

















December 2019 UofM Academic, Research and Student Success Committee Meeting

Schedule	Wednesday, December 4, 2019 10:30 AM — 11:10 AM CST
Venue	Wilder Student Union Ballroom, Lambuth Campus, Jackson, TN
Organizer	Jean Rakow

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1. Call to Order

2. Roll Call

3. Provost's Update

Report

Presented by Tom Nenon

The University of Memphis Board of Trustees

For Information

Date: December 4, 2019

Committee: Academic, Research and Student Success Committee

Presented by: **Tom Nenon**

TBR approval of the following programs:

MS in Engineering Management

Doctorate in Social Work

4. New Academic Program Proposal

For Approval

Presented by Tom Nenon

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 4, 2019

Committee: Academic, Research and Student Success Committee

Recommendation: Submission of Bachelor of Science Degree in American Sign Language & Deaf Studies

Presented by: Dr. Thomas Nenon, Executive Vice President and Provost

Background:

This major will be a foundational degree that will immerse students in American Sign Language, introduce them to Deaf culture, and prepare them to be advocates of both ASL and the culture. Students who graduate with this major may consider pursuing additional training in education, interpretation, advocacy, CSD, hospitality, or administration, among others.

Committee Recommendation:

The Academic, Research and Student Success Committee recommends the approval of the Bachelor of Science Degree in American Sign Language & Deaf Studies.

Letter of Notification (LON) and
New Academic Program Proposal (NAPP) for a

*Bachelor of Science Degree in
American Sign Language & Deaf Studies*



THE UNIVERSITY OF
MEMPHIS®

School of Communication
Sciences and Disorders

Proposed Implementation Date: Fall 2021

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Letter of Notification

Program Information

Institution: University of Memphis
Program Name: American Sign Language and Deaf Studies
Degree Designation: Bachelor of Science Degree

CIP code: 51.0299 *Communication Disorders Sciences & Services, Other*
Definition: Any instructional program in communication disorders sciences and services that includes: Deaf Studies, American Sign Language, Speech-Pathology Assistant, Hearing Instrument Specialist

Implementation Date

The proposal for the development of a Bachelor of Science in Communication Sciences and Disorders was approved by the University of Memphis Board of Trustees on _____. If the proposal is accepted through to the final stage of review by the Commission, the Provost will submit a final letter of approval following the report and updates from the external reviewers. The proposed implementation date for the program is Fall 2021.

Academic Program Liaison (APL)

Dr. Karen Weddle West
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Background on program development

The School of Communication Sciences & Disorders (CSD) at the University of Memphis is dedicated to growth, advancement and application of understanding communication and communication disorders through leadership and rigor in scientific research, innovative preparation of lifelong learners, and culturally competent service to diverse communities. The Memphis Speech & Hearing Center, the clinical arm of CSD, has been serving the D/deaf community in the Mid-South since 1947. Although CSD had offered a graduate-level course in Manual Communication for many years, it was not until fall 2015 that the first undergraduate American Sign Language (ASL) course was offered at the University of Memphis. That semester, 35 students enrolled. Each year, more sections and more courses have been added to meet student demand. Annual enrollment has grown no less than 25% each year.

The first American Sign Language instructor at the University of Memphis was hired as an adjunct. This instructor was instrumental in developing the curriculum that resulted in the sequence of language courses. The University of Memphis saw the potential for continued expansion and created a full-time position for the instructor in 2017. In spring 2019, a native ASL signer was added as an adjunct to help with the increasing student demand for courses.

Since the School of Communication Sciences and Disorders (CSD) began offering classes, students interested in ASL have asked about majors and minors in ASL, and whether ASL could count as their world language requirement. In 2018-19, CSD was successful in creating a minor in ASL and in establishing ASL as an acceptable option for the world language requirement at the University of Memphis.

The growth of the ASL courses and emergence of a program have been measured and systematic over the past four years. A major in ASL and Deaf Studies is the logical next step in providing students access to a degree and the community access to culturally and linguistically proficient ASL users.

Purpose & Nature of Program

The University of Memphis (UofM) is seeking approval to develop a Bachelor of Science Degree in American Sign Language (ASL) and Deaf Studies. The major will be a foundational degree that will immerse students in American Sign Language, introduce them to Deaf culture, and prepare them to be advocates of both ASL and the culture. Students who graduate with this major may consider pursuing additional training in education, interpretation, advocacy, CSD, hospitality, or administration, among others.

Despite increased interest in college-level sign language (Lewin, 2010), there are no programs resulting in a BS in ASL and Deaf Studies in the West Tennessee or Mid-South region. The BS in ASL and Deaf Studies will prepare graduates to pursue careers in interpretation, education, counseling, health professions, social work, advocacy, or administrative roles (e.g., human resources or customer service). It may be of interest as a stand-alone degree or as a value-added credential in areas such as theater, education, nursing, or hospitality.

Between 30 and 40 million people in the US experience hearing loss (National Center for Health Statistics, 2016; [Lin, Niparko, & Ferrucci, 2011](#)), and between 500,000 to 1,000,000 are reported to be deaf or profoundly hearing impaired (Mitchell, 2005; Harrington, 2018). For those children who are born deaf, more than 90% are born to hearing parents (National Institute on Deafness and other Communication Disorders, 2016). In Tennessee, it is estimated that more than 700,000 people over age 18 live with hearing loss, and over 100,000 of them are in Shelby County alone ([Harrington, 2018](#); Library Services for the Deaf & Hard of Hearing, 2017). Frequently cited as the 4th most commonly used language in the United States, ASL is an established language ([Mitchell et al., 2006](#); [Simons & Fennig, 2018](#)) with a rich history. ASL is now growing in popularity both on college campuses and high schools (Lewin, 2010), in popular media (television shows such as [Switched at Birth](#) and movies like [A Quiet Place](#)), and among parents eager to give their pre-verbal children a means of [communication](#).

Another key motivator for offering this major is that the primary users of ASL are the Deaf who are a minority group that remains underserved in the United States. The Deaf appear to be at particular risk for issues such as obesity, suicide, and partner violence (Barnett, Klein, et al, 2011; [Gate Communications](#)). Inequities are documented in education and academic achievement (Holt, 1993), access to healthcare ([Barnett et al., 2011](#); [University of Rochester, 2011](#)), and access to many other services (e.g., financial, [hospitality](#)/leisure, entertainment, government, etc.). Some of the most challenging situations occur between those who are Deaf signers and law enforcement ([Fields-Meyer, 2017](#)). Because all members of society deserve to be treated with respect and dignity, the UofM can make a difference for those who are deaf by graduating students with knowledge of Deaf culture and skills in ASL, regardless of what career the alumni ultimately choose.

The BS in ASL and Deaf Studies program at the University of Memphis will be grounded in a broad liberal arts tradition and will emphasize language courses in a developmental sequence, along with courses in Deaf Culture, ASL linguistics, advocacy, and introductions to Deaf Education, Interpreting, and using sign in health professions. The emphasis on language and culture makes this an extremely flexible credential that prepares graduates for any number of

jobs working in contact with the public. Furthermore, having an American Sign Language interpreter pathway would provide students opportunities to fill the need for ASL interpreters according to the Americans with Disabilities Act in school districts, universities and colleges, hospitals, courts, jails, 501c3 organizations, or to become private contractors. In order to become an interpreter one must have a Bachelor's degree and pass the Interpreter Certification exam. The courses in this program provide the necessary skills and information to pass this test.

The mission of the proposed BS in ASL and Deaf Studies is to *prepare students with the cultural knowledge and language skill to interact with and advocate for people who are D/deaf¹ or hard of hearing*. Graduates with this major will (a) have functional skills in American Sign Language, including use and comprehension of the language in a variety of settings; (b) understand the history and culture of the Deaf; and (c) advocate on behalf of those with communication differences. The curriculum will provide both a developmental sequence of second language learning and upper division courses that will contextualize the language in its culture and its professional applications. Learning in a variety of community contexts, including field experiences, will be incorporated into the curriculum as well.

Alignment with State Master Plan

The BS in ASL and Deaf Studies aligns with the goals of the 2015-2025 state of Tennessee [Master Plan for Postsecondary Education](#) to expand the population's undergraduate credentials to close the gap in the Drive to 55 goal and to meet the workforce needs of the state of Tennessee. According to the 2018 Occupational Employment Statistics prepared by the Bureau of Labor Statistics, the median income for interpreters and translators is \$49,930 annually. They also estimate that the field will grow 19% over the next 10 years nationally and will add 11,400 jobs in that time frame. The projected job growth for interpreters and translators in Tennessee in that time frame is 21.9% which is well above the average for all occupations.

The Drive to 55 goal is to increase the numbers of college degree holders in the State of Tennessee to 55% by 2025. Because there are few regional competitors, it is expected that the BS in ASL and Deaf Studies at the UofM will attract new students to enter the higher education system in Tennessee. It may also entice adult learners already in the workforce to return for a degree, such as ASL interpreters who are not certified and require certification for licensure, ([Library Services for the Deaf and Hard of Hearing](#), n.d.; see also HB2480). Additionally, with the

¹ When the word deaf is used with a capital 'D' it refers to those who are culturally Deaf. The lowercase *deaf* refers to hearing status.

recent passage of [T.C.A. 49-6-1009](#), accepting ASL as a second language in Tennessee high schools, there is now (1) interest in offering ASL courses in high schools and (2) the need for teachers with the expertise to teach ASL as a second language to hearing populations. Establishment of this degree also opens the door for future undergraduate program growth by offering additional concentrations, such as interpreter training, educational interpreting, or as a gateway to other professions (e.g., special education).

According to the recent annual THEC report on academic supply and occupational demand, some of the highest demand fields in the Tennessee workforce include Administrative and Information Support, Human Resources, Support Services, and Early Childhood Education (THEC, 2018 in Appendix B). The UofM bachelor's degree in ASL & Deaf Studies would provide excellent preparation for students to pursue careers in those fields. For example, this degree may be an added value, allowing graduates to more effectively manage and accommodate people with disabilities and respond to employees, students, or parents. Alternately, as more D/deaf people enter the workforce, human resources including disability resources might be a fit for someone with ASL skills who can communicate with all employees, D/deaf or hearing. Additionally, ASL is often used to augment communication with non-verbal children, so majors in early childhood education or special education might be encouraged to take advantage of the proposed UofM program. Other bachelor's degrees that require a foreign language may direct students to ASL, as social work majors are currently being advised to do, because ASL is viewed as "useful" to their careers.

Finally, the American Council on Teaching Foreign Languages identifies several benefits, not only to students who learn other languages, but to the communities and businesses that employ graduates with second language knowledge and skills ([ACTFL](#)). Among these benefits are (1) development of a more valuable employment pool with contemporary skills, (2) increased business opportunities with minority groups in the community, and (3) decreased language barriers in the community and better cross-cultural understanding. This applies to Deaf signers as much as to speakers of other languages from other cultures.

Alignment with University of Memphis Mission

The current mission of the University of Memphis is to *"...provide the highest quality education by focusing on research and service benefiting local and global communities."* The strategic plan further breaks down key priorities. The degree in ASL and Deaf Studies will provide the highest quality education by employing native and near-native signers as instructors, as well as engaging with industry, educational, and service communities and organizations in the Memphis metropolitan area.

Student Success, Access, and Affordability: CSD has seen a significant growth in the enrollment for ASL 1010 in Fall 2019 since the UUC approved ASL to meet the University's foreign language requirement. Student demand for at least another full section of the course emerged in the last two weeks of fall registration and three of the ASL 1010 sections were over-enrolled. The program will offer carefully sequenced courses and students will work closely with advisers to see students complete their coursework on time. The degree is a value-added credential to students who may want to double major in ASL and Deaf Studies along with existing undergraduate degrees at the UofM, such as those in Hospitality, Social Work, or Nursing.

Academic Excellence: The new BS in ASL and Deaf Studies will provide a well-designed, comprehensive curriculum that emphasizes the importance of communication across all modalities. It will integrate authentic field experiences as well.

Research and Innovation: The School of Communication Sciences and Disorders is a Center of Excellence for research and houses the Center for Research Initiatives and Strategies for the Communicatively Impaired. Students in the undergraduate program will be able to interact with researchers and volunteer in laboratories or observe clinical interactions in the Memphis Speech & Hearing Center (MSHC).

Diversity and Inclusion: The degree would provide a stepping stone for enrolled students and graduates to serve and interact with diverse communities—Deaf and hearing, disabled or not—across the Mid-South, Tennessee, and the country. Even within the Deaf community there is diversity ([Brackett, 2018](#)). Awareness of diversity pertaining to disability (e.g., deafness) and legally mandated accommodations is an important type of inclusion but it is discussed infrequently and unfortunately not addressed adequately ([Brennan, 2003](#); [Callis, 2017](#)).

Community, Alumni, and External Collaborations: The School of Communication Sciences & Disorders has existing connections to the local community including public and private schools, organizations and programs for and with the Deaf or those with disabilities in the Mid-South region, including DeafConnect, SRVS, and industry/business partners. These community collaborations increase the visibility of the University and its programs and enhance students' academic experiences, which are among the UofM's highest priorities.

In sum, a bachelor's degree in ASL and Deaf Studies clearly aligns with the mission and values advocated by the University of Memphis and is an important addition to the programs offered at the UofM.

