00	0.52	4.00	0.41	2.00	0.21	4.00	0.39	8.00	0.83	8.00
30-34	4.00	0.41	3.00	0.31	2.00	0.21	1.00	0.10	3.00	0.31	3.00	0.31	2.00	0.19	3.00	0.31	1.00
35-39	1.00	0.10	3.00	0.31	4.00	0.42	2.00	0.21	2.00	0.21	2.00	0.21	2.00	0.19	3.00	0.31	1.00
40-49	6.00	0.62	7.00	0.73	6.00	0.63	2.00	0.21	1.00	0.10	4.00	0.42	2.00	0.19	5.00	0.51	8.00
50+	4.00	0.41	3.00	0.31	3.00	0.31	5.00	0.52	1.00	0.10	5.00	0.53	3.00	0.29	1.00	0.10	4.00

	ing 2014
age_category	FTES
Under 19	2.84
20-24	3.38
25-29	0.84
30-34	0.10
35-39	0.10
40-49	0.83
50+	0.42

	Fall 2010		Spring 2011	
ETHNICITY	Headc..	FTES	Headc..	FTES
Asian	2.00	0.21	2.00	0.21
Black	3.00	0.31		
Filipino	1.00	0.10		
Hispanic	35.00	3.68	11.00	1.18
Native American	2.00	0.21	1.00	0.11
Other	1.00	0.10	1.00	0.11
Pacific Islander	1.00	0.10	1.00	0.11
Unknown	2.00	0.21	1.00	0.11
White	34.00	3.56	14.00	1.50

	Fall 2010		Spring 2011	
Gender	Headc..	FTES	Headc..	FTES
Female	62.00	6.49	20.00	2.14
Male	19.00	2.00	11.00	1.18
Grand Total	81.00	8.49	31.00	3.31

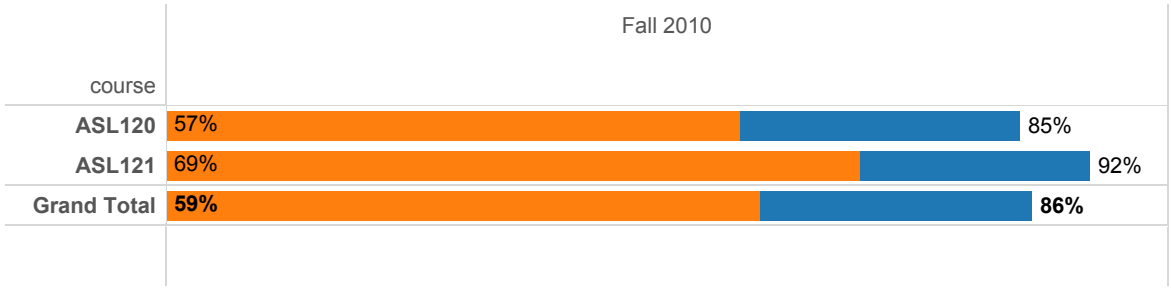
	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2
ETHNICITY	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Asian	3.00	0.31			2.00	0.21	1.00	0.10	2.00	0.21	1.00	0.10	1.00	0.10	2.00	0.21	2.00
Black	1.00	0.10					2.00	0.21	1.00	0.10	2.00	0.21	4.00	0.39	2.00	0.21	
Filipino	2.00	0.21	1.00	0.10	1.00	0.11	3.00	0.31	2.00	0.21	4.00	0.42			4.00	0.41	3.00
Hispanic	26.00	2.69	32.00	3.32	35.00	3.67	34.00	3.52	38.00	3.94	37.00	3.88	35.00	3.40	52.00	5.38	41.00
Native American	2.00	0.21									2.00	0.21			2.00	0.21	1.00
Pacific Islander	1.00	0.10	1.00	0.10							1.00	0.10	1.00	0.10	1.00	0.10	
White	26.00	2.69	30.00	3.10	36.00	3.79	21.00	2.18	24.00	2.49	22.00	2.32	13.00	1.26	35.00	3.63	34.00

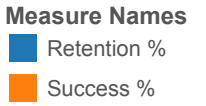
	ing 2014
ETHNICITY	FTES
Asian	0.21
Black	
Filipino	0.31
Hispanic	4.29
Native American	0.11
Pacific Islander	
White	3.58

	Summer 2011		Fall 2011		Spring 2012		Summer 2012		Fall 2012		Spring 2013		Summer 2013		Fall 2013		Spring 2(
Gender	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..	FTES	Headc..
Female	45.00	4.66	46.00	4.76	59.00	6.20	49.00	5.08	48.00	4.97	55.00	5.77	43.00	4.18	77.00	7.97	59.00
Male	15.00	1.55	18.00	1.87	15.00	1.58	12.00	1.24	19.00	1.97	14.00	1.47	11.00	1.07	21.00	2.17	22.00
Unknown	1.00	0.10															
Grand Total	61.00	6.32	64.00	6.63	74.00	7.78	61.00	6.32	67.00	6.94	69.00	7.24	54.00	5.25	98.00	10.14	81.00

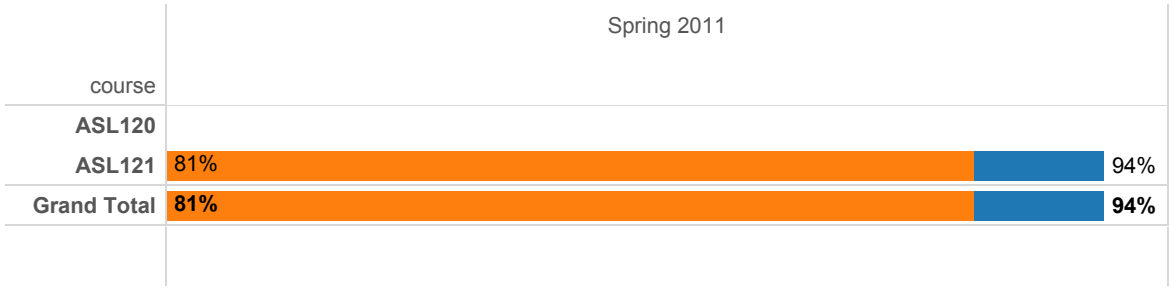
	ring 2014
Gender	FTES
Female	6.20
Male	2.31
Unknown	
Grand Total	8.51

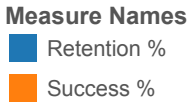
Fall 2010 & Spring 2011 Retention & Success





Fall 2010 & Spring 2011 Retention & Success





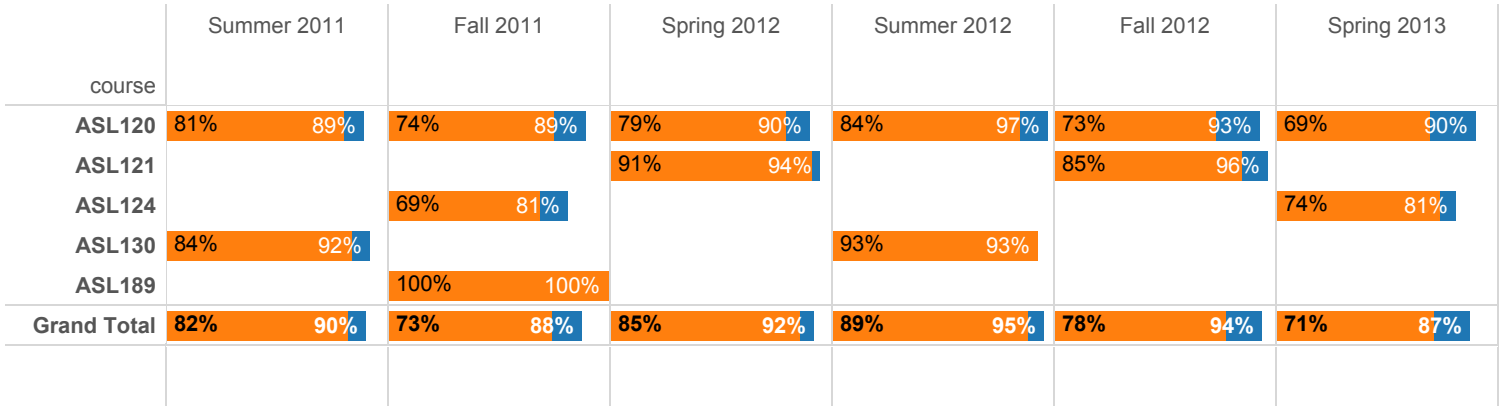
Summer 2008, Fall 2008, Spring 2009 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
Sections	415	1,274	1,201	262	1,114	1,238	348	1,178	1,240
Headcount	5,746	11,690	12,098	4,637	11,253	12,728	6,230	12,131	12,689
Enrollment	9,071	30,223	30,506	7,161	29,913	32,406	10,179	32,211	33,109
Retention %	92.66%	88.36%	86.84%	88.58%	87.98%	88.82%	84.71%	85.14%	84.72%
Success %	77.71%	69.66%	70.25%	77.55%	68.49%	72.75%	72.20%	67.32%	68.82%
FTES	1,013	4,462	5,149	940	4,019	4,688	1,249	4,221	4,132

