


	Program Student Learning Outcomes	Devise, Compose and present advanced low level receptive and expressive proficiency in American Sign Language as established by ACTFL. (see Appendix A).	Integrate, sensitivity and understanding of the norms, values, and influence of diverse cultural, historical and global perspectives within the Deaf community.	Develop and maintain appropriate skills related to Deaf Community, organizations, and careers in social services, education, and life-long learning of ASL.	Demonstrate and integrate the knowledge and skills to interpret in entry-levels settings while incorporating awareness of the cultural diversity within the Deaf/Hard of Hearing/DeafBlind communities.	Analyze and integrate facts related to the interpreting profession to include history of the field, terminology, professional associations, interpreter role and function, relevant legislation.	Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.
Course Abbreviation	<p>Course Level Learning Competencies</p> 						
DST101	Be able to explain some of the different educational methods used in teaching D/deaf children,	I	I	I			I
	Define clearly all of the communicative strategies used by D/deaf individuals,	I	I	I			I
	Describe Eany of the various cultural and psychological environments D/deaf people encounter,	I	I	I			I
	Identify and describe the social network of the D/deaf community,	I	I	I			I
	Describe Eany of the different professionals and their areas of expertise within the D/deaf community,	I	I	I			I
	Be able to explain both the pathological model of deafness and the cultural model of the Deaf community,	I	I	I			I
	Understand the importance of Ammrican Sign Language within the Deaf community.	I	I	I			I
	Become knowledgeable about the mechanism of hearing	I	I	I			I
	Understand some of the different causes and treatmmts of hearing impariements and deafness.	I	I	I			I
DST102	Become knowledgeable about the personal qualities and professional attitudes necessary to render interpreting services.	I	I	I	I	I	I
	Understand the historical developmmt of the field of professional interpreting	I	I	I	I	I	I
	Become cognizant of the Code of Ethics adhered to by professional interpreters.	I	I	I	I	I	I
	Increase their professional vocabulary and knowledge about current developmmts within the field of interpreting.	R	R	R	I	I	I
	Become sensitized to cross-cultural interpreting issues.	IR	IR	IR	I	I	I
	Demonstrate basic visual gestural communication and interpretation skills.	E	E	E	I	I	I
	Understand how to assess an interpreting situation and how to function effectively in a variety of settings.	I	I	I	I	I	I
Develop a basic understanding of advancing technological resources such as Video Relay Service (VRS) and Video Remote Interpreting (VRI) and its' impact on the Interpreting discipline	I	I	I				
DST191	Identify language variation given the dynamics of the practicum environmmt.	IR	IR	I	I	I	I
	Distinguish the language choice used in the interaction between hearing and Deaf/Deaf Blind people.	IR	IR	I	I	I	I
	Participate in conversations at the practicum site using ASL.	IR	IR	I	I	I	I
	Demonstrate completion of individual personal goals and objectives.	IR	IR	I	I	I	I

Information Literacy							
Quantitative Reasoning							
Public Presentation							
Global Awareness							
Written Communication							
Science & Technology							

DST201	Discuss Appropriate ethical applications of the Code of Professional Conduct (established by NAD-RID) Enhanced and refined skills into specific interpreting situations.	I	R	R	R	E	R
	Demonstrate Enhanced and refined skills in English –to - ASL consecutive interpreting.	R	IR	R	R	RE	R
	Demonstrate Enhanced and refined skills in English-to-ASL simultaneous interpreting.	IR	R	R	I	I	I
	Demonstrate Enhanced and refined skills in ASL-to-English consecutive interpreting.	R	IR	R	R	RE	R
	Demonstrate Enhanced and refined skills in ASL-to- English simultaneous interpreting.	IR	R	R	I	I	I
	Demonstrate Enhanced and refined skills with regard to self-assessment of the interpreted product.	R	R	R	R	E	R
	Describe the theoretical framework and the efficacy of their application on skill refinement.	I	I	I	R	E	IR
	Discuss the regional States screening requirements and procedures (Mass., NH, and ME) as well as successfully pass the national RID written exam.	RE	R	E	RE	RE	R
DST202	Explain/describes interpreters' role and responsible and the interpreting process.	RE	RE	RE	RE	E	R
	Demonstrate understanding of interpreter's role and functions appropriately in that role.		RE	E	RE	E	E
	Identifies significant names, facts, acronyms related to Deaf community, organizations, history.		R	R	R	R	R
	Identifies and explains environmental and logistical factors affecting the interpreting process, along with possible solutions.	R	E	E	E	RE	RE
	Recognizes and gives examples of cultural differences; identifies potential relevance	R			E	E	E
	Demonstrate an appropriate Level of skills in Interpreting/Transliterating	R	RE	R	R	R	E
	Implements a professional development plan; demonstrates commitment to ongoing p	E	E	E	E	E	E
	Evaluates own skills and suitability for assignments; demonstrates appropriate levels of self-confidence and poise.	E	RE	RE	RE	RE	E
	Establishes appropriate professional relationships with supervisors, mentors, peers, and consumers.	E	R	R	RE	RE	RE
Knows and follows recognized codes of ethics/conduct.	E	E	E	E	E	E	
DST291	Establish individual goals for the practicum experience via a written goals paper to be shared with the instructor and the site supervisor.		RE	RE	R	R	E
	Devise and maintain a schedule with the site supervisor that meets the hourly requirements of the course.		R	R	R	R	R
	Reflect on practicum experiences encountered each week in a written journal and in weekly practicum meeting discussions.	R	E	E	E	E	E
	Monitor progress towards goals, modify goals as necessary, and discuss modifications with the site supervisor and instructor.	R	E	E	E	E	E
	Interact in a professional, respectful, and culturally sensitive manner with individuals at the practicum site as reported by the site supervisor.	R	E	E	E	E	E
DST292	Discuss appropriate ethical applications of the Code of Professional Conduct (established by NAD-RID) enhanced and refined skills into specific interpreting situations.		E	R	E	E	E
	Share practicum experiences		E	E	E	E	E
	Gain proficiency in communication, observation, recording and writing skills	E	E	E	E	E	E
	Demonstrate ability to reflect upon practicum experiences encountered through journal entries.		RE	RE	RE	RE	RE
	Gain proficiency in problem solving, conflict resolution and identification of appropriate methods of resolving ethical dilemmas.		R	R	E	E	E
	Establish individualized, measurable practicum goals in order to periodically evaluate growth and learning.		RE	RE	RE	RE	RE