Institutional Capacity for Program Delivery

It is expected that a major in ASL and Deaf Studies will attract new students to the UofM, as this degree is not offered within a 200-mile radius of Memphis. The program is also designed so that students could double major in ASL and Deaf Studies and another major at the UofM.

Courses in the developmental language sequence (Intro ASL 1; Intro ASL 2; Intermed ASL 1; Intermed ASL 2; Fingerspelling; Deaf Culture and History), which constitutes almost half of the major curriculum, have been offered for several years and are taken by students in other majors as electives. As interest has grown, additional sections have been added. Anecdotally, students in the ASL courses at the UofM and students calling who are not enrolled at the UofM have been asking for a major in ASL since 2018.

Several departments in other Colleges at the University have been consulted in the development of this proposal. Faculty in the Department of World Languages, in the College of Arts and Sciences, and the College of Communication and Fine Arts have been encouraging. Their consultation and collaboration have helped ensure that best practices in teaching a foreign language have been included in this proposal and have been invaluable. The College of Education is interested in future collaboration, once the initial program is established. Discussions with the UofM freshman advising network have been fruitful, especially in building into the degree the most flexibility for students as possible. Other Colleges and Schools across the UofM campus have expressed their support and interest in seeing the degree established.

Existing programs in Tennessee

As seen in Table 1, the majority of ASL programs in Tennessee are in the Eastern part of the state. West Tennessee is woefully underserved by high-quality programs and instruction in ASL and Deaf Studies.

Tennessee currently has one private university offering a bachelor's degree with a major in ASL and Deaf Studies: Maryville College in Maryville, TN. Maryville College also has a Bachelor of Arts with a concentration in ASL to English Interpreting. Maryville College is a small liberal arts college in East Tennessee just south of Knoxville. Their total undergraduate enrollment is approximately 1,200 students. Based on their current faculty of 2 full-time and 1 part-time instructors, we estimate that Maryville College has 20 majors enrolled per year in each of their bachelor's degree concentrations in ASL. Based on their enrollments in their upper level courses, they graduate a maximum of 10 students per year. Significantly, tuition and fees for

full-time coursework at Maryville are currently set at \$34,880/year (U.S. News & World Report, 2018).

Another bachelor's degree with related concentrations is offered at the University of Tennessee, Knoxville. UT offers a Bachelor of Science in Education with a concentration in Educational Interpreting or with a concentration to gain endorsement as a teacher for the Deaf and Hard of Hearing. They currently have 12 majors enrolled in the educational interpreting concentration and graduated 8 students last year. The Deaf and HH concentration has 21 majors and 8 graduates. It should be noted that both concentrations are designed to prepare students to work in school settings with children who are Deaf or hard of hearing, which is different from the focus of the proposal degree. Tuition and fees for full-time coursework at UT Knoxville are currently set at \$13,006 for in-state students and \$31,426 for out-of-state students. UT Knoxville recently proposed a new Bachelor's of Science Degree in Education with a major in Deaf Studies.

The University of Memphis program is likely to attract a much broader and more diverse group of students than its state competitors for several reasons. First, there are no other programs in the western part of the state, and the nearest state undergraduate program is nearly 400 miles away. Second, the University of Memphis tuition and fees are set significantly lower than other competitor programs in the State, which is attractive to prospective students and their families. Finally, the programs offered at UTK, including their proposed new degree to provide teaching certification in ASL as a foreign language, are not as flexible in their design and may not be able to accommodate double majors. For all these reasons, we anticipate that the University of Memphis ASL and Deaf Studies degree program will attract students in Tennessee and the Mid-South area who would find the distance, cost and constraints of the other available programs to be disincentives to attending college.

Table 1. Institutions in TN with programs and course sequences in ASL and Deaf Studies

Institution	Program title and degree	CIP code	Program description	Miles from UofM	Degree awarded
Maryville College	1. Bachelor of Arts in ASL/Deaf Studies a. Minor in ASL/Deaf Studies 2. Bachelor of Arts in ASL – English Interpreting	Private	1. Prep for Grad School in Linguistics or Anthropology; working in counseling, social work, teaching, working in schools for Deaf. Grads will be able to comfortably communicate in ASL and appropriately in the Deaf Community at entry level. 2. Prepares students to work as interpreters and transliterators with Deaf and H/H persons at a professional entry level; be able to pass the NAD/RID written test	388 miles	Bachelor of Arts
UT Knoxville	Proposed BS in Education, major in Deaf Studies	5.0211	Deaf Studies and Undergrad major will increase students' knowledge of the Deaf Community and Deaf culture, grow students' linguistic and metalinguistic competencies, develop students' lesson and unit planning skills associated with ASL teaching, provide supported field placements in ASL classrooms	382 miles	Bachelor of Science
Chattanooga State Community College	Associate of Science with an area of Emphasis in ASL		ASL I-IV, Fingerspelling, course on Deaf culture; 60 hrs in full program	312 miles	Associate of Science
East TN State U	Minor in ASL	n/a	Training in ASL for future communication with individuals in the Deaf Community. Courses include: ASL I-V, Intro to Deaf Culture, Linguistic perspectives. Housed in the Department of Audiology and Speech Language Pathology	488 miles	N/A
UT Martin	Non-degree program		Beginning Sign Language I, II, and III	135 miles	N/A
Union University	Non-degree Program		Beginning ASL I and II	80 miles	N/A

Institution	Program title and degree	CIP code	Program description	Miles from UofM	Degree awarded
Southwest TN Community College	Continuing Education Class	n/a	Discover Sign Language; 6 week introduction to ASL; online course		N/A

Region

In the region, there is a Bachelor of Arts in ASL to English Interpretation offered at the University of Arkansas-Little Rock, and there is a Bachelor of Science in Interpreter Training at Troy University in Troy, Alabama. There is also an Associates of Applied Science with a concentration in Interpreter Training Technology at Hinds Community College, outside of Jackson, MS. With the exception of the program at UALR, each of the existing program is well over 200 miles away from the Memphis metro area.

The Bachelor of Arts in ASL interpretation at the University of Arkansas – Little Rock is well established. They currently have approximately 40 majors enrolled in their BA program and graduate an average of 16 students per year. In 2016, UALR graduated 29 students with an ASL degree.

Since ASL is counted as a foreign language in Arkansas institutions, they also have significant enrollments in their ASL I and II classes which help to financially sustain their operations. Their current ASL I and II course offerings indicate that approximately 300 students per year participate in ASL I and II. The average tuition and fees at UALR run \$21,693 per academic year for out of state students. That factor, in combination with its distance from Memphis, indicate that it is less likely to attract students from the State of Tennessee than the UofM program would. However, because UALR is the closest institution offering a degree in ASL, their strong enrollment is likely a good indicator that there is interest in the Memphis geographical area.

Feasibility Study

National Trends

The data from the National Center for Educational Statistics, Integrated Postsecondary Education Data System (IPEDS) offers perspective on the national trends on graduation rates. Nationwide, the number of bachelor's degrees associated with American Sign Language has been steadily growing in the past few years (IES/NCES:IPEDS). Lewin (2010) indicated that there has been an increase in students taking ASL, even while enrollments for other languages have decreased.

Year	ASL degrees awarded (all CIP codes)
2017	3,171
2015	3,134
2013	2,967
2011	2,668

The job market for graduates with these degrees is also growing. Forbes magazine lists interpreters as being one of the 20 [fastest growing jobs](#) in America, forecasting a 29% growth rate. National employment data and projections from the [Bureau of Labor and Statistics](#) present a positive outlook for occupations most likely to need sign language, second language, or interpreting skills. Median salary is \$43,590 nationwide; however, the average salary among the industries with highest employment of people with this degree is consistently higher, across all industries (Table 2).

Table 2. Industries with the highest levels of employment for ASL users/interpreters ([BLS, 2018](#))

Industry	Hourly mean wage	Annual mean wage
Other Professional, Scientific, and Technical Services	\$29.00	\$60,330
Elementary and Secondary Schools	\$21.69	\$45,100
General Medical and Surgical Hospitals	\$24.85	\$51,680
Local Government, excluding schools and hospitals	\$25.28	\$52,590
Colleges, Universities, and Professional Schools	\$34.52	\$71,800

Specific industries and occupations corresponding to those highlighted as the highest demand in the state of Tennessee are also expected to have positions for those with a major in ASL and Deaf Studies ([BLS, Employment projections](#)). Both the national and state average salaries range from the \$20,000s to the \$70,000s, as seen in Table 3. The flexibility of this degree is important to note. Many careers are open to those with a degree in ASL and Deaf Studies.

Table 3. Selected specific occupations, expected growth, and national and state mean wages.

	<i>2018-2028 predicted growth</i>	<i>National mean wage</i>	<i>TN mean wage</i>
<i>Administrative and support</i>	17%	\$38,990	\$36,220
<i>Business support services</i>	20%	\$76,910	\$64,340
<i>Healthcare support: ambulatory</i>	30%	\$39,110	\$35,030
<i>Social Assistance: Individual & family</i>	17%	\$35,830	\$32,920
<i>Child day care</i>	13%	\$24,160	\$21,270
<i>Special Ed and Preschool/other svcs</i>	23%	\$61,610	\$48,000
<i>Child, family, and school social workers</i>	21%	\$49,760	\$41,830
<i>Foreign language teachers</i>	8%	\$48,040	\$50,430
<i>Speech-language pathologists</i>	27%	\$77,510	\$77,140

There are national companies in various industries that are taking note of not only the presence of D/deaf and hard of hearing people in their midst, but also the need to communicate with them. As awareness of those with disabilities increases, so do programs like those at [Boeing](#), [Sephora](#), and [Starbucks](#) that emphasize the importance of inclusion and diversity in the workplace. Sephora's distribution center in Olive Branch, MS [hires many workers with disabilities](#), including those who are deaf, which has spurred interest among their hearing supervisors to learn American Sign Language.

Based on our research from regional programs with similar student populations as the UofM, we anticipate that once the BS program is established, it will enroll approximately 40 majors per year and will graduate 15 to 20 students per year. This estimate is reasonable given that in 2016, the University of Arkansas, Little Rock, graduated 29 students and the University of Louisville graduated 12 students with ASL degrees. Correspondence with programs with ASL degrees nationally (either within Communication Sciences and Disorders departments or as stand-alone

programs) have confirmed that their programs attract a significant number of enrollments from ASL courses used to satisfy their world language requirement and/or to complete a minor. Having a degree program in ASL and Deaf Studies may attract not only majors, but other students interested in the language and culture.

American Sign Language is housed in a variety of departments and schools across the country. It is not unusual for the courses and program to be located in, or closely associated with, programs in communication sciences and disorders. The [University of South Florida](#) has a thriving program in sign language and interpreter training housed within its department of Communication Sciences and Disorders. Other CSD programs also house ASL programs, such as [Wichita State University](#) and [University of Houston](#).

Student Interest

Student interest in the major was evaluated based on historical data and prospective student inquiries. Over the past four years, the School of Communication Sciences and Disorders has offered undergraduate courses in ASL. The interest in these courses has grown steadily. In the 2018-2019 academic year, staff at the School received 20 to 30 inquiries per semester about whether a) a major is offered, b) a minor is offered, c) ASL counts as a foreign/world language. In fall 2019, three course sections exceeded capacity and additional students were unable to take ASL courses. The interest in and demand for ASL courses are present.

Figure 1 shows the increase in enrollments and course sections between 2015 and 2019. The solid bars are actual enrollment, with reference to numbers of students on the right vertical axis. The striped bars are projections over the next two years. The number of sections is referenced on the left vertical axis and represented by the line.

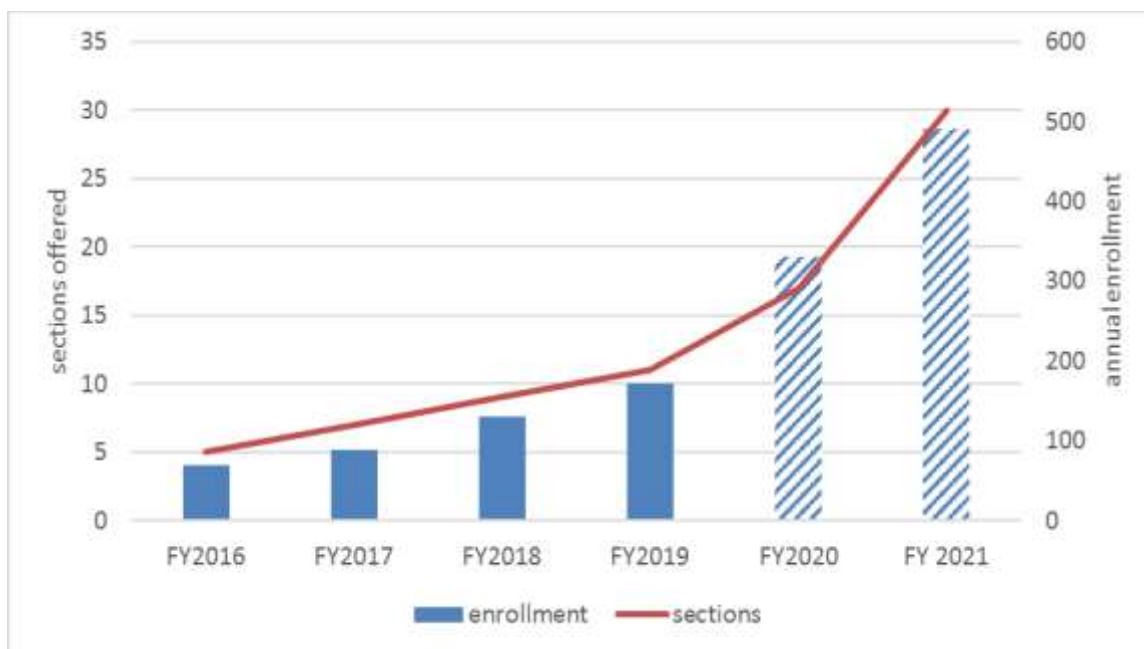


Figure 1. Actual and projected sections (line) and annual course enrollments (bars) in ASL courses.