Fall 2010 & Spring 2011 ASL Outcomes

	Fall 2010	Spring 2011
Sections	3.00	1.00
Headcount	81.00	31.00
Enrollment	81.00	31.00
retained	70.00	29.00
Retention %	86.42%	93.55%
success	48.00	25.00
Success %	59.26%	80.65%
FTES	8.49	3.31

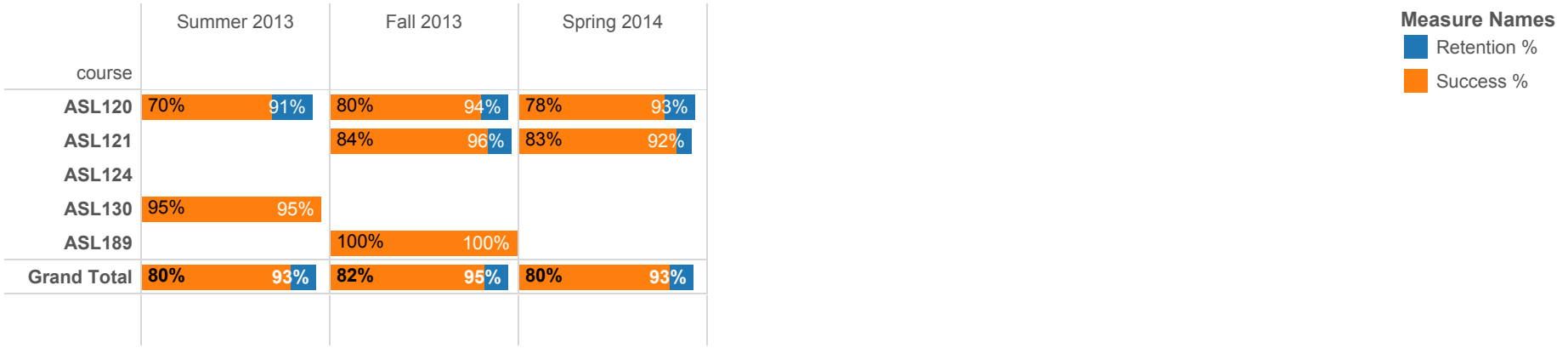
Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success



Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Retention & Success



Measure Names

- Retention %
- Success %

Summer 2011, Fall 2011, Spring 2012 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Sections	314	1,023	1,146	293	1,004	1,087	285	1,069	1,141
Headcount	5,798	10,957	11,736	5,551	10,883	11,361	5,421	10,922	11,293
Enrollment	9,242	29,219	30,988	8,784	28,559	29,609	8,455	28,612	29,369
Retention %	85.50%	86.69%	84.65%	89.79%	86.62%	86.17%	89.13%	86.97%	85.23%
Success %	74.32%	68.63%	69.09%	77.33%	69.63%	70.38%	77.46%	70.56%	70.22%
FTES	1,072	3,881	3,854	1,001	3,745	3,776	978	3,813	3,824

Summer 2011, Fall 2011, Spring 2012 and 6 more ASL Outcomes

	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Sections	2.00	3.00	2.00	2.00	2.00	2.00	2.00	5.00	2.00
Headcount	61.00	64.00	74.00	61.00	67.00	69.00	54.00	98.00	81.00
Enrollment	61.00	64.00	74.00	61.00	67.00	69.00	54.00	98.00	81.00
retained	55.00	56.00	68.00	58.00	63.00	60.00	50.00	93.00	75.00
Retention %	90.16%	87.50%	91.89%	95.08%	94.03%	86.96%	92.59%	94.90%	92.59%
success	50.00	47.00	63.00	54.00	52.00	49.00	43.00	80.00	65.00
Success %	81.97%	73.44%	85.14%	88.52%	77.61%	71.01%	79.63%	81.63%	80.25%
FTES	6.32	6.63	7.78	6.32	6.94	7.24	5.25	10.14	8.51

ALLAN HANCOCK COLLEGE

COURSE REVIEW FOR ASL 2013-2014

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

4/14/14
Rebecca Nadal

CONTENT REVIEW

WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ASL 121

Department Languages and Communication Responsible Instructor Part-Time Instructor

PCA being reviewed: ASL 120 Type: Prerequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sofia Ramirez Gelpi (Dept. Chair) Maria E. Rivera (Part Time instructor)

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).

Process:

1. Examine objectives of course being reviewed.
   Are objectives current? YES
   Will student successfully completing this course have a reasonable chance of success in subsequent course? _____
2. Examine objectives of preceding course.
   Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? YES
3. Examine the evaluation tools used within the course.
   Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? YES
4. Examine the text used for the course
   Does the textbook require a base of knowledge the student would have obtained in the preceding course? YES

Based on the attached documentation, it is the recommendation of the faculty that:

☒ The **prerequisite**/corequisite/advisory is appropriate.
(circle one)

____ The prerequisite/corequisite/advisory should be deleted.
(circle one)

____ The prerequisite/corequisite/advisory should be modified.
(circle one)

____ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sofia Ramirez Gelpi 9 Apr 2014 Sofia Ramirez Gelpi 9 Apr 2014
Initiator Date Department Chair Date

Approved: A Neehira, Academic Dean -- Date 4/10/14

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

CONTENT REVIEW

WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ASL 124

Department Languages and Communication Responsible Instructor Part-Time Instructor

PCA being reviewed: ASL 121 Type: Prerequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sofia Ramirez Gelpi (Dept. Chair) Maria E. Rivera (Part Time instructor)

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).

Process:

1. Examine objectives of course being reviewed.
   Are objectives current? YES
   Will student successfully completing this course have a reasonable chance of success in subsequent course? _____
2. Examine objectives of preceding course.
   Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? YES
3. Examine the evaluation tools used within the course.
   Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? YES
4. Examine the text used for the course
   Does the textbook require a base of knowledge the student would have obtained in the preceding course? YES

Based on the attached documentation, it is the recommendation of the faculty that:

☒ The **prerequisite**/corequisite/advisory is appropriate.
(circle one)

____ The prerequisite/corequisite/advisory should be deleted.
(circle one)

____ The prerequisite/corequisite/advisory should be modified.
(circle one)

____ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sofia Ramirez Gelpi 9 Apr 14
Initiator Date

Sofia Ramirez Gelpi 9 Apr 14
Department Chair Date

Approved: A Nielsen, Academic Dean -- Date 4/10/14

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

CONTENT REVIEW

WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ASL 130

Department Languages and Communication Responsible Instructor Part-Time Instructor

PCA being reviewed: ASL 120 Type: Prerequisite

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sofia Ramirez Gelpi (Dept. Chair) Maria E. Rivera (Part Time instructor)

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).