	Further develop the ability to interact in a professional, respectful, confidential, and culturally appropriate manner in the practicum setting.		E	E	E	E	E
DST205	Demonstrate knowledge/understanding/appreciation of the social/cultural and historical attitudes of "the hearing" towards "the deaf" and their affect on the development of the Deaf individual.	RE	RE	E	E	E	E
	Demonstrate knowledge/understanding/appreciation of Deaf history, the history of deaf education and the emergence of Deaf culture.	E	E	E	E	E	E
	Demonstrate knowledge/understanding/appreciation of the dynamics of Deaf culture – its membership, purpose, functions, values, traditions, importance of its language, organizations and rules of behavior.	E	E	E	E	E	E
	Demonstrate knowledge/understanding/appreciation of how institutions of socialization such as family and school enhance or hinder the social, cognitive and psychological development of the Deaf individual.	RE	RE	RE	RE	RE	RE
	Demonstrate knowledge/understanding/appreciation of what happens to Deaf individuals when societies use a Pathological as opposed to a Cultural Model of Deafness.	E	E	E	E	E	E
	Demonstrate knowledge/understanding/appreciation of the complex and diverse factors that have influenced and continue to shape the history and development of Deaf individuals.	E	E	E	E	E	E
ASL101	Demonstrate comprehension of simple questions and statements by producing short one to two sentence responses.	I		I			I
	Ask questions within conversational interactions involving introduction of self and exchanging personal information about school, work, family, friends, daily activities, and likes/dislikes.	I		I			I
	Demonstrate ASL-appropriate conversational communication behaviors.	I	I	I			I
	Demonstrate comprehension of classmates' names and other commonly spelled words of three to four letters when fingerspelled at a normal rate.	I		I			I
	Fingerspell the names of classmates and commonly fingerspelled words of three to four letters at a moderate to normal rate of speed within a conversational context.	I		I			I
	Understand and express the numbers 1 – 60	I		I			I
	Identify the cultural beliefs, values, attitudes and perspectives of Deaf people and compare to other cultures as well as to students own culture.		I				I
	Demonstrate in writing and through classroom interaction a basic knowledge of the linguistic structure of ASL, and the historical and contemporary issues that impact Deaf culture and the Deaf community.		I				I
ASL102	Demonstrate comprehension of questions and statements in a basic conversational format by producing one to three sentence responses.		I	I			I
	Ask questions at a basic level within a conversational format when discussing hobbies & interests, food, occupations, health, describing people, locating objects and making requests.	I	I	I			I
	Demonstrate increased knowledge of ASL-appropriate conversational communication behaviors.	I	I	I			I
	Demonstrate comprehension and expression of commonly fingerspelled words, names, places and abbreviations at a normal rate of speed within a conversational context.		IR	I			I
	Understand and express the numbers 61 -100, rank, sports, money and other numerical systems.	I	I	I			I
	Demonstrate in writing and through classroom interaction increased knowledge of the linguistic structure of ASL, and the historical and contemporary issues that impact Deaf culture and the Deaf community.		I	I			I
ASL111	Compare cultural, linguistic, political and social issues of ASL and Deaf people with students' own language, culture and community.	I	I	I			I
	Demonstrate comprehension of questions and statements in an intermediate level conversational format by producing three to five sentence responses.	IR	IR	IR	IR		IR
	Ask questions at an intermediate level conversational format when discussing seasonal activities, Money transactions, describing locations of objects and discussing life events.	IR	IR	IR	IR		IR
	Demonstrate increased knowledge of ASL-appropriate conversational communication behaviors.	IR	IR	IR	IR		IR
	Create and produce short narratives at an intermediate level using appropriate ASL Discourse.	I	IR	IR	IR		IR
Demonstrate comprehension and expression of commonly fingerspelled words, names, places, abbreviations and fingerspelled loan signs at a normal rate of speed within a conversational context.	IR	IR	IR	IR		IR	