The large increase expected in FY2020 is because CSD is beginning a Minor in ASL in fall 2019 and will provide ASL courses that will count for the BA language requirement.

To gauge prospective interest, a survey was circulated to students from high school up to graduate school. Responses were received from **178 students**, the majority of whom (138) were current undergraduate students. Nearly half reported that they knew little or no sign language. Across all students, 61% knew someone who was D/deaf, and 93% indicated that they would like to become proficient in American Sign Language if given the opportunity. Further description and break down of the sample can be found in LON Appendix A.

The Undergraduate students were sampled from a wide range of current majors as illustrated in Figure 2. There were 9 “no responses,” which are not reflected in the chart. Of the non-graduate students who responded to the question *Do you plan on staying in Tennessee after graduation*, 55% responded “probably or definitely yes.”

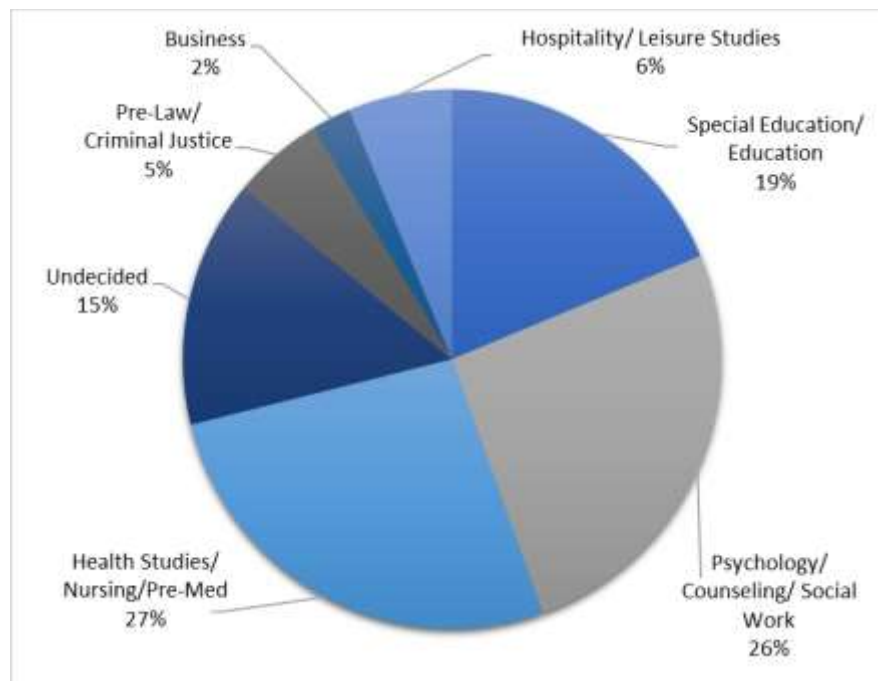


Figure 2. Majors of undergraduate students surveyed.

To explore whether a major in ASL would appeal to undergraduate students, they were asked, *Would you consider an undergraduate major in ASL & Deaf Studies?* Graduate students were asked, *Would you have pursued an undergraduate degree like this, if you could have?* Both groups were asked similar questions about a minor in ASL & Deaf Studies.

Results, in Table 3 show that there is a very large proportion of current undergraduates who completed the survey who would select ASL & Deaf studies as either a major or a minor. Graduate students seem to view ASL as something they would have added to their undergraduate major. In fact, 89% of graduate students indicated they would like to be proficient in ASL.

Table 3. Percentage of undergraduate or graduate students who say ‘probably yes’ or ‘definitely yes’ to questions about choosing a major and minor in ASL & Deaf Studies.

	Undergraduate students	Graduate students
UG major	75%	15%
UG minor	94%	69%

Undergraduate students were presented with a list of potential jobs and asked what type of job they would envision with a degree in ASL. Figure 3 shows the level of interest in the jobs listed. In addition to these and considering the wide range of majors represented by the undergraduate students in the sample, there may be other types of employment that would be of interest to students.

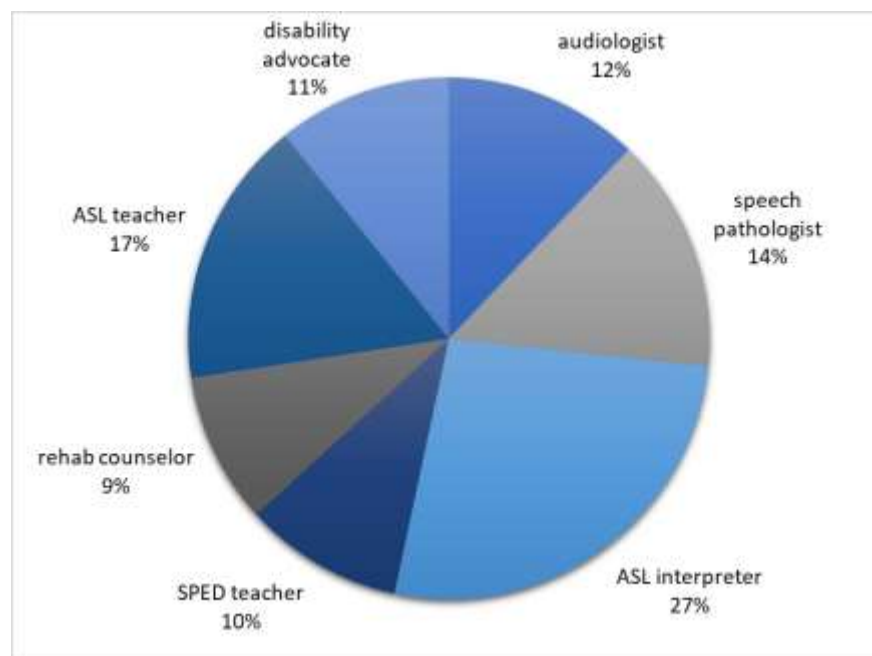


Figure 3. Interest in jobs by undergraduate students.

Most of the graduate students responded that knowing ASL would allow them to gain employment in their preferred setting. Over half (53%) planned on working in environments where they will work with people who use ASL as their primary language. All replied that learning ASL as an undergraduate would have been highly beneficial in preparing them for their professional career.

Regional and “Feeder Institution” Pipelines

There are currently Associate’s degree programs in ASL offered at Hinds Community College (Jackson, MS metro) and at St. Louis Community College in Missouri that may be potential feeder institutions for the program. Furthermore, there is an ASL course sequence offered at Union University in Jackson, TN, and a continuing education course in sign language offered at Southwest Community College. The communication we have had with these organizations indicates there is significant regional interest in a degree program. Southwest Community College expressed interest in hiring people with bachelor’s level ASL degrees as instructors for their continuing education programs.

We have also received interest and letters of support from 2 local school districts (Germantown and Shelby County Schools) in offering a dual enrollment program that would enable their students to fulfill their high school and college language requirements simultaneously in ASL. A dual enrollment program could be developed after the degree is established. Such a program would not only attract new students to the University of Memphis, it would also reduce the students’ time-to-degree and potentially boost the University’s on-time graduation rates as well.

Employer Need

As noted previously, based on the THEC report on academic supply and occupational demand (THEC, 2018), the UofM degree in ASL & Deaf Studies would complement some of the highest demand fields in the Tennessee workforce. These areas include Administrative and Information Support, Human Resources, Support Services, and Early Childhood Education (THEC, 2018 in Appendix B). Based on the [Bureau of Labor Statistics](#) (n.d.), employment opportunities for interpreters will grow by 19.2% nationwide between 2018 and 2028. The median 2018 annual wage was \$49,930.

Regional Employer Survey Results

To better understand the local need for a degree in ASL & Deaf Studies at the University of Memphis, we received survey data from 74 employers in business and industry using Qualtrics,

online survey software. As illustrated in Figure 4. a., b., and c., the employer demographics varied widely, suggesting that this program would serve the needs of many types and sizes of business throughout the state of Tennessee. This is important evidence that someone with a degree in ASL has many options on the job market. Those who successfully complete their degree should have no difficulty marketing their skills.

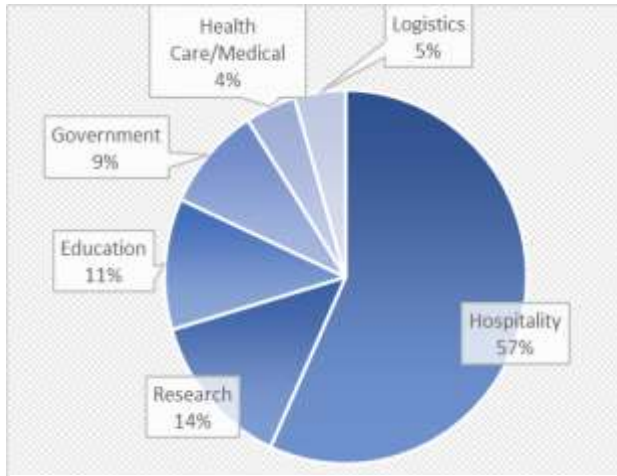


Figure 4.a. Industry Types in sample

Slightly more than half of the respondents were in the hospitality industry (Figure 4.a.). Other industries included research, education, government, health care, and logistics. Across these sectors 37.5% were in traditional, for-profit, arenas. Other types of businesses included non-profit, small, self-employed, and franchise-owned businesses (Figure 4.b.). The size of the businesses that were sampled widely varied from 11-50 employees to over 1000 employees. Most employers were midsize (>10 and <1,000 employees) as illustrated in Figure 4.c.

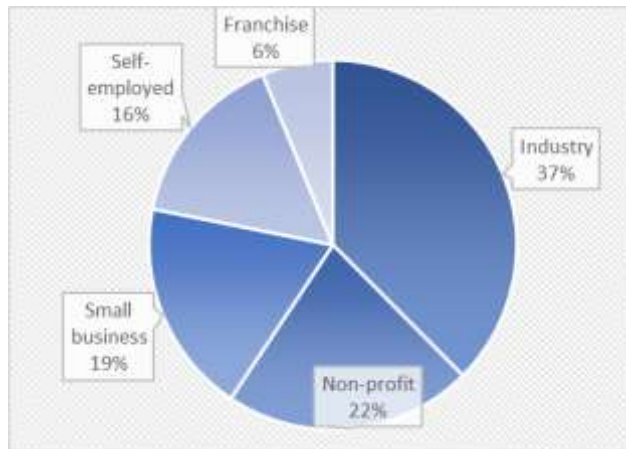


Figure 4.c. Company sizes in sample

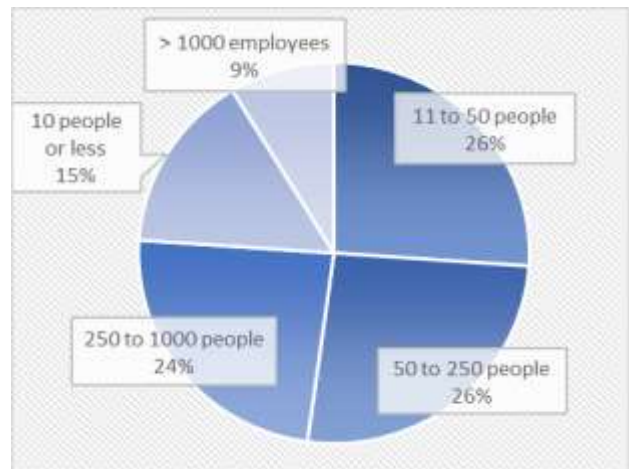


Figure 4.b. Industry Sectors in sample

A list of the companies who responded to the survey is reported in LON Appendix C.

Industry and Business Settings

Employers responded to questions regarding the need for employees with American Sign Language skills, how these employees would function in their organization, and the benefits of having an employee with ASL fluency. In response to the question *Do you have a need to hire someone with American Sign Language skills*, 49% responded “probably yes” or “definitely yes,” another 27% were not sure, but saw benefits to hiring someone with ASL skills for their company.

Most business indicated that given a choice of employment options, they would prefer to hire individuals with ASL fluency as permanent employees, either part-time or full-time. See Figure 5.a. for a breakdown of employee status of individuals with ASL fluency.

Of the businesses sampled, almost half could foresee hiring a person with ASL fluency within six months and most would anticipate hiring within 3 years. 10% would hire immediately. See Figure 5.b. for an analysis of the time frame for hiring someone with ASL proficiency.