Process:

1. Examine objectives of course being reviewed.
   Are objectives current? YES
   Will student successfully completing this course have a reasonable chance of success in subsequent course? _____
2. Examine objectives of preceding course.
   Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? YES
3. Examine the evaluation tools used within the course.
   Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? YES
4. Examine the text used for the course
   Does the textbook require a base of knowledge the student would have obtained in the preceding course? YES

Based on the attached documentation, it is the recommendation of the faculty that:

☒ The **prerequisite**/corequisite/advisory is appropriate.
(circle one)

___ The prerequisite/corequisite/advisory should be deleted.
(circle one)

___ The prerequisite/corequisite/advisory should be modified.
(circle one)

___ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sofia Ramirez Gelpi 9 Apr 14
Initiator Date

Sofia Ramirez Gelpi 9 Apr 14
Department Chair Date

Approved: A Nielsen, Academic Dean -- Date 4-10-14

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

CONTENT REVIEW

WITHIN THE SAME DISCIPLINE OR ACROSS DISCIPLINES

Course Prefix and Number ASL 138

Department Languages and Communication Responsible Instructor Part-Time Instructor

PCA being reviewed: ENGL 514 Type: Advisory

Use one form for each prerequisite/corequisite/advisory if the course has more than one

Review Team (Recommended: four instructors; preferably two of whom teach the course being reviewed; one who teaches the preceding course, and one who teaches the subsequent course, as appropriate)

Sofia Ramirez Gelpi (Dept. Chair) Maria E. Rivera (Part Time instructor)

Recommended Materials:

1. Course outline for course being reviewed preceding course and subsequent course
2. For each course, current text, typical tests, sample projects, quizzes, and any other relevant evaluation tools as used within the courses and evidenced by the course outline, written grading standards (possibly from syllabus).

Process:

1. Examine objectives of course being reviewed.
   Are objectives current? YES
   Will student successfully completing this course have a reasonable chance of success in subsequent course? _____
2. Examine objectives of preceding course.
   Are the objectives equivalent of the entrance skills necessary to succeed in the course being reviewed? YES
3. Examine the evaluation tools used within the course.
   Do the tests, quizzes, projects, assignments reflect skills which the student would have acquired in the preceding course? YES
4. Examine the text used for the course
   Does the textbook require a base of knowledge the student would have obtained in the preceding course? YES

Based on the attached documentation, it is the recommendation of the faculty that:

☒ The prerequisite/corequisite/**advisory** is appropriate.
(circle one)

____ The prerequisite/corequisite/advisory should be deleted.
(circle one)

____ The prerequisite/corequisite/advisory should be modified.
(circle one)

____ The course outline should be modified to reflect outcomes of content review, and to include entrance/exit skills.

Sofia Ramirez Gelpi 9 Apr 14
Initiator Date

Sofia Ramirez Gelpi 9 Apr 14
Department Chair Date

Approved: A Nielsen, Academic Dean -- Date 4-10-14

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

PREREQUISITES, COREQUISITES, ADVISORIES

UC/CSU COMPARISON SHEET

Course Prefix and Number ASL 120: American Sign Language 1

Department Languages and Communication Responsible Instructor Part-Time Instructor

Prerequisite being reviewed: N/A

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
CSU Sacramento	DEAF 51: American Sign Language 1	N/A
CSU Monterrey	ASL 101	N/A
CSU Northridge	DEAF 160	N/A

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Course Prefix and Number ASL 121: American Sign Language 2

Department Languages and Communication Responsible Instructor Part-Time Instructor

Prerequisite being reviewed: _____

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
CSU Sacramento	DEAF 52: American Sign Language 2	DEAF 51
CSU Monterrey	ASL 102	ASL 101
CSU Northridge	DEAF 161	DEAF 160 or equivalent

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

Course Prefix and Number ASL 124: American Sign Language 3

Department Languages and Communication Responsible Instructor Part-Time Instructor

Prerequisite being reviewed: ASL 121: American Sign Language 2

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
CSU Sacramento	DEAF 53: American Sign Language 3	DEAF 52
CSU Monterrey	ASL 201	ASL 102
CSU Northridge	DEAF 280	DEAF 161 or equivalent

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Course Prefix and Number ASL 130: Intro to Conversational American Sign Language.

Department Languages and Communication Responsible Instructor Part-Time Instructor

Prerequisite being reviewed: ASL 120

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
No comparable course found.		

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

Course Prefix and Number ASL 138: History of Deaf

Department Languages and Communication Responsible Instructor Part-Time Instructor

Prerequisite being reviewed: ENGL 514

Use one form for each prerequisite/corequisite/advisory if the course has more than one

The following UC or CSU campus offers the same course and is identified as:

Institution	Name of Parallel Course	Prerequisite of Parallel Course
CSU Northridge	DEAF 401: Deaf History	DEAF 360: American Deaf Culture: Prep: DEAF 281: ASL IV
CSU Sacramento	DEAF 161	DEAF 60 (may be taken concurrently with DEAF 161)

The prerequisites at the above institutions are the same courses or the same experience (if a sequence is the stated prerequisite) as the Allan Hancock College prerequisite, and it is the recommendation of the faculty that the stated prerequisite be maintained.

Sofia Ramirez Gelpi 9 Apr 14
Initiator Date

Sofia Ramirez Gelpi 9 Apr 14
Department Chair Date

Approved:

A Nielsen 4/10/14
Academic Dean Date

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

Articulation Agreement by Major
Effective during the 13-14 Academic Year

To: **CSU Sacramento**			From: **Allan Hancock College**	
12-14 General Catalog		Semester	13-14 General Catalog	Semester

====American Sign Language====

DEAF 51	AMERICAN SIGN LANGUAGE 1	(3)	NOT ARTICULATED
DEAF 52	AMERICAN SIGN LANGUAGE 2	(3)	NOT ARTICULATED
DEAF 53	AMERICAN SIGN LANGUAGE 3	(4)	NOT ARTICULATED
DEAF 56	ASL FINGERSPELLING AND NUMBERS	(1)	NOT ARTICULATED
DEAF 57	ASL CLASSIFIERS	(2)	NOT ARTICULATED
DEAF 60	INTRO. TO DEAF STUDIES	(3)	NOT ARTICULATED
DEAF 154	AMERICAN SIGN LANGUAGE 4	(4)	NOT ARTICULATED
DEAF 155	AMERICAN SIGN LANGUAGE 5	(4)	NOT ARTICULATED

COMMENTS:

1. Articulated Sign Language courses completed at the community college are awarded lower-division credit only.

2. Please visit: http://catalog.csus.edu/current/programs/eds.html for additional information.

END OF MAJOR

The above Major Preparation Agreement is subject to periodic change and revision. Please check with a counselor every semester to obtain current information about possible changes in the articulated courses.

Articulation Agreement by Department
Effective during the 13-14 Academic Year

To: **CSU Monterey Bay** 13-14 General Catalog	Semester	From: **Allan Hancock College** 13-14 General Catalog	Semester
====American Sign Language====			
ASL 101 Beginning American Sign Language I	(4)		
ASL 102 Beginning American Sign Language II	(4)		
ASL 201 Intermediate American Sign Language I	(4)		
ASL 202 Intermediate American Sign Language II	(4)		

END OF DEPARTMENT

Articulation Agreement by Major
Effective during the 13-14 Academic Year

To: **CSU Northridge** | From: **Allan Hancock College**
Semester | Semester

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====Deaf Studies====

DEAF STUDIES: B.A., College of Education (Interdisciplinary Major)

Note: Not all American Sign Language (ASL) courses taken at other institutions are equivalent to CSUN's sign language courses. ASL coursework will be evaluated by the Deaf Studies Dept. on an individual basis for Deaf Studies majors. Students with prior sign language experience are encouraged to contact the Deaf Studies Department for advisement and proper placement in ASL classes.