	Understand and express numbers 101 – 1000, money and other numerical systems.	R	IR	IR	IR		IR
	Demonstrate in classroom interaction increased knowledge of the linguistic structure of ASL, and the historical and contemporary issues that impact Deaf culture and the Deaf community.	IR	IR	IR	IR		IR
	Compare cultural, linguistic, political and social issues of ASL and Deaf people with students' own language, culture and community.	I	IR	IR	IR		IR
ASL112	Demonstrate increased comprehension and expression skills at an intermediate level within a conversational format when describing and identifying people, places, locations, objects, and describing accidents.	IR	R	R	IR		R
	Demonstrate increased knowledge of ASL culturally appropriate conversational communication behaviors to enhance conversations.	R	R	R	IR		R
	Create and produce short narratives at an intermediate level while continuously enhancing their use of ASL Discourse structures.	R	R	R	IR		R
	Demonstrate in classroom interaction and presentations an increased knowledge of the linguistic structure of ASL, conceptually accurate signing, idiomatic forms, fingerspelling, numbers and other grammatical features in ASL.	R	R	R	IR		R
	State and justify ideas/thoughts/opinions discussions on various controversial issues in Deaf culture and the Deaf community.	R	R	R	IR		R
	Compare cultural, linguistic, political and social issues of ASL and Deaf people with students' own language, culture and community.	R	R	R	IR		R
ASL201	Demonstrate increased comprehension and expression skills at an advanced level within conversational format when using appropriately produce the use of Classifiers, Sentence Types, Pronominalizing, Subjects & Objects in Ammrican Sign Language.	R	RE	RE	IR		RE
	Demonstrate increased knowledge of ASL culturally appropriate conversational communication behaviors to enhance conversations.	R	E	E	IR		E
	Create and produce short narratives at an advanced level while continuously enhancing their use of ASL Discourse structures.	R	RE	RE	IR		RE
	Demonstrate in signing and through classroom interaction and presentations an increased knowledge of the linguistic structure of ASL, conceptually accurate signing, idiomatic forms, fingerspelling, numbers and other grammatical features in ASL.	R	RE	RE	IR		RE
	State and justify ideas/thoughts/opinions discussions on various controversial issues in Deaf culture and the Deaf community.	E	E	RE	IR		RE
	Compare cultural, linguistic, political and social issues of ASL and Deaf people with students' own language, culture and community.	E	E	RE	IR		RE
ASL202	Demonstrate increased comprehension and expression skills at an advanced level within conversational format when using appropriately produce the use of ASL semantics and English's expressions.	RE	E	RE	RE		RE
	Demonstrate increased knowledge of ASL culturally appropriate conversational communication behaviors to enhance conversations.	E	E	E	E		E
	Create and produce short narratives at an advanced level while continuously enhancing their use of ASL Discourse structures.	E	E	E	E		E
	Demonstrate in signing and through classroom interaction and presentations an increased knowledge of the linguistic structure of ASL, conceptually accurate signing, idiomatic forms, fingerspelling, numbers and other grammatical features in ASL.	E	E	E	E		E
	Compare cultural, linguistic, political and social issues of ASL and Deaf people with students' own language, culture and community.	E	E	E	E		E
	State and justify ideas/thoughts/opinions discussions on various controversial issues in Deaf culture and the Deaf community.	E	E	E	E		E
ASL203	Recognize and produce the proper parammters in the construction of a sign in ASL.	R	R	R	R		R
	Explore historical changes in ASL.	IR	R	IR	IR		IR
	Recognize and produce the proper verb-noun pairs in the construction of ASL.	R	R	R	R		R
	Recognize ASL Morphology: Word Formation, and Classifiers.	R	R	R	R		R
	Recognize ASL Syntax: Typology & structure of a clause, Non-Manual components of ASL.	R	R	R	R		R
	Analyze ASL Discourse & Artistic use of ASL.	R	R	R	R		R
	Analyze First Language Acquisition	I	IR	IR	IR		IR

	Analyze Age of Acquisition	I	IR	IR	IR		IR
	Analyze Sociolinguistic	R	R	R	R		R
ASL205	Understand the unique qualities of ASL poetry.	IR	IR	IR			IR
	Appreciate Deaf literature and its importance in the emergence of Deaf Culture.	E	E	RE			RE
	Identify and appreciate the Deaf experience in literature written or signed by Deaf people.	RE	E	E			E
	Understand how and why members of the Deaf cherish ASL folklore Culture.	E	E	E			E
	Appreciate what happens to Deaf individuals when societies use a Pathological as opposed to a Cultural model of Deafness, and how this is reflected through ASL poetry, literature and folklore.	E	E	E			E
	Enhance the student's awareness and appreciation of the complex and diverse factors that have influenced and continue to shape the literature and development of folklore within the Deaf community.	E	E	E			E