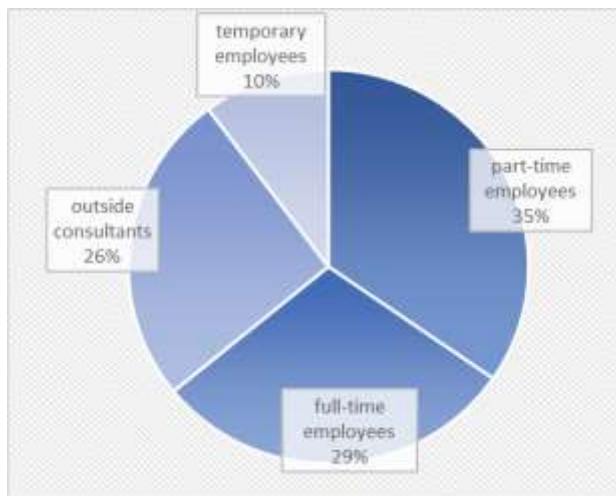


Figure 5.a. Employee Status

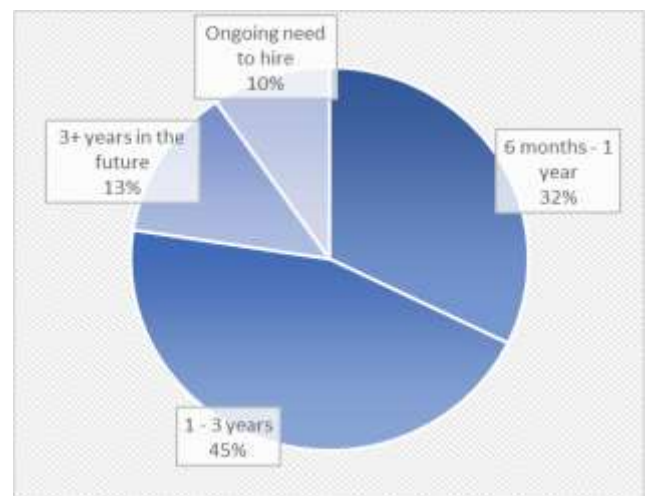


Figure 5.b. Hiring timeframe

Employees were asked to list the benefits of having an employee with ASL fluency. Interestingly, even some of the companies who may not have been ready to hire someone saw advantages. As

illustrated in Figure 6, nearly all respondents saw advantages to their business of having an individual on staff with ASL fluency.

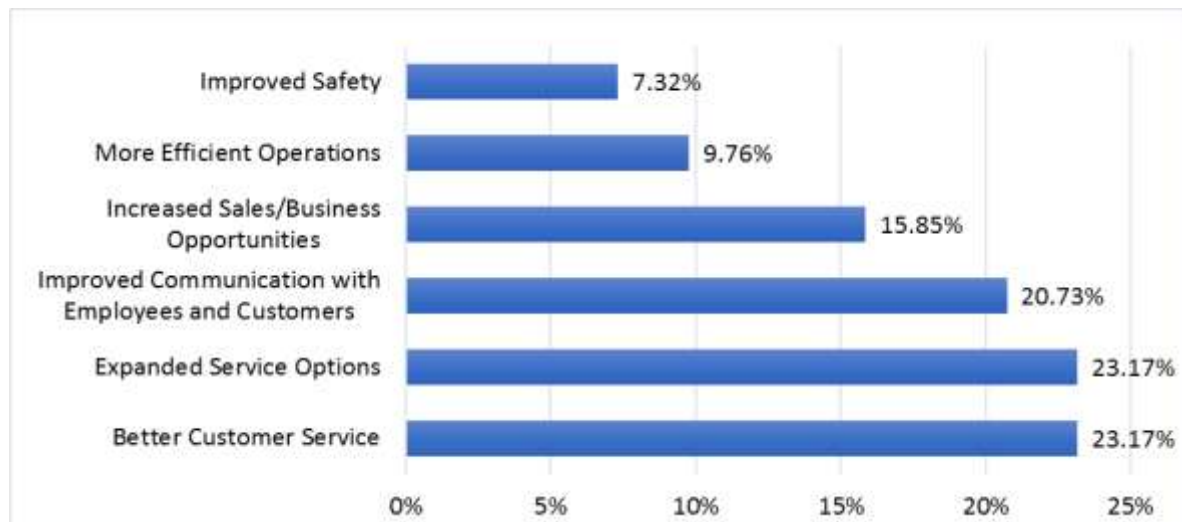


Figure 6. Benefits to having someone who can communicate in ASL, by popularity of response.

Employers were also asked about their business's relationship with individuals who rely on ASL as their primary language. Of the 39 responses to the question *Do you have employees who use sign language*, 21% of businesses said *yes* with another 10% indicating *sometimes*. That is a third of the sample who have employees who already use sign language at least sometimes. Another 59% said they had no employees who use ASL and 10% indicated that they did not know.

In response to the question about whether they had customers who were Deaf/deaf and/or used ASL, 40 responses were made (see Figure 7 for summary). Among the responses, more than half (53%) indicated that they had customers who rely on ASL in some capacity. Another 13% said none of their customers used ASL, and 35% indicated that they did not know.

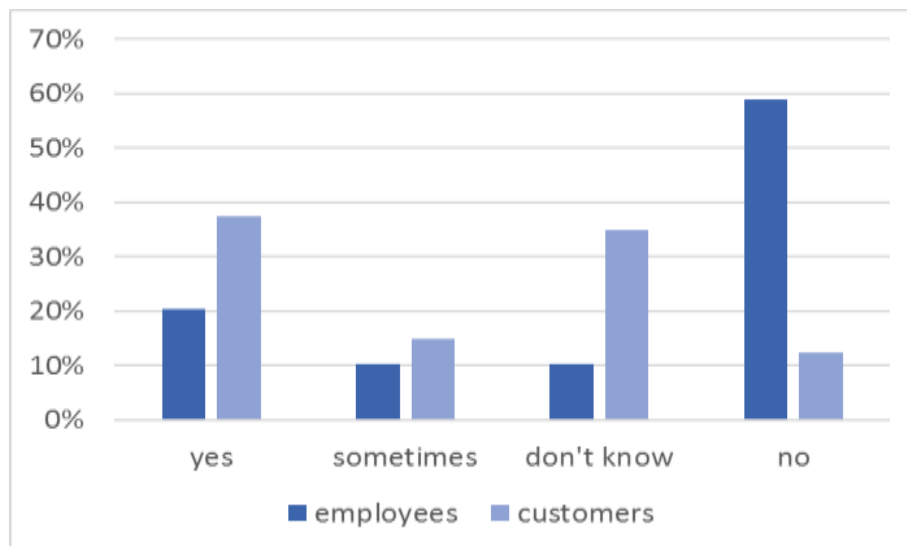


Figure 7. Responses by employers regarding whether they had employees and/or customers who used ASL to communicate.

Despite a large need for employers to have personnel who can communicate with their Deaf/deaf employees or customers, only about 7% have someone immediately available on staff who can interpret ASL to facilitate communication. Of those employers who require the services of an ASL interpreter, 64% need services monthly: 27% between 1 and 5 times per month, 37% 10 times per month. Furthermore, employers who require the services of an ASL interpreter often cannot find one in a reasonable time frame. Only 12.5% of employers can find an ASL interpreter that fulfills the needs of employees or customers, leaving a large gap in the services provided for employees and customers.

Employers find interpreters through a variety of mechanisms. Many (33%) work through their Human Resources Department or through an interpreting agency (25%). Others rely on volunteers (8%) or existing employees (33%) for interpreting services. Having employees able to communicate in ASL is an advantage, especially when the customer need is immediate. About 76% of employers responded that if they could hire a candidate with ASL competence, that candidate would have preferential consideration as a job applicant. Most (56%) reported that they would contact a local university compared to a traditional or web-based agency to hire qualified individuals.

Educational settings

A sample of 25 employers from Memphis area K-12 schools completed this survey. Of these employers, 100% expressed interest in hiring an individual with ASL proficiency.

About 84% reported they would definitely hire an individual with ASL skills and 16% reported they would consider it. Of those who would hire someone with ASL proficiency, educational employers were most likely to hire permanent employees (full or part time), as illustrated in Figure 8.

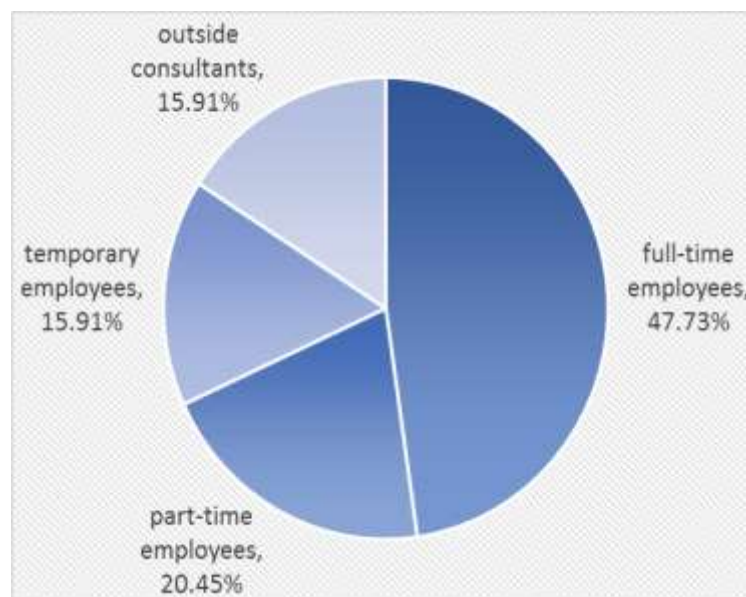


Figure 8. Hiring preference in educational settings

ASL proficiency is widely encouraged in the public-school system. The need for ASL proficiency in the public-school system is high for both employees of the schools and students. Within the schools in our sample, 60% reported that they have employees who use ASL or are Deaf.

More importantly, nearly all (83%) of the educational employers have students who use ASL as their primary language (75%) or use ASL as a supplementary educational tool (8%). Despite this, less than half (44%) of schools stated that they have individuals on staff who can reliably work with their students, and 28% of schools stated that they sometimes have individuals who work

with their students. Most alarming is that 24% of the schools surveyed have no one who can work with their students leaving a gap in their educational services.

Of the 44% of educational employers who require the services of an ASL interpreter, about 81% require these services monthly. Most educational employers (52%) would prefer to directly hire the interpreter and the remaining (48%) prefer to hire interpreters from local interpreting agencies. Because of the mandatory educational requirement to provide ASL interpreters for students who need these services, educational employers' need for ASL interpreting is pressing. Responses to statements by educational employers that showed a need for proficient ASL interpreters in the educational system are illustrated in Figure 9. Only 6% believed they had adequate staffing and 28% had difficulty finding qualified employees.

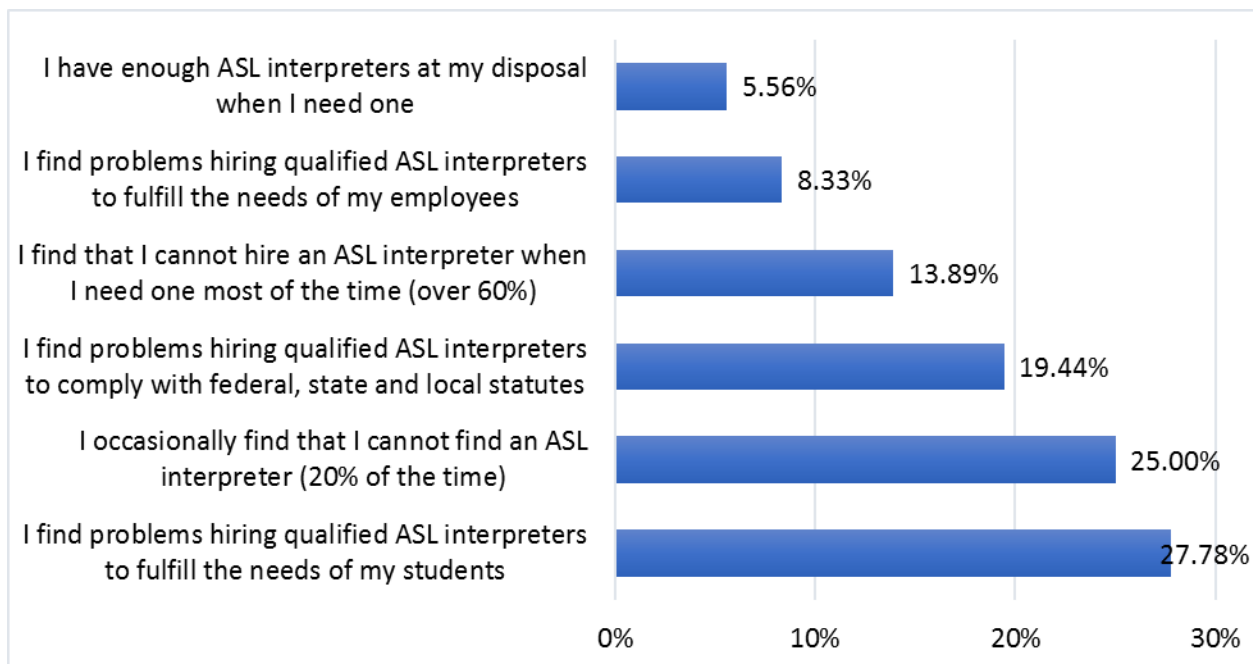


Figure 9. Education responses to questions about access to people with ASL proficiency.