This agreement displays the lower-division courses required in the major: CSU Northridge courses on the left and approved (articulated) transfer courses on the right. General education (CSU-GE Breadth or IGETC or CSU Northridge GE) and upper-division courses are also necessary for completion of this degree.

THE LOWER DIVISION REQUIREMENTS FOR THIS MAJOR ARE AS FOLLOWS:

DEAF 200	Introduction to Deaf Studies	(3)	No Course Articulated
DEAF 280	American Sign Langauge III	(4)	No Course Articulated
DEAF 281	American Sign Language IV	(4)	No Course Articulated

CONCENTRATIONS IN: ASL/English Interpreting; ASL and ASL Literature; Pre-Deaf Education; Deaf Community Services; Deaf Cultural Studies; Special Option

END OF MAJOR

Questions regarding this agreement may be directed to the CSU Northridge Articulation Officer at 818-677-7068 or by e-mail at: patty.faiman@csun.edu

FOR CSU NORTHRIDGE UNDERGRADUATE ADMISSION REQUIREMENTS REFER TO THE WEB SITE AT http://www.csun.edu/anr/applytrf.html

CSU Baccalaureate Level Course List by Department
Allan Hancock College
13-14

Course	Title	Semester Units
	==== American Sign Language ====	
ASL 120	American Sign Language 1	3
IGETC: 6A		
ASL 121	American Sign Language 2	3
IGETC: 3B, 6A	CSU GE: C2	
ASL 124	American Sign Language 3	3
IGETC: 6A		
ASL 130	Introduction to Conversational American Sign Language	3
ASL 138	History of Deaf	3
Same as: HIST 138		
IGETC: 3B	CSU GE: C2	
ASL 149	Cooperative Work Experience: Occupational	1-8

END OF REPORT

UCOP Transfer Course Agreement
Allan Hancock College
13-14

# INDICATES NEW COURSES OR CHANGES FOR 13-14

Course	Title	IGETC Area	Semester Units	UC Area

This agreement lists courses transferable for unit credit at all UC campuses. It is based on information from the 2013-14 catalog and is valid for the current academic year listed at the top of this agreement. Courses marked with "UC-" will satisfy the five areas of the 1998 transfer course requirements. (E = English, M = Math, H = Humanities, B = Behavioral and Social Sciences, S = Biological and Physical Sciences)

IMPORTANT INFORMATION ABOUT UC'S TRANSFERABLE COURSE AGREEMENTS

Variable Topics Courses
These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Field Work", etc.. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require recommendations from faculty. Information about internships may also be presented for review, but credit for internships rarely transfers to UC. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas.

Honors Course Credit Limitation

Duplicate credit will not be awarded for both the honors and regular versions of a course. Credit will only be awarded to the first course completed with a grade of C or better.

Course Repeatability

An "ea" after the unit value of a course on this agreement is meant to indicate that the course may be repeated for credit under CCC campus policies. Since campus policies on repeatability vary, the "ea" indicator does not guarantee that UC will grant credit for every course that appears multiple times on a student's transcript.

	Course	Title	IGETC Area	Semester Units	UC Area
		==== American Sign Language ====			
*	ASL 120	American Sign Language 1	6A	3	
	ASL 121	American Sign Language 2	3B 6A	3	UC-H
	ASL 124	American Sign Language 3	6A	3	
	ASL 138	History of Deaf	3B	3	UC-H
	Same as: HIST 138				

* Corresponds to two years of high school study

REVIEW OF PREREQUISITES, COREQUISITES, AND ADVISORIES
Summary

List all courses in Discipline/Program

Course Prefix No	CURRENT Prereq/Coreq/Advisory/ Limitation on Enrollment	LEVEL OF SCRUTINY (Statistics, Content Review, UC/CSU Comparison, Student Survey – list all)	RESULT (i.e., current PCA is established, should be dropped/modified or new PCA is established)	ACTION TO BE TAKEN (None, APP- Major or Minor)
ASL 120	N/A	Content Review, UC/CSU Comparable Courses	Current PCA is established	None
ASL 121	Prerequisite	Content Review, UC/CSU Comparable Courses	Current PCA is established	None
ASL 124	Prerequisite	Content Review, UC/CSU Comparable Courses	Current PCA is established	None
ASL 130	Prerequisite	Content Review	Current PCA is established	None
ASL 138	Advisory	Content Review, Statistical Validation	Current PCA is being analyzed	Pending

Note: If prerequisite or corequisite is being established for the first time, course must be modified to include entrance skills.

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

COURSE REVIEW VERIFICATION

Discipline: American Sign Language Year: 2013-2014

Program/Discipline: Languages and Communication >>> American Sign Language

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

2. The following courses require minor modification to ensure currency. It is anticipated that such minor modifications will be completed by _____.

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, **FALL 2014** SPRING 20____

   The following courses require major modification :ASL 120, 121, 124, 130 and 138

GENERAL EDUCATION or MULTICULTURAL/GENDER COURSES
The following courses were also reviewed as meeting an **AHC general education** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting an **AHC general education** requirement and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) Fall 2014

The following courses meet AHC GE and will be resubmitted: ASL 138
The following courses will be submitted for AHC GE: ASL 120, 121, 124

The following courses were also reviewed as meeting the **multicultural/gender graduation** requirement and were found to satisfactorily meet the established criteria (list courses by prefix & number):

The following courses were also reviewed as meeting the **multicultural/general graduation requirement** and will require modification to ensure the content reflects compliance with category definitions (list courses by prefix & number). It is anticipated that such modifications will be completed by:
(date) _____

Course Review Team Members:

Sofia Ramirez Gelpi (Dept Chair) 9 Apr 14
Signature Date

Marie E. Rivera (instructor) 4/9/14
Signature Date

_____
Signature Date

_____
Signature Date

A Nielsen 4/10/14
Signature Academic

Completed forms and all backup documentation should be maintained at the department. This summary report should be included in the self-study report to be conducted during the next academic year.

ASL 120 American Sign Language 1 (3) **10/25/12**

CATALOG DESCRIPTION

An introductory course in American Sign Language which presents basic sign vocabulary and grammar, the manual alphabet and topics related to signing and deafness.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Cal Poly San Luis Obispo	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Bakersfield	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Channel Islands	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Chico	CMSD 156	American Sign Language I
	CSU Dominguez Hills	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU East Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fresno	CSD 91	American Sign Language I
	CSU Fullerton	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Long Beach	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Los Angeles	COMD 150	Introduction to American Sign Language
	CSU Monterey Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Northridge	**Pending**	**Requested 06/2009** **[DEAF 160, American Sign Language I (4)]**
	CSU Sacramento	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Bernardino	FLAN 101A	Language Study I: American Sign Language
	CSU San Marcos	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Stanislaus	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Humboldt State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Diego State	- - - - - - - - - - - - - - - - - - -	Articulation Denied [SLHS 159, American Sign Language I)
	San Francisco State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Jose State	EDSE 14A	American Sign I
	Sonoma State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Davis	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Irvine	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Riverside	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC San Diego	LISL 1A/1AX	American Sign Language Conversation (2.5) / Analysis of American Sign Language (2.5)
	UC Santa Barbara	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Cruz	- - - - - - - - - - - - - - - - - - -	No Equivalent Course

