

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	ASL 1000
COURSE TITLE:	Orientation to Deafness
PREREQUISITE(S):	None
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	24
<p>CATALOG COURSE DESCRIPTION: This course is an introduction and orientation to the physical, psychological, educational, legal, and social aspects of deafness. The course will deal with the impact of deafness on the individual and family, as well as the social patterns of the deaf community and culture. It will also describe historical and changing attitudes toward the culture of the deaf.</p>	
SUGGESTED TEXT(S):	<p><u>Reading Between the Signs</u>, Mindess and <u>Reading Between the Signs Workbook</u>, Mindess</p> <p><u>Deaf History Notes</u>, Cierney</p> <p><u>Triumph of the Spirit</u>, Ramos</p>
IMPLEMENTATION DATE:	Fall Term, 1996 (971)
REVIEW OR MODIFICATION DATE:	<p>Fall Term, 2002 (20031)</p> <p>Fall Term, 2007 (20081)</p> <p>Fall Term, 2008 (20091) - Outline Review 2007 (was EHD 1000)</p>

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. American Deaf Culture	15
A. Language - American Sign Language	
B. Deaf History	
C. Literature (including publications), Folklore, Artistic Expression	
D. Values and Traditions	
II. Social and Service Organizations of and for Deaf Persons	10
A. Deaf Service Centers	
B. Vocational Rehabilitation	
C. National Association of the Deaf	
D. National Fraternal Society of the Deaf	
E. National Theatre of the Deaf	
F. Gallaudet University	
G. Alexander Graham Bell Association	
H. USA Deaf Sports Federation	
I. Local Deaf Clubs	
J. Religious Organizations	
III. Historical Development of Education of the Deaf in America	15
A. Oralism verses Manualism: The Controversy	
B. Mainstreaming and Residential Schools	
C. Current Trends in Deaf Education: Methodology	
D. Legislation	
1. Public Law 94-142	
2. Rehabilitation Act of 1973	
3. Americans with Disabilities Act 1990	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

E. Gallaudet University and NTID

IV. Audiological Aspects and Assistive Technology

5

- A. Evaluation
- B. Amplification
- C. Types of hearing loss
- D. Cochlear Implant
- E. Video Relay Service and Videophones
- F. TTY, captioning, wireless/pagers/Sidekicks

PROGRAM TITLE: Sign Language Interpretation

COURSE TITLE: Orientation to Deafness

CIP NUMBER: 0713.100301

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

03.0 DEMONSTRATE KNOWLEDGE OF THE CULTURAL AND PSYCHOSOCIAL ASPECTS OF DEAFNESS - The student will be able to:

- 03.01 Describe types and degrees of hearing loss and their implications for communication.
- 03.02 Explain the social and emotional implications of deafness.
- 03.03 Describe the role of American Sign Language in the Deaf community.
- 03.04 Describe the social activities and organizations of the deaf community.
- 03.05 Identify and explain the assistive devices available to hearing impaired persons and the implications of such devices.

04.0 DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION -- The student will be able to:

- 04.04 Describe the various types of educational programs available to hearing impaired students including different communication methodologies (e.g. Oral, Verbal-tonal, cued speech, Total Communication) and placement options (e.g. mainstreamed settings, full and part-time day classes, residential programs).
- 04.05 Describe the function of the auditory and vocal mechanism and the etiologies of deafness.
- 04.06 Describe the types, use and function of amplification and other assistive devices.
- 04.08 Identify habilitative agencies and the services offered e.g. Vocational Rehabilitation, Deaf Service Centers, and other Referral Agencies.

05.0 DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING - The student will be able to:

- 05.02 Explain PL 94-142, Section 504 of the Title V of the Rehabilitation Act of 1973 and its amendments, Florida statutes pertaining to hearing impaired individuals and interpreters and the implications of the laws and statutes



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>ASL 1000</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Orientation to Deafness</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input checked="" type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
• DEMONSTRATE KNOWLEDGE OF THE CULTURAL AND PSYCHOSOCIAL ASPECTS OF DEAFNESS	Responses to discussion questions in class and online, written assessments; article reviews and project reports
• DEMONSTRATE KNOWLEDGE OF THE IMPLICATIONS OF HEARING LOSS FOR EDUCATION AND HABILITATION	Responses to discussion questions in class and online, written assessments; article reviews and project reports
• DEMONSTRATE AN UNDERSTANDING OF THE ETHICAL AND LEGAL ASPECTS OF INTERPRETING	Responses to discussion questions in class and online, written assessments; article reviews and project reports
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Section 6

Name of Person Completing This Form: W. R. MCDAVID Date: 10/13/06