Additionally, because ASL has become a recognized language that can be taught in the school systems, educational employers find it difficult to hire qualified individuals to teach ASL to hearing students wishing to take ASL as a foreign language. As seen in Figure 10, over half of educational

employers report they have difficulty finding ASL instructors to teach hearing students. Less than 15% of employers reported being able to interview a qualified instructor in ASL in the last year.

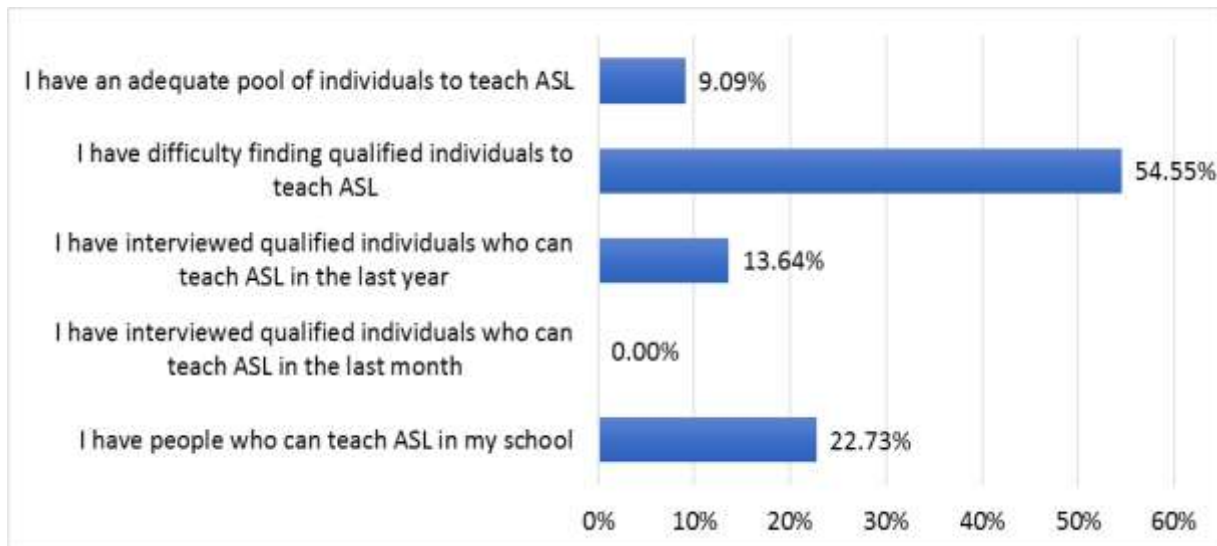


Figure 10. Availability of people to teach ASL courses in schools.

Most (72%) of employers reported that individuals with ASL proficiency would have preferential hiring and 13% reported that they would most likely have preferential hiring. About 43% of employers would seek these employees at a local university with a known program.

Sustainability

The outlook for sustainability is positive for the following reasons:

- Existing and growing interest in the BS degree and in the ASL courses, as already demonstrated
- Few regional competitors for the BS in ASL and Deaf Studies make it likely to attract new students to the UofM
- Broad and varied range of potential employment positions for those with the proposed degree
- Support from community partners and potential for future collaboration
- Employer need in the region and the state

Because the range of potential positions for those with the proposed degree are varied, and because there is existing and growing interest in the degree and the ASL courses already, the outlook for sustainability is positive.

Summary of Feasibility Study

Our feasibility study has clearly demonstrated that there is student interest and employer demand for our proposed bachelor's degree in American Sign Language & Deaf Studies. The lack of regional program options, the ongoing need for interpreting services, the interest in teaching ASL as a foreign language in schools, and employers' desire to expand their customer bases and service options all indicate that there is sustainable demand for this program. Our research also demonstrates the long-term demand for graduates to fill jobs in a variety of industries across the state and the region.

Program Cost/Revenue

Currently CSD has one full-time, 9-month faculty instructor for ASL courses. Additional faculty (2.5 full time), administrative staff (1 administrative assistant, 0.5 program Coordinator/instructor), and adjunct instructors will need to be hired. A staggered staffing increase is planned over the next few years as enrollment grows. The sequence of hires most beneficial to expedient growth is illustrated in Table 4. Hires in each year are indicated in bold font. It will be important to hire faculty who are fluent in ASL and Deaf culture, so national searches will be necessary.

In year 1, the administrative assistant and a 12-month faculty/Coordinator are critical as demand is expected to be immediate. The existing full-time instructor will continue teaching, along with several adjunct instructors. In year 2, a graduate assistant (GA) is requested to help support the program, as well as a new full-time 9-month faculty member to accommodate growth. The GA is a half position (10-hours per week) and will assist teaching faculty. If possible, the GA will have some ASL knowledge. In year 3, another full time 9-month faculty member will be hired. At this point, the program will evaluate future expansion and hiring needs (e.g., interpreting expertise).

The BS program will be sustained by generating revenue from student tuition and fees. In year 2, a \$20 fee per course will be added to the first four courses in the developmental sequence (1010, 1020, 2010, and 2020) to provide funds to staff the language laboratory for student use. A consultant will be brought in at the expense of the School to provide guidance on designing the language laboratory. Additional funds for the language laboratory will be raised through donors and supporters of the new program.

Table 4. UofM ASL program proposed staffing and enrollments over five years.

new positions in bold

	position		expense	benefits	total staff	courses	annual enrollment capacity
Year 1	ASL instructor (existing)	9-mo f/t	\$50,500	\$18,180		8	110
	Administrative Asst	12-mo f/t	\$33,500	\$20,100			
	ASL instructor/coordinator	12-mo f/t	\$65,000	\$23,400		6	95
	ASL Adjuncts		\$25,000			8	120
	Graduate Assistant						
			\$174,000	\$61,680	\$235,680	22	325
Year 2	ASL instructor (existing)	9-mo f/t	\$51,636	\$18,589		8	110
	Administrative Asst	12-mo f/t	\$34,254	\$20,552			
	ASL instructor/coordinator	12-mo f/t	\$66,463	\$23,927		6	95
	ASL instructor	9-mo f/t	\$56,000	\$20,160		8	110
	ASL Adjuncts		\$25,000			8	110
	Graduate Assistant		\$13,445				
			\$246,798	\$83,228	\$330,025	30	425
Year 3	ASL instructor (existing)	9-mo f/t	\$52,798	\$19,007		8	110
	Administrative Asst	12-mo f/t	\$35,024	\$21,015			
	ASL instructor/coordinator	12-mo f/t	\$67,958	\$24,465		6	100
	ASL instructor	9-mo f/t	\$57,260	\$20,614		8	110
	ASL instructor	9-mo f/t	\$56,000	\$20,160		8	110
	ASL Adjuncts		\$25,000			8	100
	Graduate Assistant		\$13,608				
			\$307,648	\$105,260	\$412,909	38	530
Year 4	ASL instructor (existing)	9-mo f/t	\$53,986	\$19,435		8	110
	Administrative Asst	12-mo f/t	\$35,813	\$21,488			
	ASL instructor/coordinator	12-mo f/t	\$69,487	\$25,015		6	100
	ASL instructor	9-mo f/t	\$58,548	\$21,077		8	120
	ASL instructor	9-mo f/t	\$57,260	\$20,614		8	120
	ASL Adjuncts		\$25,000			8	140
	Graduate Assistant		\$13,775				
			\$313,869	\$107,629	\$421,498	38	590
Year 5	ASL instructor (existing)	9-mo f/t	\$55,201	\$19,872		8	110
	Administrative Asst	12-mo f/t	\$36,618	\$21,971			
	ASL instructor/coordinator	12-mo f/t	\$71,050	\$25,578		7	115
	ASL instructor	9-mo f/t	\$59,866	\$21,552		8	140
	ASL instructor	9-mo f/t	\$58,548	\$21,077		8	130
	ASL Adjuncts		\$25,000			8	160
	Graduate Assistant		\$13,775				
			\$320,058	\$110,050	\$430,109	39	655

As illustrated in LON Appendix A (THEC financial projection form) and in Figure 11 the program revenue is expected to exceed expense every year. At no point does expense exceed tuition/revenue.

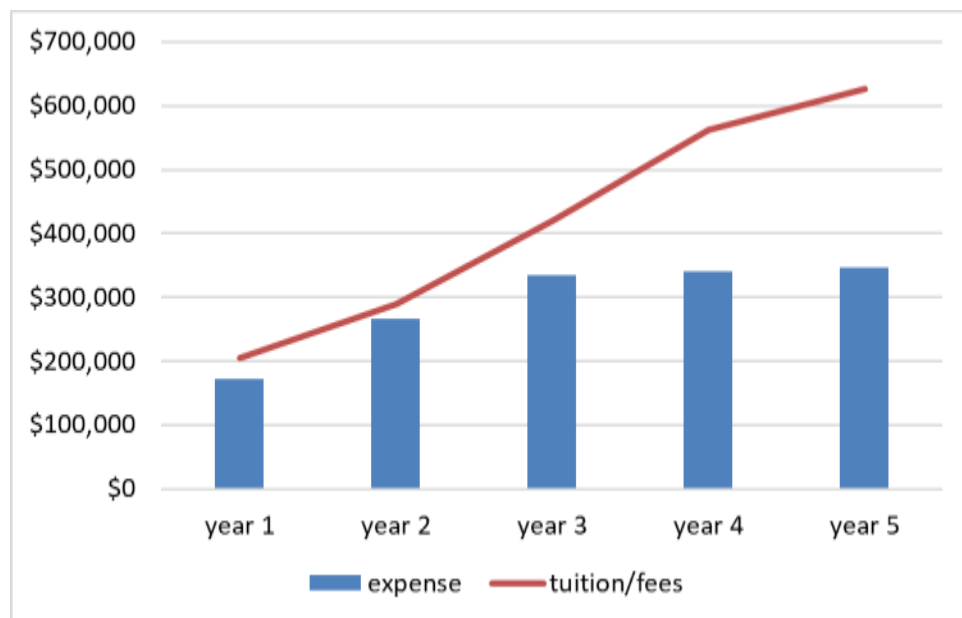


Figure 11. Expenses and revenue generated by new ASL and Deaf Studies program

It is also important to keep in mind that these data only represent revenue generated by the program in this proposal. As new students are attracted to the University of Memphis, they will be taking just as many credits in other departments and programs to fill out their degree. This will generate additional revenue for the University and would increase the financial projections illustrated here.

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LON Appendices

LON Appendix A. THEC Financial Projection Form

The University of Memphis					
Bachelor of Science in ASL and Deaf Studies					
Five-year projections are required for baccalaureate and Master's degree programs					
Projections should include cost of living increases per year.					
	2020-21	2021-22	2022-23	2023-24	2024-25
	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space/lab	\$ 5,000	\$ -	\$ -	\$ -	\$ -
Equipment/computers?	-	5,000	-	-	-
Library	-		-	-	-
Consultants		4,000	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	\$ 5,000	\$ 9,000	\$ -	\$ -	\$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	\$ 33,500	\$ 34,170	\$ 34,853	\$ 35,550	\$ 36,261
Benefits	20,100	20,502	20,912	21,330	21,757
Sub-Total Administration	\$ 53,600	\$ 54,672	\$ 55,765	\$ 56,881	\$ 58,018
Faculty (new lines)	1	2	3	3	3
Salary	\$ 65,000	\$ 121,000	\$ 177,000	\$ 180,540	\$ 184,151
Benefits	23,400	43,560	63,720	64,994	66,294
Sub-Total Faculty	\$ 88,400	\$ 164,560	\$ 240,720	\$ 245,534	\$ 250,445
Support Staff	3	3	2	2	2
Salary/adjunct	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Benefits	-	-	-	-	-
Sub-Total Support Staff	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Graduate Assistants* (1/2 assistantship; 10 hours per week)					
Salary		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Benefits	\$ -	\$ 285	\$ 285	\$ 285	\$ 285
Tuition and Fees* (See Below)	-	8,160	8,323	8,490	8,659
Sub-Total Graduate Assistants	\$ -	\$ 13,445	\$ 13,608	\$ 13,775	\$ 13,944

*The Graduate Assistant will assist the teaching faculty, and where possible, staff the learning lab. Ideally, this would be someone with previous ASL experience.

Operating					
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Printing					
Equipment	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total Operating	\$ -	\$ -	\$ -	\$ -	\$ -
Total Recurring	\$ 167,000	\$ 257,677	\$ 335,094	\$ 341,190	\$ 347,408
TOTAL EXPENDITURES (A + B)	\$ 172,000	\$ 266,677	\$ 335,094	\$ 341,190	\$ 347,408

***If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$ 8,000.00	\$ 8,160.00	\$ 8,323.20	\$ 8,489.66	\$ 8,659.46
Number of Graduate Assistants	-	1	1	1	1

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees ¹	206,258	289,758	419,122	561,565	627,233
Institutional Reallocations ²	(39,258)	(32,081)	(84,028)	(220,375)	(279,825)
Federal Grants ³	-	-	-	-	-
Private Grants or Gifts ⁴	5,000	5,000	-	-	-
Other ⁵	-	4,000	-	-	-
BALANCED BUDGET LINE	\$ 172,000	\$ 266,677	\$ 335,094	\$ 341,190	\$ 347,408

Notes:

(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Tuition and fees will be generated immediately, as there are students already enrolled in ASL courses. It is expected that some students in the ASL Minor will be recruited into the Major and new students will be seeking the major. Student fees on the four primary developmental sequence courses will be used to staff the language laboratory (\$20 per course). Fees are not included in these estimates. These tuition numbers were generated from the FY18 Scenario Planning Tool from the UofM.