	CSU GE		
	IGETC	6	

ASL 121 American Sign Language 2 (3) **10/18/10**

CATALOG DESCRIPTION

Emphasizing receptive and expressive skills, aspects of the American Sign Language grammar, vocabulary, literature, sub-cultures within the deaf community and the various education regimes for deaf children in the United States.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Cal Poly San Luis Obispo	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Bakersfield	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Channel Islands	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Chico	CMSD 257	American Sign Language II
	CSU Dominguez Hills	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU East Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fresno	CSD 92	American Sign Language II
	CSU Fullerton	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Long Beach	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Los Angeles	COMD 250	American Sign Language
	CSU Monterey Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Northridge	**Pending**	**Requested 06/2009** **[DEAF 161, American Sign Language II (4)]**
	CSU Sacramento	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Bernardino	FLAN 102A	Language Study II: American Sign Language
	CSU San Marcos	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Stanislaus	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Humboldt State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Diego State	- - - - - - - - - - - - - - - - - - -	Articulation Denied [SLHS 259, American Sign Language II]
	San Francisco State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Jose State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Sonoma State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Davis	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Irvine	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Riverside	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC San Diego	LISL 1B/1BX	American Sign Language Conversation (2.5) / Analysis of American Sign Language (2.5)
	UC Santa Barbara	- - - - - - - - - - - - - - - - - - -	No Equivalent Course

	UC Santa Cruz	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU GE	C2	
	IGETC	3B	

ASL 124 American Sign Language 3 (3) **06/23/09**

CATALOG DESCRIPTION

Continuing development of ASL grammar, vocabulary and idiomatic constructions. Provides the student further development of conversational techniques, focusing on expressive and receptive skill. Expanded study of Deaf cultural issues. Examination of non-manual markers. Introduction to advanced classifiers and numbering systems.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Cal Poly San Luis Obispo	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Bakersfield	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Channel Islands	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Chico	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Dominguez Hills	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU East Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fresno	CSD 93	American Sign Language III
	CSU Fullerton	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Long Beach	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Monterey Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Northridge	**Pending**	**Requested 06/2009** **[DEAF 280. American Sign Language III (4)]**
	CSU Sacramento	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Bernardino	FLAN 150A	Intermediate Language Study: American Sign Language
	CSU San Marcos	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Stanislaus	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Humboldt State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Diego State	**Pending**	**Requested 06/2009** **[SLHS 201, American Sign Language III (4)]**
	San Francisco State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Jose State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Sonoma State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Davis	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Irvine	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Riverside	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC San Diego	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Barbara	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Cruz	- - - - - - - - - - - - - - - - - - -	No Equivalent Course

	CSU GE		
	IGETC		

ASL 130 Introduction to Conversational American Sign Language (3) **06/23/09**

CATALOG DESCRIPTION
Designed to improve conversational skills in American Sign Language by increasing vocabularies and perfecting grammatical structures. Emphasis is on improving expressive and receptive skills.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Cal Poly San Luis Obispo	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Bakersfield	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Channel Islands	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Chico	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Dominguez Hills	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU East Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fresno	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fullerton	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Long Beach	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Monterey Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Northridge	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Sacramento	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Bernardino	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Marcos	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Stanislaus	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Humboldt State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Diego State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Francisco State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Jose State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Sonoma State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Transferable	No	
	UC Berkeley	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Davis	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Irvine	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Riverside	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC San Diego	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Barbara	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Cruz	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU GE		
	IGETC		

ASL 138 History of Deaf (3)

CATALOG DESCRIPTION

A culturally-diverse exploration of the deaf form Aristotle to the present. Focus is on the ideas, events and laws that have shaped the community as viewed through literature, folklore, art, and philosophy. Interrelationships of societies are emphasized. This course is not open to students who are enrolled in or have received credit for History 138.

AHC Special Notes	Articulation Institution	Prefix	Title
	Cal Poly Pomona	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Cal Poly San Luis Obispo	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Bakersfield	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Channel Islands	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Chico	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Dominguez Hills	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU East Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fresno	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Fullerton	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Long Beach	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Monterey Bay	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Northridge	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Sacramento	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Bernardino	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU San Marcos	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU Stanislaus	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Humboldt State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Diego State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Francisco State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	San Jose State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	Sonoma State	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Transferable	Yes	
	UC Berkeley	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Davis	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Irvine	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Los Angeles	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Riverside	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC San Diego	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Barbara	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	UC Santa Cruz	- - - - - - - - - - - - - - - - - - -	No Equivalent Course
	CSU GE	C2	
	IGETC	3B	

Date BOT Approved:
Date Reviewed: Spring 2015
PCA Established: 29-JAN-2015
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT: Sign Language, American

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 120

CATALOG COURSE TITLE: American Sign Language 1

BANNER COURSE TITLE: American Sign Language 1

UNITS: 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3.00	48.00-54.00	3.00
Lab:	-	-	-
Total Contact Hours:	3.00	48.00-54.00	3.00 – 0.00

NUMBER OF TIMES COURSE CAN BE REPEATED:
0

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

CATALOG DESCRIPTION:

An introductory course in American Sign Language (ASL) which presents basic sign vocabulary and grammar, the manual alphabet and topics related to signing and deafness. (F,S)

COURSE CONTENT:

1. Vocabulary, explanation and practice exercises in each of the following areas:
   A. Personal pronouns, predicate adjectives

B. Possessives, identifying nouns, agent suffix
C. Verbs, classifiers
D. Negatives, Yes/No questions, negative questions, dialogue
E. Present, past, future tense
F. Object, subject, verb, directional and non-directional verbs, directional verbs with classifiers
G. Imperatives, personal pronouns incorporating numbers plurals
H. Noun/verb pairs

2. The following subjects will be covered over the length of the course:
A. The communication process
B. Non-verbal communication
C. Facial expression
D. Manual and non-manual components of a sign
E. Terminology
F. Sign language continuum
G. The deaf community
H. Deaf culture
I. Oralism vs. total communication
J. Support services
K. Conversation and communication practice
L. Manual alphabet and sign language vocabulary
M. ASL grammar and syntax

COURSE OBJECTIVES:
At the end of the course, the student will be able to:

1. execute and understand moderately paced fingerspelled words.
2. describe briefly the different sign systems on the ASL Continuum.
3. discuss total communication and other deafness related topics.
4. to achieve receptive and expressive ASL skills at the elementary level through active use of the language and progressive vocabulary and grammar exercises and activities.
5. to develop and maintain an understanding and appreciation of Deaf culture and its community.

METHODS OF INSTRUCTION:

Methods of Instruction
Demonstration Discussion Lecture

OUTSIDE ASSIGNMENTS:

Other Assignments
1. Complete textbook and handout reading assignments. 2. Sample Assignments: A. Watch a movie in class. Describe your personal reaction to the story and/or characters. You may include facts you learned, questions you raised or other significant personal feelings. B. Describe in words the various signs you would use to express simple sentences to share with a small group. C. Share an anecdote with the class using appropriate facial expression and demonstrating accurate grammar and sign production. D. Complete a journal assignment from the textbook. E. Watch a unit video from the text and write down the English translation (Gloss).
Outside Assignments
1. Read textbooks, and articles related to deafness 2. Prepare presentations, student demonstrations

METHODS OF EVALUATION:

Methods of Evaluation
Exams/Tests Quizzes Papers Projects Group Projects Class Participation Class Work Home Work Class Performance 1. Receptive skills will be evaluated via quizzes. Students will write English glosses of ASL signs and translate ASL sentences to English. 2. Class attendance and participation is of vital importance in evaluating students developing skills and awareness. They must demonstrate a strong desire to communicate without voice, participate in small group games and drills and join in class discussions on deafness. 3. Class presentations will be done in ASL. An outline of the presentation written in gloss will be turned in.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- Zinza, J. E. (2006). *Master ASL! Level One* (1st/e). ISBN: 1-881133-20-6
- Zinza, J. E. (2006). *Master ASL! Fingerspelling, Numbers, and Glossing* (1st ed/e). ISBN: 978-1-881133-

Other Materials:

- Valli. C. The Gallaudet Dictionary of American Sign Language.
- Instructor prepared handouts.
- Greenberg. In This Sign.
- Walker. A Loss for Words.
- Spradley. Deaf Like Me.
- Gannon. Deaf Heritage.
- National Association of the Deaf. "American Annals of the Deaf."
- Olivia G. Alone in the Mainstream
  ISBN-13-9781563683008

STUDENT LEARNING OUTCOMES:

1. ASL120 SLO1 - Demonstrate introductory knowledge of the history and literature of ASL.
2. ASL120 SLO2 -Demonstrate beginning receptive ASL skills in vocabulary, structure and usage.
3. ASL120 SLO3 - Demonstrate beginning expressive sign vocabulary, structure and usages in ASL.
4. ASL120 SLO4 - Identify ASL culture and norms.
5. ASL 120 SLO4- Demonstrate the use of sign space, and the ability to use classifiers at an introductory level.