(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

Initial investment will be needed; however, the program will immediately bring in the revenue to offset its cost. There is a net benefit to the university from the beginning of the program.

(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance).
There are no federal grants associated with this program at this time.

(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

There are no individual grants or gifts at this time.
Private funds will be raised to create the language laboratory, in this case to adapt space to accommodate a language lab and equip the space with computers and video. No specific source has yet been identified.

(5) Please provide information regarding other sources of the funding.

State appropriation, not included in this chart. Year 1 would be approximately \$50,000 to the University, based on the FY18 Scenario Planning Tool.

The School of Communication Sciences and Disorders will provide funding for a consultant (\$4,000) in year 2, to provide feedback on the program and assist with designing the language laboratory.

LON Appendix B. Feasibility Survey Questions: Students

1. Click a choice that best describes you:
 - a) I am a high school student
 - b) I am an undergraduate student at the University of Memphis
 - c) I am a student at another four-year college or university
 - d) I am a student at a junior college
 - e) I am a graduate student at the University of Memphis
2. Are you aware that American Sign Language, also called ASL, is the 4th most used language in the US and a significant number of people need to use ASL as their primary form of communication? To meet the needs of these individuals, we are developing a bachelor's degree in American Sign Language to prepare students to pursue careers in interpretation, education, counseling, or health professions. If we offered this degree, in which area(s) would you like to focus? (check all that apply)
 - a) ASL interpreting
 - b) Teaching ASL in K-12
 - c) Teaching ASL in College
 - d) Deaf Studies
3. If there was a degree like this, what would you expect it to be called? Rank in order of preference, 1 = highest preference
 - a) Bachelor's degree in American Sign Language
 - b) Bachelor's degree in Deaf Studies
 - c) Bachelor's degree in American Sign Language and Deaf Studies
 - d) Bachelor's degree in Deaf Studies and American Sign Language
4. Describe your ASL skills.
 - a) I am proficient
 - b) I have some knowledge
 - c) I know a few signs
 - d) I know how to finger spell
 - e) I do not know ASL at all
5. If you had the opportunity, would you like to become proficient in ASL?
6. Do you know another sign language/system besides ASL?
7. Do you have a hearing impairment?
8. Do you know anyone who is Deaf/deaf?
9. Are you familiar with the Americans with Disabilities Act?
10. Would you be interested in the following jobs that might require this degree? (check all that apply)
 - a) ASL interpreter
 - b) ASL teacher in elementary, middle, or high school
 - c) Special Education Teacher
 - d) Teacher of the deaf/Deaf
 - e) Speech Language Pathologist
 - f) Audiologist
 - g) Disability advocate
 - h) Rehabilitation Counselor
11. Would you consider a major in ASL?

12. Would you consider a minor in ASL?

13. What is your major?

- | | |
|--------------------------------|---------------------------|
| a) Pre-law | k) Advocacy |
| b) Pre-med | l) Criminal Justice |
| c) Pre-physical therapy | m) Counseling |
| d) Pre-occupational therapy | n) Social Work |
| e) Health Studies | o) Psychology |
| f) Nursing | p) Hospitality Management |
| g) Education/Special Education | q) Recreational Therapy |
| h) Human Resource Management | r) Leisure Studies |
| i) Business | s) Undecided |
| j) Health Communication | |

14. Do you plan to stay in Tennessee after graduation?

15. What type of student are you?

- a) Full-Time
- b) Part-Time
- c) Adult/Non-Traditional
- d) Transfer
- e) Post-Bac
- f) Pursuing a 2nd Bachelor's Degree

16. What age range best describes you?

17. Do you already hold a degree?

18. If yes, what type of degree do you have?

19. Are you taking or have you taken ASL at the University of Memphis?

20. Do any of the following factors influence your willingness to take ASL classes? (click all that apply)

- a) Concern about whether or not they fill the language requirement for the BA
- b) Unsure if more courses would enhance credentials
- c) Unsure if more courses would enhance employability
- d) Lack of advising/program information
- e) No extra time in my current plan of study
- f) Lack of courses
- g) Unsure if able/prepared to take classes at 4000 level

21. Are you currently working?

- a) Yes, I work full-time
- b) Yes, I work part-time
- c) No, but I am currently looking for a job
- d) No, and I am not seeking employment

Additional Questions for Grad Students

1. Would you have pursued an undergraduate degree like this instead of CSD if you could have?
2. Would you have pursued ASL as an undergraduate minor?
3. Do you plan on working with individuals who use ASL or another sign system?

Additional Questions for Students at Other 4 Year Institutions

1. Would you be interested in taking (or have you taken) ASL at the University of Memphis?
2. Would you consider coming to the University of Memphis if it had a degree like this?

Additional Questions for Students at a Junior College

1. Are you interested in getting a bachelor's degree?
2. If so, would you choose a major or minor like this?
3. In which state do you plan on living?
4. Would you consider the University of Memphis if it had a degree like this?
5. How far in the future would you be interested in starting a bachelor's degree in a field like ASL?
6. Do you believe a bachelor's degree in ASL will enhance your job prospects?

Additional Question for High School Students

Would you be interested in enrolling in ASL courses at the University of Memphis for dual credit as you complete your high school diploma?

(Note: there were very few high school or junior college responses to the survey)

LON Appendix C. Feasibility Survey Questions: Employers

(Questions specific to Schools are in bold text)

1. Are you aware that American Sign Language, also called ASL, is the 4th most used language in the US and a significant number of people need to use ASL as their primary form of communication? To meet the needs of these individuals, we are developing a bachelor's degree in American Sign Language to prepare students to pursue careers in interpretation, education, counseling, or health professions. Would you have a need to hire a person who has these skills?
2. Would you hire them as (choose as many as apply)
3. Do you have employees who are deaf and/or use ASL?
4. **Do you have students who are deaf and/or use ASL?**
5. **Do you have people to interpret ASL for your deaf employees and/or students?**
6. If you do not have any regular employees who are proficient in ASL, from where do you hire people to interpret ASL?
 - a. We hire interpreting personnel as employees through our Human Resources Department
 - b. Through a local interpreting agency
 - c. Through a regional/national interpreting agency
 - d. Through a local volunteer agency
 - e. Through a regional/national volunteer agency
7. How often do you need to employ an ASL interpreter?
 - a) An average of 10 times per month
 - b) An average of 5-10 times per month
 - c) An average of 3-5 times per month
 - d) An average of 2-3 times per month
 - e) An average of 1-2 times every other month
 - f) 3-6 times per year
 - g) 1-3 times per year
8. Click all statements that apply to you
 - a) I have enough ASL interpreters at my disposal when I need one
 - b) I occasionally find that I cannot find an ASL interpreter (20% of the time)
 - c) I find that I cannot hire an ASL interpreter when I need one most of the time (over 60%)
 - d) I find problems hiring qualified ASL interpreters to comply with federal, state and local statutes
 - e) I find problems hiring qualified ASL interpreters to fulfill the needs of my employees
 - f) I find problems hiring qualified ASL interpreters to fulfill the needs of my students
9. **Click all the statements that apply to you**
 - a) I have people who can teach interpreting standards
 - b) I have interviewed qualified individuals for interpreting ASL in the last month
 - c) I have interviewed qualified individuals for interpreting ASL in the last year
 - d) I have difficulty finding qualified individuals to interpret ASL
 - e) I have an adequate pool of individuals to interpret ASL

10. Click all the statements that apply to you

- a) I have people who can teach ASL in my school
- b) I have interviewed qualified individuals who can teach ASL in the last month
- c) I have interviewed qualified individuals who can teach ASL in the last year
- d) I have difficulty finding qualified individuals to teach ASL
- e) I have an adequate pool of individuals to teach ASL

11. If you could hire qualified individuals with ASL competence, how many would you hire?

12. If you could hire a candidate with ASL competence, would they have preferential consideration as a job applicant?

13. If you could hire a candidate with ASL competence, when would you be interested in hiring them?

14. What do you feel are the most important benefits for your organization of having an employee who is proficient in ASL? Check all that apply.

- | | |
|------------------------------|------------------------------|
| a) Improved Communication | d) Better Customer Service |
| b) More efficient operations | e) Increased Enrollments |
| c) Enhanced Safety | f) Improved Student Outcomes |

15. Identify the standard(s) that most apply to job applicants with your company/school.

- | | |
|---|-------------------------------------|
| a) State interpreting license | e) Internal exam with your business |
| b) State teaching license | f) Listed on National Registry for |
| c) Educational Interpreters accreditation | Interpreters of the Deaf |
| d) Registered interpreting license | g) I don't know |

16. Click all the statements that apply.

- a) Individuals I hire must comply with regulatory standards and if they do not have the qualifications I cannot hire them.
- b) Individuals I hire should comply with regulatory standards but I can hire less qualified individuals if no qualified individuals are available.
- c) Individuals I hire almost never meet regulatory standards because my applicant pool is too small
- d) I anticipate that regulatory standards will change and I will have to bring my current employees up to those standards

17. If you were to hire an interpreter or teacher of ASL for you school, who do you contact to find qualified people?

- a) Employment Agency
- b) University with a known program
- c) Employment website
- d) Website specific to ASL users

18. If you already employ individuals who wish to obtain ASL proficiency for job-related activities, where would you send them for training?

- a) Local University
- b) Web-based program
- c) Hire personal consultant for training

19. What is the name and location of the school district in which you work?

20. How many schools does your district include?
21. How many students are enrolled at your school?
22. How many teachers and support personnel does your school currently employ?
23. Would you be interested in having your students participate in dual credit ASL classes on campus at the U of Memphis to fulfill their foreign language requirement?
24. Do you have any teaching faculty who could teach dual credit ASL classes for students at your school?
25. Would you be willing to be contacted for further questions?

Questions for Businesses

1. If you could hire employees who were proficient in ASL, how soon would you be interested in hiring them?
 - a) 6 months - 1 year
 - b) 1 - 3 years
 - c) 3+ years in the future
 - d) Ongoing need to hire individuals with this proficiency
2. Do you have employees who are deaf and/or use ASL?
3. Do you have customers who are deaf and/or use ASL?
4. Do you have people to interpret ASL for your deaf employees or customers?
5. What is the name of your business establishment?
6. What type of business do you work for?

a) Self-employed	d) Non-profit
b) Industry	e) Franchise
c) Small Business	
7. What industry are you a part of?

a) Education	d) Government
b) Research	e) Hospitality
c) Health Care/Medical	f) Logistics
8. How many employees work in your establishment?

a) 10 people or less	d) 250 to 1000 people
b) 11 to 50 people	e) Greater than 1000 people
c) 50 to 250 people	

LON Appendix D. Companies who Responded to the Feasibility Survey

A Moveable Feast Catering Company	Meritan Inc.
Arc MidSouth	Metro Memphis Attractions Association
Ballet Memphis	Patrick's Restaurant
Bridges for the Deaf and Hard of Hearing	Peabody Hotel
Circuit Playhouse	Sephora Distribution
City of Memphis	Shelby County Schools
Church Health Center	Sheraton Memphis Downtown
Courtyard by Marriot	Southwest Tennessee Community College
Deaf Connect of the MidSouth	SRVS
DeSoto County Schools	Sysco Memphis
Germantown Municipal School District	Tennessee Court Interpreter Program
Guest House at Graceland	The Exceptional Foundation of West Tennessee
Hilton Hotels	TravelHost of Memphis
Hog Wild – Real Memphis BBQ	University of Memphis
Holiday Inn Express	Westin Beale Street
International Paper	White Station Elementary
Kirby Woods Baptist Church	White Station Middle
Kooky Canuck Restaurant Group	White Station High
Memphis Cook Convention Center	

LON Appendix E. Letters of Support



To: University of Memphis
From: Germantown Municipal School District
Re: In Support of American Sign Language
Date: April 8, 2019

To whom it may concern:

The Germantown Municipal School District sees value in having trained professionals certified to teach American Sign Language to its students for the following reasons:

- Interest in American Sign Language (ASL) is growing as more people interact with signers on a daily basis
- Need for this program in the Mid-South area (closest program is in Little Rock, Arkansas or in east Tennessee)
- Interaction with families, students, or populations who use or need ASL
- A degree in ASL may provide additional value to students and employers
- Interest in partnering with the School of Communication Sciences and Disorders for student service hours or externships as ASL program grows
- GMSD Students who learn sign language may wish to pursue this area of study as a college major and future career
- Students need more opportunities to learn multiple perspective taking and empathy. Sign language would assist our students with these two important life-skills.
- Memphis houses the Memphis Speech and Hearing Center, which is both a full-service clinic and a teaching laboratory: More than 4,600 clients seen last year, ranging in age from newborn to over 100 years old.

Thank you, as we hope the University of Memphis is provided serious consideration with being of service especially as they pursue the proposed bachelor's degree in Communication Sciences and Disorders, with a major in *American Sign Language and Deaf Studies*.

Sincerely,

Dan Haddow
Assistant Superintendent



THE DEPARTMENT OF EXCEPTIONAL CHILDREN

4774 Sea Isle Road • Memphis, TN 38117 • (901) 416-8940 • Fax (901) 416-8994 • www.scsk12.org

Colonial Hearing, Speech and Vision

April 10, 2019

Dr. Linda Jarmulowicz, Dean
School of Communication Sciences and Disorders
University of Memphis
4055 North Park Loop
Memphis, Tennessee 38152

Dr. Jarmulowicz,

Thank you for sharing with me information about the proposed Bachelor's Degree in Communication Sciences and Disorders, with a major in *American Sign Language and Deaf Studies*. As Regional Manager for Exceptional Children and Health Services in Shelby County Schools, managing the Hearing Impaired Program for the district, my staff and I are very excited about the possibility of having this degree offered at the University of Memphis since the closest programs are in Little Rock, Arkansas and also Maryville College in East Tennessee.

Shelby County Schools currently has one of the largest day school programs for students who are deaf and hard of hearing in the southeastern United States. It is frequently a challenge to fill our fifteen (15) interpreter for the deaf positions which means that we are always looking for employees with this credential. With the programs and classes that are offered in our school district, we would be interested in partnering with the School of Communication Sciences and Disorders for student service hours or externships as the ASL program grows. This will truly fill a great void in this community as we have over 300 students with hearing impairments enrolled in our schools and many of them have family members who are deaf and hard of hearing.

There is a growing interest in this community and in our school district for persons to become credentialed in American Sign Language. Many staff members are seeking classes that will assist them in passing their licensing test with the Registry of Interpreters for the Deaf. Please know that my staff are totally supportive of this program and feel free to contact me if I can be of service in any way.

Professionally Yours,

Deborah G. Harris

Regional Manager
Exceptional Children and Health Services



SEPHORA

8500 Nail Road
Olive Branch, MS 38654
TEL 662-408-3913

March 3, 2019

To Whom It May Concern,

Sephora Distribution Center in Olive Branch, MS would like to extend our support to the University of Memphis in the creation of a Bachelor's degree in ASL.

At Sephora Distribution, we have a structured training program to provide those with disabilities employment. Through this program, we have had a number of deaf individuals become full time employees and we only continue to see that number grow.

Our leadership team, as well as our other associates, have expressed the interest in learning ASL so that they may better communicate with those employees that are deaf. We offer a generous tuition reimbursement program for those that have been with us over one year. I, along with many of others, could benefit from going back to school to learn ASL.

Currently, we use interpreters for many things in our building such as town halls, employee meetings, and trainings. Without having access to interpreters, it would be very difficult for us to do our job and communicate with our deaf associates properly and respectfully.

Having an option such as this in our area is needed as we will not be the only business to hire those that are deaf. Please feel free to reach out to me at any time if you have any questions.

Sincerely,

Jessica Jolly
Outreach Coordinator

SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

April 10, 2019

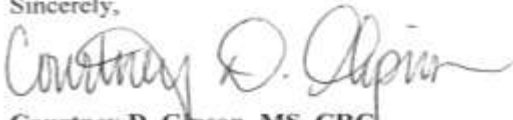
To Whom It May Concern:

This letter is a recommendation for the School of Communication Sciences & Disorders to propose a major in American Sign Language and Deaf Studies. The interest in American Sign Language (ASL) is growing more people interact with signers on a daily basis. My institution only uses one agency that contracts for Interpreter Services. This program is needed for current, future, and ongoing ASL credentials for the Shelby County community. I see value of a degree in ASL either as a stand-alone degree or in conjunction with another major/area for individuals with disabilities.

The School of Communication Sciences and Disorders has two nationally ranked, accredited, graduate programs in the top 25 in Audiology, and the other in Speech Language Pathology. My office is currently looking to hire someone with this credential that is diverse, and a highly trained professional. I am also interested in partnering with the School of Communication Sciences and Disorders for student service hours or externships as ASL program grows.

I truly hope you see the demand in this program. The future for individuals with deaf and hard of hearing are a growing in the workforce and academia. The program will assist with teaching the next generations Interpreters.

Sincerely,



Courtney D. Gipson, MS, CRC
Director of Student Disability Services
Southwest Tennessee Community College

Mecon Cove Campus • Union Avenue Campus • Fayette Site • Gill Center • Maxine A. Smith Center • Millington Center • Whitehaven Center

Southwest Tennessee Community College, a Tennessee Board of Regents institution, is an affirmative action/equal opportunity college.

April 21, 2019

To Whom It May Concern:

I am writing in support of the creation of a bachelor's degree in Communication Sciences and Disorders with a major in American Sign Language and Deaf Studies. The Deaf Community needs more people educated in the field to increase, not only awareness, but understanding of the people being served.

As a nationally certified sign language interpreter and a Certified Rehabilitation Counselor, I see the enormous need growing for more involvement in the field of Deafness and hearing loss on all levels. In the Memphis and Mid-South area, the need is increasing daily as there are not enough educators, professionals, or interpreters to satisfy the needs of the ever-growing Deaf Community. I see this need first-hand as a child of a Deaf adult and an active participant in the community. Sign language interpreters are needed in every city across America, which is no secret. With a major in American Sign Language and Deaf Studies, the opportunities for students to participate in their field after graduation is almost a promise. In this area, there are no other programs that offer anything related to American Sign Language or Deaf studies, the closest being two hours away in Little Rock, Arkansas. Students, after graduation, would be able to interact with customers, clients, or populations who use or need American Sign Language which promotes cohesiveness in the community and easily builds rapport.

I encourage you to consider creating a bachelor's degree in Communication Sciences and Disorders with a major in American Sign Language and Deaf Studies at The University of Memphis, my alma mater.

Sincerely,

Summer Chappell

Summer Chappell, M.S., CRC, NAD IV

chappellsummer@gmail.com



THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

2930 Airways Blvd. • Memphis, TN 38116 • (901) 416-3434 • Fax (901) 416-3470 • www.scsk12.org

August 5, 2019

I am submitting this letter of support for the Major in American Sign Language and Deaf Studies that is proposed by the Department of Communication Sciences and Disorders at the University of Memphis. The University and Shelby County Schools share a common desire to ensure that students in Shelby County Schools who are interested in ASL to fulfill their foreign language requirement are taught by a highly qualified teacher who will immerse them not only in the language, but the history and culture of the hearing impaired.

As the World Language Instructional Advisor in Shelby County Schools, I support the University of Memphis in their work to create this undergraduate program in American Sign Language. As they move forward and work with the College of Education, this will be a pipeline for ASL teachers for Shelby County Schools.

This initiative aligns with our goal of preparing teachers to become certified and receive a major/minor in American Sign Language while having the long-term effect of improving student opportunities and success in addition to increasing the richness and relevance of our Memphis community. Support and participation with this endeavor can most certainly be a mutually beneficial engagement for both University of Memphis and Shelby County Schools as we seek to scale the impact of American Sign Language in Shelby County Schools and the children we serve.

Sincerely,

Jane Davis,
World Language Instructional Advisor
Department of Curriculum and Instruction
Shelby County Schools

Pamela Harris-Giles,
Director of Curriculum & Instruction
Shelby County Schools



October 3, 2019

Dr. Linda Jarmulowicz, Dean
School of Communication Sciences and Disorders
University of Memphis
4055 North Park Loop
Memphis, Tennessee 38152

Dear Dr. Jarmulowicz:

I am writing this letter to express support for your proposal to add an undergraduate degree with a major in ASL and Deaf Studies. This focus on ASL and Deaf Studies will be particularly helpful to Tennessee School for the Deaf. We currently struggle to find educators and educational assistants who have appropriate signing skills to work with Deaf and Hard of Hearing students at West Tennessee School for the Deaf (WTSD). Additionally, the addition of this degree will benefit the school and the entire Deaf Community in West Tennessee by producing graduates from the University of Memphis who understand the language and culture of Deaf individuals.

Currently there is a great need for individuals who are proficient in ASL in the West Tennessee region. We struggle, as stated earlier, to find qualified applicants for positions at WTSD who are also proficient in ASL. Another significant need in the area is for qualified interpreters. We anticipate that an undergraduate degree in ASL and Deaf Studies would lead to increased numbers of qualified interpreters in the region.

Having a degree program in ASL and Deaf Studies will enhance the existing partnership between the University of Memphis and West Tennessee School for the Deaf, improving the quality of clinical training and externship opportunities. We value our current relationship and look forward to new opportunities once the new undergraduate degree is added.

Sincerely,

Dr Vicki Kirk, Ed.D
Superintendent

2725 Island Home Blvd
Knoxville, TN 37920 USA
Phone Number: (865) 579-2500
Fax Number: (865) 579-2484
www.tsdeaf.org

New Academic Program Proposal (NAPP)

The Bachelor of Science in American Sign Language and Deaf Studies will immerse students in American Sign Language (ASL), introduce them to Deaf culture, and prepare them to be advocates of the language and culture. The major in ASL and Deaf Studies will provide broad preparation in science, language, and culture. Students who graduate with this major may consider pursuing careers in education, interpretation, advocacy, communication sciences and disorders, hospitality, or administration, among others.

The knowledge and skills necessary to achieve the program's learning outcomes will be distributed across the curriculum. The learning outcomes for students who successfully complete the BS in ASL and Deaf Studies will include the following:

1. Demonstrate linguistic skills in American Sign Language
2. Demonstrate conversational skills, such as turn taking and leave taking, while relating experiences and events
3. Communicate well enough to establish and maintain social relationships with d/Deaf people
4. Function comfortably in a wide variety of situations in the Deaf community
5. Demonstrate cross-cultural awareness of, respect for, and ability to adapt to those from other cultures (e.g., Deaf culture)
6. Translate from English to proper ASL syntax
7. Explain the functions of ASL in a range of settings, including with those who are not necessarily deaf

Curriculum

The curriculum will require a minimum of 120 hours of undergraduate coursework and embrace the liberal education model of other BS degrees at the UofM. The Major in American Sign Language and Deaf Studies will require **62 credits**, 14 can count toward the general education requirements. The courses below follow the requirements laid out in the University of Memphis [2019-2020 Undergraduate Catalog](#).

General Education courses—41 Hours	
Communication	9 hours
Humanities/Fine Arts	9 hours
Social/Behavioral Sciences	6 hours
History	6 hours
Natural Sciences	8 hours
Mathematics	3 hours

BS/School Requirements—23 Hours
23 Hours: CSD core
<p>(14 cr) Required:</p> <ul style="list-style-type: none"> (3) A USP 2001- Intro to CSD (3) PSYC 3010-Research and Statistics I or SOCI 3311- Social Statistics (4) Biology* (4) Physics* or Chem* <p>(6 cr) Two of the following:</p> <ul style="list-style-type: none"> ANTH 1200 – Cultural Anthropology* PSYC 1030—General Psychology* SOCI 1010—Introduction to Sociology* CDFS 2101—The Family in Global Perspective* <p>(3 cr) Select one:</p> <ul style="list-style-type: none"> A USP 4106- Intro to Audiology A USP 4006- Language and Speech Development A USP 4301- Intro to Functional Neuroscience <p>*also satisfies general education requirement</p>

ASL and Deaf Studies Major —39 Hours	
18 Hours: ASL Sequence	
(3) A USP 1010-Introductory ASL I (3) A USP 1020- Introductory ASL II (3) A USP 3020 – Advanced Fingerspelling	(3) A USP 2010- Intermediate ASL I (3) A USP 2020- Intermediate ASL II (3) A USP 3010 – Advanced ASL
15 Hours: ASL and Deaf Studies Required: (3) A USP 4206—Deaf Culture and History Select three: (3) A USP 4209 – Linguistics of ASL (3) A USP 4207—Psych, Soc, & Educ perspectives of Deafness (3) A USP 4205 – ASL for SLPs, audiologists, and educators (3) A USP 4208 – Intro to Interpreting ASL Required (may be taken twice): (1-6) A USP 4900 – Field Experience	
6 Hours: Interdisciplinary Language and Culture Core	
Select one: ENGL 3501- Modern English Grammar ENGL 3511- Intro to Linguistics ENGL 3521- The American Language PSYC 3304 - Perceptual Psychology PSYC 3530 - Psychology of Language	Select one: ANTH 3511 Culture/Kin/Family ANTH 4521 Culture, Soc & Mental Health COMM 3012 - Health Communication COMM 4375 - Intercultural Communication HLSC 4200 – Cultural Competence in Health JRSM 4702—Media, Diversity, & Society SOCI 3422—Racial and Ethnic Minorities* PSYC 3030 – Multicultural Psychology
General Electives—31 hours	

Academic Standards

The program will follow the established guidelines and academic regulations stipulated by the University of Memphis and explained in the [Undergraduate Catalog](#). The program will also follow established policies and procedures for waiving or placing out of courses based on adequate knowledge and skills.

Admission standards

Students are admitted to the major in ASL and Deaf Studies after they have satisfactorily completed (a grade of C or better) the 1000-level ASL courses or the equivalent. Students are advised to declare the ASL and Deaf Studies major no later than the first semester of junior year to ensure completion of the major by their anticipated graduation date.

Transfer credits

Students wishing to transfer credit as course equivalents at the 1000 and 2000 level must be able to provide documentation to demonstrate that previous courses were comparable in scope and content. Additionally, students will be expected to demonstrate skill at the level expected of students completing those courses.