Date BOT Approved:
Date Reviewed: Fall 2014
PCA Established:
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT: Sign Language, American

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 121

CATALOG COURSE TITLE: American Sign Language 2

BANNER COURSE TITLE: American Sign Language 2

UNITS: 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3.00	48.00-54.00	3.00
Lab:	-	-	-
Total Contact Hours:	3.00	48.00-54.00	3.00 – 0.00

NUMBER OF TIMES COURSE CAN BE REPEATED:
0

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S):

ASL 120

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

PREREQUISITE SKILLS:
Upon entering this course, the student should be able to:
ASL 120

1. express and receive a basic sign vocabulary.
2. execute and understand moderately paced fingerspelled words.
3. describe briefly the different sign systems on the ASL Continuum.
4. express and receive simple ASL sentences.
5. communicate with a partner in sign language.
6. discuss total communication and other deafness related topics.

CATALOG DESCRIPTION:

A continuation of American Sign Language (ASL120), emphasizing receptive and expressive skills, aspects of ASL grammar, vocabulary, literature, subcultures within the deaf community and the various education regimes for deaf children in the United States.

COURSE CONTENT:

1. American Sign Language Grammatical and Linguistic Features
    - A. Rhetorical sentence patterns
    - B. Classifiers in two-handed configurations
    - C. Conditional sentence patterns
    - D. Conjunctions
    - E. Topicalization
    - F. Fingerspelled load signs
    - G. Numbering systems
    - H. Varying perspective with classifiers
    - I. Sentences including first person, third person, and narrator
    - J. Compound signs
    - K. Modals
    - L. Idioms
    - M. Self pronoun, pronouns, including location
    - N. Personification
    - O. Mouth morphemes and Non Manual Signals (NMS)
    - P. Sign space
    - Q. Pronominalization
    - R. Time line
    - S. Money/Measurement
    - T. Conjunctions
    - U. Conceptual accuracy
2. Other
    - A. American Sign Language literature
    - B. Awareness of local organizations that work with the deaf community
    - C. Deaf culture - subcultures
    - D. Skills practicum
    - E. Education of the deaf in America

COURSE OBJECTIVES:
<u>At the end of the course, the student will be able to:</u>

1. demonstrate the ability to construct a variety of American Sign Language sentences with proper structure.
2. demonstrate the proper use of a variety of American Sign Language idioms.
3. demonstrate and describe intermediate linguistic concepts such as spatial location and signer's perspective.
4. utilize American Sign Language story-telling techniques (personification, perspectives, and narration).
5. demonstrate the ability to read moderately paced fingerspelled words and numbers.
6. recognize and demonstrate the ability to use a variety of loan signs.
7. demonstrate the use of critical thinking skills in analyzing, comparing, and contrasting subcultures with the deaf community.
8. demonstrate an increase of ASL vocabulary production.
9. demonstrate advanced expressive and receptive sign skills by utilizing additional lexicalized vocabulary when signing

METHODS OF INSTRUCTION:

Methods of Instruction

Demonstration
Discussion
Lecture

OUTSIDE ASSIGNMENTS:

Outside Assignments

1. Students will read one book focusing on a subculture within the deaf community. They will present their findings orally to the class.

2. Students will create their own original American Sign Language poetry, letter or number play, and one story. They will present this to their class.

3. Students will do a final project such as interview a deaf person, interview an employee of an agency serving the deaf community, or research deaf related sources on the Internet. They will write a report and turn it in to the instructor.

4. Students will participate in large and small group sign activities, giving and receiving constructive criticism.

5. Students will view American Sign Language videotapes in the Learning Resource Center.

6. Students will conduct a Tribute presentation (in ASL) on something or someone of importance in the Deaf community.

METHODS OF EVALUATION:

Methods of Evaluation

Exams/Tests
Quizzes
Research Projects
Oral Presentation
Projects

Group Projects
Class Participation
Class Work
Home Work
Class Performance
Writing Requirements

1. Presentations

2. Final project.

4. Tests

5. In class assignments

6. Attendance and participation in class.

Sample of essay questions:

1. Compare and contrast Big D Deaf and little d deaf

2. Give examples of deaf literature in the United States. What common themes do you see among different works?

3. What are common struggles that children of Deaf parents face?

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- Zinza, J. E. (2006). *Master ASL! Level One* (1st ed/e). ISBN: 1881133216
- Zinza, J. E. (2006). *Master ASL! Fingerspelling,Numbers, and Glossing* (1st ed/e). ISBN: 1881133206
- Padden C.,Humphries T. (1990). *Deaf in America: Voices from a culture* ISBN: 978-067419424

Other Materials:

- Holcomb T., Introduction to American Deaf Culture (Professional Perspectives on Deafness: Evidence and Applications)2012
- Video series: SF Public Library - American Deaf Culture.
- The American Sign Language Dictionary - CD-ROM
- Humphries and Padden, A Basic Course in American Sign Language, TJ Publishers, 1980.
- Levitan L. Moore M. -For Hearing People Only: Answers to Some of the Most Commonly Asked Questions about the Deaf Community, Its Culture, and the "Deaf Reality

STUDENT LEARNING OUTCOMES:

1. ASL121 SLO1 - Demonstrate intermediate knowledge of the history and literature of ASL.
2. ASL121 SLO2 - Demonstrate intermediate receptive ASL skills in vocabulary, structure and usage.
3. ASL121 SLO3 - Demonstrate intermediate expressive sign vocabulary, structure and usages in ASL.
4. ASL121 SLO4 - Engage in ASL culture and norms.

Date BOT Approved:
Date Reviewed: Spring 2015
PCA Established:
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT: Sign Language, American

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 124

CATALOG COURSE TITLE: American Sign Language 3

BANNER COURSE TITLE: American Sign Language 3

UNITS: 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3.00	48.00-54.00	3.00
Lab:	-	-	-
Total Contact Hours:	3.00	48.00-54.00	3.00 – 0.00

NUMBER OF TIMES COURSE CAN BE REPEATED:
0

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S):

ASL 121

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

PREREQUISITE SKILLS:
Upon entering this course, the student should be able to:
ASL 121

1. construct a variety of American Sign Language sentences.
2. use a variety of American Sign Language idioms.
3. respond appropriately in conversation.
4. utilize American Sign Language story-telling techniques (personification, perspectives, and narration).
5. read moderately paced fingerspelled words and numbers.
6. recognize a variety of LOANS SIGNS.

7. use critical thinking skills in analyzing, comparing, and contrasting subcultures with the deaf community.

CATALOG DESCRIPTION:

Continuing development of skills learned in American Sign Language (ASL) 121 emphasizing ASL grammar, vocabulary and idiomatic constructions. Provides an opportunity for further development of conversational techniques, focusing on expressive and receptive skills. Deaf cultural issues, non-manual markers, advanced classifiers, and numbering systems will be explored.

COURSE CONTENT:

1. Building language, verbs, nouns, adjectives, pronouns
2. Topicalization
3. Conjunctions
4. Inflection
5. Simple sentences and complex sentences
6. Spatial location
7. Translating idiomatic expressions
    A. ASL to ENGL
    B. ENGL to ASL
8. Non-manual markers and mouth morphemes
9. Classifiers, perspective
10. Directional verbs
11. Fingerspelling and numbering
12. Metaphors, similes, jokes
13. Conceptual accuracy

COURSE OBJECTIVES:
At the end of the course, the student will be able to:

1. Demonstrate/express short narratives in ASL with correct ASL grammar
2. Demonstrate an increase in receptive and expressive ASL skills.
3. Analyze varying structures of ASL and their cultural components.
4. Demonstrate a measurable improvement in the use of classifiers and numbering systems.
5. Discuss Deaf culture and history within the context of current issues
6. Analyze ASL Gloss and demonstrate the ability to understand the meaning and accurately express it in ASL

METHODS OF INSTRUCTION:

Methods of Instruction
Demonstration
Discussion
Lecture

OUTSIDE ASSIGNMENTS:

Outside Assignments
1. Research prominent deaf figures in society.
2. Read and interpret Deaf literature.
3. Watch and analyze practice videos.
4. Attend Deaf events.

METHODS OF EVALUATION:

Methods of Evaluation

Exams/Tests
Quizzes
Research Projects
Oral Presentation
Projects

Group Projects
Class Participation
Class Work
Home Work
Class Performance
Writing Requirements

1. Verbal presentation.
2. Final project.
3. Tests to measure receptive skills.
4. Ability to answer signed questions appropriately during class.
5. Attendance and participation in class.
6. Research paper

SAMPLE RESEARCH PAPER:
Students will write a 5-page research paper on a topic addressing a social problem related to deafness or sign language.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- Baker-Shenk, C.,Cokely, D. (1991). *American Sign Language* (ISBN 978-0-93032/e). ISBN: 978-093032386

Other Materials:

- ASL Poetry: Selected Works of Clayton Valli on DVD
- Signing the Body Poetic: Essays on American Sign Language Literature Paperback – December 20, 2006
  by H-Dirksen L. Bauman (Editor), Heidi M. Rose (Editor), Jennifer L. Nelson (Editor), & 2 more
- An Anthology of Deaf American Writings 1861-1864
- Linguistics of American Sign Language, 5th Ed.: An Introduction Hardcover – August 31, 2011
  by Clayton Valli

STUDENT LEARNING OUTCOMES:

1. ASL124 SLO1 - Demonstrate advanced knowledge of the history and literature of ASL.
2. ASL124 SLO2 - Demonstrate advanced receptive ASL skills in vocabulary, structure, and usage.
3. ASL124 SLO3 - Demonstrate advanced (expressive) sign vocabulary, structure, and usage in ASL.
4. ASL124 SLO4 - Engage in ASL culture and norms.
5. ASL124 SLO 5 Demonstrate the use of sign space and the ability to map using a minimum of 4 placements
6. ASL124 SLO 6 Define and demonstrate conceptual accuracy

Date BOT Approved:
Date Reviewed: Spring 2015
PCA Established:
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT: Sign Language, American

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 130

CATALOG COURSE TITLE: Conversational American Sign Language

BANNER COURSE TITLE: Conversational ASL

UNITS: 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3.00	48.00-54.00	3.00
Lab:	-	-	-
Total Contact Hours:	3.00	48.00-54.00	3.00 – 0.00

NUMBER OF TIMES COURSE CAN BE REPEATED:
0

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S):

ASL 120

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

PREREQUISITE SKILLS:
Upon entering this course, the student should be able to:
ASL 120

1. express and receive a basic sign vocabulary.
2. execute and understand moderately paced fingerspelled words.
3. describe briefly the different sign systems on the ASL Continuum.
4. express and receive simple ASL sentences.
5. communicate with a partner in sign language.
6. discuss total communication and other deafness related topics.

CATALOG DESCRIPTION:

Designed to improve conversational skills in American Sign Language by increasing vocabularies and perfecting grammatical structures. Emphasis is on improving expressive and receptive skills.

COURSE CONTENT:

1. Introducing Oneself
2. Exchanging Personal Information
3. Talking about Surroundings
4. Telling where you Live
5. Talking about your Family
6. Telling about Activities
7. Giving Directions
8. Describing Others
9. Making Requests
10. Talking about Family and Occupations
11. Attributing Qualities to others
12. Talking about Routines
13. ASL Folklore:
    - A. Humor
    - B. Fable and Tall Tales
14. Current Events in the Deaf Community

COURSE OBJECTIVES:
At the end of the course, the student will be able to:

1. discuss in simple ASL topics of general interest.
2. use the structures learned in the prerequisite with greater facility.
3. discuss current events in the deaf community and their impact.
4. increase their knowledge of the deaf community and its culture.
5. increase receptive and expressive sign skills to a natural, conversational level.

METHODS OF INSTRUCTION:

Methods of Instruction
Demonstration Discussion Lecture

Methods of Instruction Description:
Instructor-guided activities, individualized and group work/discussions, student presentations will be used.

OUTSIDE ASSIGNMENTS:

Other Assignments
Read assigned materials, prepare for class topics, research specific topics

Outside Assignments

1. Students will write a paper related to a current event/controversy within the deaf community. Students will analyze the impact and implications of that event.

2. Students will prepare to participate in small and large group activities giving and receiving constructive criticism.

Sample Writing Question:
1. Investigate the differences between "Deaf" and "deaf". As a group, take a stand on the topic and give a 10-minute presentation.

METHODS OF EVALUATION:

Methods of Evaluation
Exams/Tests Quizzes Oral Presentation Projects Simulation Group Projects Class Participation Class Work Home Work Class Performance Writing Requirements 1. Students will be given various written and oral tests throughout the term. 2. Instructor will make in-class observation of the student's signing skills. 3. Student's grade will include attendance and participation. Sample essay questions: 1. Summarize the current debate within the Deaf community regarding cochlear implants. List the two opposing views related to cochlear implants and cite examples from current publications. Cite your sources. What is your opinion? 2. Find one of the "deaf chat groups" on the Internet. What current topics/concerns were being addressed? What was your opinion of at least two of these issues? What is your opinion of deaf chat groups?

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- Fan B., Miller B., Fan L. (2008). *The American Sign Language Phrase Book* (3rd/e). ISBN: 0071497137

Other Materials:

- S.F. Public Library: Deaf Culture Video Series
- Signing Naturally—Level 1 – textbook and companion video
- SF Public Library: Deaf culture Video Series
- CD-ROM: American Sign Language Dictionary
- CD-ROM: Grammatical Aspects of American Sign Language
- National Association of the Deaf, "The Broadcaster"
- American Annals of the Deaf (already in the LRC)
- Publication: "The Silent News"
- S.F. Public Library: Deaf Culture Video Series
- The Hazards of Being Deaf, Glickman

STUDENT LEARNING OUTCOMES:

1. ASL130 SLO1 - Demonstrate fluency in receptive ASL skills.
2. ASL130 SLO2 - Demonstrate fluency in expressive ASL skills.

3. ASL130 SLO3 - Engage in ASL culture and norms.

Date BOT Approved:
Date Reviewed: Spring 2015
PCA Established: 29-JAN-2015
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT: Sign Language, American

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 138

CATALOG COURSE TITLE: History Of Deaf

BANNER COURSE TITLE: History Of Deaf

UNITS: 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	3.00	48.00-54.00	3.00
Lab:	-	-	-
Total Contact Hours:	3.00	48.00-54.00	3.00 – 0.00

NUMBER OF TIMES COURSE CAN BE REPEATED:
0

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES):

- ENGL 514 and/or
- Eligibility for ENGL 101.

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

ADVISORY SKILLS:
Upon entering this course, the student should be able to:
ENGL 514

1. write essays, including argumentation, that integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.
2. produce in-class or timed essays that illustrate organizing, composing, revising, editing, and time-management skills.
3. analyze and paraphrase multiple texts: drawing conclusions, making generalizations, and analyzing

arguments.
4. write essays to specific audiences using an appropriate voice for those readers.
5. formulate an essay with a clear thesis statement or central idea.
6. organize essays in which the topic sentences and paragraph details support the thesis.
7. construct sentences that demonstrate control of sentence variety and effective word choice, using mostly college-level diction.
8. use strategies to accommodate and learn unfamiliar vocabulary.
9. proofread and edit essays so that they exhibit few gross errors in English grammar, use, or punctuation.
10. identify and evaluate supporting evidence.
11. follow prescribed documentation methods and properly use outside sources.

CATALOG DESCRIPTION:

A culturally diverse exploration of the deaf from Aristotle to the present. Focus is on the ideas, events and laws that have shaped the community as viewed through literature, folklore, art, and philosophy. Interrelationship of societies is emphasized. This course is not open to students who are enrolled in or have received credit for History 138.

COURSE CONTENT:

1. Physical aspects of deafness and its implications within society
2. Earliest known mentions of deafness and deaf culture
3. Aristotle to Laurent Clerc
    A. tracing the cultural roots of deaf
    B. overcoming prejudice
4. Civilizations' awareness
    A. 17th century awakens to the sounds of silence
    B. French deaf, British deaf and American deaf
5. The rejected society
6. The gathering - how deaf gathered in Europe and crossed the Atlantic
7. Deafness undone - (late 19th century)
8. Alex G. Bell vs. Ed Galludet
    A. the language debate, early 20th century
    B. the diversity of signed languages and community (European, Asian, Baltic and American)
9. The struggle for equality
    A. deaf rights
    B. public law
    C. assimilation
    D. integration
10. Diversity within the deaf community
    A. facing the world as a minority within a minority
    B. gender, ethnic, and socio-economic strategies of assimilation
    C. minority cultures within a minority
11. Out of the closet
    A. the people who brought attention to deaf culture (mid-late 20th century)
    B. ADA
12. Where are they now
    A. shedding light on achievements worldwide
    B. deaf culture in the 21st century

COURSE OBJECTIVES:
<u>At the end of the course, the student will be able to:</u>

1. analyze the basic information about deaf and deafness.
2. evaluate the key historical issues of the deaf.
3. examine the origins of this unique cultural group and its relationship with other ethnic and

socio-economic groups.
4. identify misconceptions, stereotypes and bias regarding the deaf culture in North American society.
5. understand and recognize American Sign Language as a human language.
6. explore the history of the American Deaf community and become acquainted with a timeline of significant developments and events relating to the Deaf community.

METHODS OF INSTRUCTION:

Methods of Instruction
Discussion Lecture

OUTSIDE ASSIGNMENTS:

Other Assignments
1. Reading of history and development of the Deaf community, culture and education. 2. Study of vocabulary. 3. Reflection writing assignments 4. Analysis of in-class handouts. 5. On-line research on assigned topics.

METHODS OF EVALUATION:

Methods of Evaluation
Exams/Tests Quizzes Research Projects Papers Oral Presentation Projects Group Projects Class Participation Class Work Home Work Writing Requirements Reflections Students will complete 4 written reflections throughout the course. These reflections will evaluate the cumulative knowledge of the student.

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- Lane. H. (1989). *When the Mind Hears: A History of the Deaf* (1st/e). ISBN: 0679720235
- Biesold. H., Friedlander. H. (1999). *Crying Hands: Eugenics and Deaf People in Nazi Germany* (1st/e). ISBN: 978-156368077

Other Materials:

- Spradley. Deaf Like Me
- Greenberg. In this Sign
- Grannon. Deaf Heritage
- E. Hairston and Linwood Smith. Black and Deaf in America

- Holcomb and Wood. Deaf Women: A Parade Though the Decades
- Groce, Nora Ellen. Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard, Harvard University Press, Cambridge, Mass. 1985
- Ryan.D.F. Deaf People in Hitler's Europe

STUDENT LEARNING OUTCOMES:

1. ASL138 SLO1 - Demonstrate knowledge of the literature, art, and history of Deaf culture.
2. ASL138 SLO2 - Demonstrate knowledge of the laws that have impacted the Deaf community.
3. ASL 138 SLO 3 -Explore the history of how the American Deaf community was founded and familiarize themselves with a time line of significant events and developments relating to the community.
4. ASL 138 SLO 4-Acquire and apply knowledge of the Deaf community, Deaf Culture, and Deaf education by being able to explain these Deaf related issues and their importance to the Deaf community and our society.

Date BOT Approved:
Date Reviewed:
PCA Established:
Date DL Conversion Approved:

ALLAN HANCOCK COLLEGE
COURSE OUTLINE

DISCIPLINE PLACEMENT:

DEPARTMENT: Languages & Communication

PREFIX & NUMBER: ASL 189

CATALOG COURSE TITLE: Independent Projects

BANNER COURSE TITLE: Independent Projects

UNITS: 1 – 3

	Hours per week (based on 16 weeks)	Total Hours per Term (range based on 16-18 weeks)	Units
Lecture:	1.00	16.00-18.00	1.00
Lab:	-	-	-
Total Contact Hours:	1.00 - 0.00	16.00-18.00 to 48.00-54.00	1.00 – 3.00

NUMBER OF TIMES COURSE CAN BE REPEATED:

GRADING OPTION:

GR/P/NP - Letter Grade or Pass/No Pass

PREREQUISITE(S): None

COREQUISITE(S): None

ADVISORY(IES): None

LIMITATION(S) ON ENROLLMENT: None

ENTRANCE SKILLS:

CATALOG DESCRIPTION:

Courses for students capable of independent work who demonstrate the need or desire for additional study beyond the regular curriculum. Enrollment allows students to pursue activities such as directed field experience, research, or development of skills and competencies under faculty advisement and supervision. Independent projects may be earned in most disciplines. Students wishing to enroll in Independent Projects should contact the appropriate instructor identified in the class schedule. If the project proposed is acceptable to that instructor, a contract will be developed. All contracts for these classes must be completed and submitted to the Records Office no later than the end of the second week of the semester. Students may enroll for any combination (unit value) of Independent Projects 189 and/or 389 for a total of four semesters in a specific discipline. Units are awarded depending upon satisfactory

performance and the amount of time committed by the student to the course. Allowable units vary according to discipline, and are based on the following formula: 1 unit - 48 hours per semester 2 units - 96 hours per semester 3 units - 144 hours per semester

COURSE CONTENT:

COURSE OBJECTIVES:
At the end of the course, the student will be able to:

METHODS OF INSTRUCTION:

Methods of Instruction
none

METHODS OF EVALUATION:

Methods of Evaluation
None

REQUIRED TEXTS AND OTHER INSTRUCTIONAL MATERIALS:
Adopted Text:

- None

Other Materials:

- None

STUDENT LEARNING OUTCOMES:

None Entered

Program Review -

Suggestions For Improving The Process

Complete at the end of the process and return to the current President of Academic Senate.

I participated in the Program Review Process as:

1. a writer of a self-study ___x___
2. a member of a validation team _____
3. other (specify) _____

Suggestions for Improvement:

- An update is needed. This form listed Vicky Melville and Gary Bierly as the AS president.
- When updating this document, given how crucial it is, there needs to be a Writing Group and a separate Reading Group to ensure typos are corrected, inconsistent language is corrected, and clarification is not needed. Once the document goes through a writing and a reading process, the next step should be vetting at AS.
- Better instructions and examples would be appreciated.
- Consistent terminology is needed.
- Aligning program review to the most current Strategic and Master Ed Plans.
- Regular training is also needed to understand and answer the questions in the self-study.
- Training is needed on the data. Faculty are provided data but they are not trained on how to analyze data.
- There has to be a better way to finding validation team members for these program reviews. Perhaps a list of volunteers should be available via AS. It took longer for me to find validation team members than what it took to put the document together.
- The formatting needs to be fixed. Original document felt like it was three separate documents, with different settings, stitched together. I spent a good amount of time redoing the formatting from the original document.