Retention requirements

A minimum grade of “C” is required in every course applicable toward a major or minor (including corequisites). Additionally, students must demonstrate functional control of the appropriate fundamental language skills to complete the major. The program will adhere to the UofM’s undergraduate policy regarding course grades, repetition of courses, and academic integrity.

Graduation standards

Students will be required to complete all their courses in the major with no less than a C and to have no less than a 2.0 overall in order to meet graduation requirements.

All AUSP syllabi can be seen in Appendix A.

Diversity

The BS in ASL and Deaf Studies at the University of Memphis will work to attract a diverse population of students by promoting a classroom environment that is safe, respectful, and welcoming, and that promotes fair representation of all groups and provides opportunities for open discussions of diversity. The core courses in the major will be offered at a variety of times to accommodate student schedules and work schedules. The learning laboratory will be available based on student needs and the lab assistant will work around student schedules.

The program is quite likely to attract a variety of students, including non-traditional learners, students with disabilities, and members of the Deaf community. Through courses and community contact, students will learn about Deaf culture which enriches and broadens the umbrella of diversity at the UofM.

Based on the results of the feasibility study, we anticipate attracting non-traditional learners, as multiple community businesses and organizations indicated interest in sending current employees through our program. Hearing children of Deaf parents may be attracted to this program because it addresses the history, culture and language of their community. They also understand the market demand for the skill sets that the program will offer them.

In addition to diversity among students, the program will seek out Deaf/deaf instructors and faculty. Greater representation of Deaf people in society and in positions of authority is an important way to begin breaking down barriers for those who are deaf or hard of hearing.

The students currently enrolled in ASL courses are roughly 80% female and are illustrative of the range of ages and racial/ethnic diversity present across the UofM.

Program Enrollment and Graduates

The initial cohort of majors will be recruited from the existing ASL courses and the ASL minor. The major is designed such that it might be combined with other existing majors, such as hospitality, health studies, education, or counseling. The first year of the program is expected to attract 5 majors, with increases from that baseline. From 8 similar programs in the South and Midwest, the average number of students entering into the major is 25

annually, with a high of 50 and a low of 12, so the estimates in Figure 11 may be conservative.

Based on similar programs, expressed interest from students, and enrollment trends with only classes (no major), the annual enrollment in all ASL courses is expected to exceed 300 within two years. This includes students taking the developmental course sequence to meet the language requirement and the ASL minor (18 credits). The interest in ASL at the UofM has grown since the School first offered courses in 2016. As noted in Figure 12, actual annual enrollment has more than doubled from the first courses through FY19. With the addition of a Minor in ASL in FY20 (Fall 2019), ASL as an acceptable world language, and an ASL Major in FY21 (Fall 2020), additional increases are expected. Rapid growth should occur between FY21 and FY23, after which enrollment should level out.

The lines in Figure 12 show increases in new majors, total majors, and students who graduate with a BS in ASL and Deaf Studies, from FY18 through FY24. Lines correspond to the vertical-axis on the left. The bars depict enrollment, corresponding with the vertical-axis on the right.

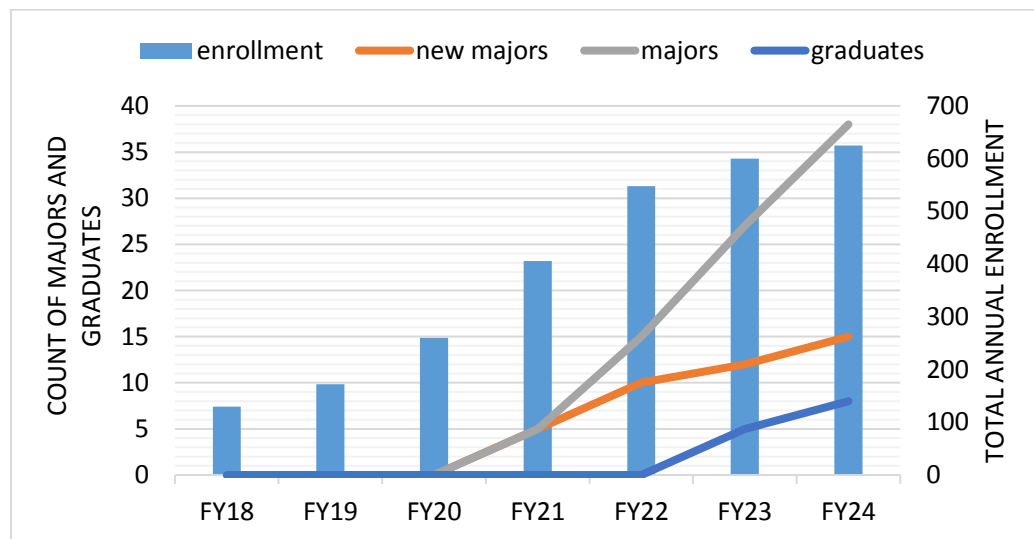


Figure 12. Actual and projected enrollment by annual credits (bars) and by individuals majoring (lines).

Administrative Structure

The departmental home of the BS will be the School of Communication Sciences and Disorders at the University of Memphis. There will be two new administrative positions: a program coordinator and an administrative assistant.

The ASL program, including the major and the minor, will be overseen by a new 12-month, instructor/coordinator with expertise in ASL, curriculum development, and program management and measurement. The program coordinator will report to the Dean of the School and will serve as the program representative on School and University committees.

The program coordinator will be the administrative leader and will be responsible for the following:

- Develop and teach core courses in the major and the ASL minor
- Coordinate course sequencing and teaching assignments
- Measure and maintain course quality
- Conduct annual review of teaching quality
- Recommend adjunct instructors
- Market and promote the program and recruit students
- Coordinate Admissions
- Advise students in the major
- Develop program policies and procedures
- Represent the School on the Undergraduate Council and other undergraduate events
- Support and develop interdisciplinary and community partnerships

The program will require a dedicated administrative assistant. The School of Communication Sciences & Disorders currently has one Administrative Associate II for the entire School and a Business Officer who oversees budgeting, grants, and contracts for the School and the Memphis Speech and Hearing Center. Both the Administrative Associate and the Business Officer serve the School and all three of its graduate programs (the MA in Speech-Language Pathology, the Doctor of Audiology, and the PhD). As the School has grown, the current Administrative Associate has assumed more responsibility, serving as receptionist, tour guide, assistant to the Dean, assistant to the Associate Dean, assistant to the Directors of Clinical Services, co-organizer of graduate admissions review, and clinic contract manager. It is expected that a new administrative assistant would report to the Administrative Associate and would work closely with the ASL and Deaf Studies coordinator.

Faculty Resources

Based on a survey of similar programs, **a minimum of four instructors** are required plus up to 6 adjuncts. It is expected that additional faculty will be added as the program grows. The developmental language courses, including the first four (Intro ASL 1 and 2, and Intermed ASL 1 and 2), will be capped at 20. A recommendation within the University of Tennessee system is to cap language classes at 16 ([Tennessee Language Center, 2018](#)); however, we have found it possible to teach up to 20 in a class. Beyond 20 students becomes untenable for both instructors and students. A minimum of 8 students will be required to run a section, unless the course is required for the degree and for the student to graduate on time. The priority in the first year will be to hire administrative support and a program coordinator/faculty member.

Current Faculty

One full time American Sign Language (ASL) instructor and two adjunct ASL instructors are currently employed by the University of Memphis in the School of Communication Sciences and Disorders. Table 5 describes these instructors and their anticipated contribution to the major in ASL and Deaf Studies. Together, the ASL instructors can teach about 6 or 7 courses per semester, depending on availability of the adjuncts. The adjuncts are native signers who can teach the upper level ASL courses. This is in line with the guidelines set by the American Council on the Teaching of Foreign Languages, which expects 90% or more of instruction to be in the target language.

The full time ASL instructor has a course release for administrative responsibilities with the School and for advising and coaching students. In the past two years, several students each semester request honor's credit in the ASL courses. This requires additional time from the instructor.

The last two faculty listed are existing faculty at the School. Dr. Hollis is a Visiting Clinical Assistant Professor who teaches the Intro to Audiology course in addition to working as a clinical educator in audiology. Dr. Eichorn is a tenure-track Assistant Professor in the Speech-Language pathology program who teaches the Speech and Language Development course. Both courses are electives in the ASL and Deaf Studies major.

Table 5. Participating Faculty

Name	Status/rank	Highest degree	Level of involvement	Courses per semester
Sharon Fairbanks	Full time; ASL Instructor	MA	80% teaching 20% service/admin	4
Alene White	Part time; Adjunct ASL instructor Native signer	MA	60% teaching	3
Ben Cox	Part time; Adjunct ASL instructor	Doctor of Audiology	Teaching only; as available	.5
Matt Hollis	Full time; Clinical Faculty in Audiology	Doctor of Audiology	1 elective	.5
Naomi Eichorn	Full time; Assistant Professor	PhD	1 elective	.5

Anticipated Faculty

In addition to the existing faculty member, three additional full-time instructors will be needed: one in year 1, one in year 2, and the third in year 3 (see Table 6). The goal is to have four full-time faculty fluent in ASL, one of whom is also the program coordinator, to teach the bulk of the courses, advise students in the major and minor, recruit students, and expand into other concentrations (e.g., interpreting). Additionally, the coordinator will oversee course coordination, program and professional development, and represent the School on the Undergraduate Council.

Four full-time ASL faculty can cover 15 to 16 courses per semester without concern for availability. Ideally, the new faculty will be native or near-native signers, and at least one should have had experience as a trained/licensed interpreter and hired to eventually develop an interpreter training program. Additional courses, especially at the lower level, will continue to be covered by adjunct faculty with supervision from the experience full-time faculty.

Table 6. List of Anticipated faculty.

Name	Status/rank	Highest degree	Level of involvement	Courses per semester
TBD/Year 1	F/T ASL instructor/ coordinator	MA or higher	40%-60% teaching 40%-30% admin 10%-20% service	2 or 3 (incl. Summer) + 2 in summer
	Adjunct instructors (2 to 3 people)	MA	Only teach	1 or 2 courses each
TBD/Year 2	F/T ASL clinical faculty	MA or higher	80% teaching 20% service	4
	Adjunct instructors (2 to 4 people)	MA	Only teach	1 or 2 courses each
TBD/Year 3	F/T ASL clinical faculty	MA or higher	100%	4
	Adjunct instructors (2 to 4 people)	MA	Only teach	1 or 2 courses each

The possible breakdown of courses offered each semester might be as follows:

	Fall	Spring	Summer
1	1010: Intro ASL 1	1010: Intro ASL 1	1010: Intro ASL 1
2	1010: Intro ASL 1	1010: Intro ASL 1	1010: Intro ASL 1
3	1010: Intro ASL 1	1010: Intro ASL 1	4106: Intro Audiology*
4	1010: Intro ASL 1	1010: Intro ASL 1	4006: Lng/Sp Devel*
5	1010: Intro ASL 1 (add year 2)	1020: Intro ASL 2	
6	1020: Intro ASL 2	1020: Intro ASL 2	
7	1020: Intro ASL 2	1020: Intro ASL 2	
8	2010: Intermed ASL 1	1020: Intro ASL 2 (add year 2)	
9	2010: Intermed ASL 1	2010: Intermed ASL 1 (yr 2)	
10	2020: Intermed ASL 2 (yr 2)	2020: Intermed ASL 2	
11	3020: Fingerspelling	2020: Intermed ASL 2 (yr 2)	
12	3020: Fingerspelling	3020: Fingerspelling	
13	3010: Advanced ASL (year 3)	3020: Fingerspelling	
14	4207: Psycho-social aspects	3020: Fingerspelling	
15	4209: Linguistics of ASL	3020: Fingerspelling (year 2)	
16	4208: Intro to Interpreting	4206: Deaf culture	
17	4206: Deaf Culture	4205: ASL for SLP, AUD, Educ	
18	4206: Deaf Culture (year 3)	4208: Intro to Interpreting (year 4)	
19	2101: Intro to CSD*	4301: Functional Neuroscience*	
20	4900: Field Experience (yr 2)	4900: Field Experience (yr 2)	

*courses taught by other instructors in CSD

Library and Information Technology Resources

The University Libraries include the Ned R. McWherter Library, the Music Branch Library, the Mathematics Branch Library, the Health Sciences Library, and the Lambuth Campus Branch Library (located in Jackson, TN). The Ned R. McWherter Library houses the majority of the circulating collection (1.4 million print volumes), in addition to the Learning Commons with access to 163 computer workstations and wireless access for laptops and other mobile devices throughout the building. The University Libraries' website includes access to over 150 electronic resources (indexes, full-text databases, abstracts) and over 109,000 electronic books. Access to these electronic resources is available to University of Memphis student and faculty users, either on or off Campus. The Health Sciences Library is located in the Community Health Building on the Park Avenue Campus, where the School of Communication Sciences and Disorders (CSD) is also located. In the past two years, requests to grow representation of ASL and Deaf culture materials have been made through the School of CSD.

The University Libraries provides onsite services to students and faculty from other Memphis areas colleges/universities to local and regional corporations and governmental agencies, and to adult citizens of the community. The University Libraries has a fully engaged interlibrary loan service, which is free to University of Memphis students and faculty and provides access to print materials not held locally. The University Libraries' Research and Instructional Services unit offers programs to enhance information literacy with the core of the program being course-related instructions in which librarians collaborate with faculty in the academic departments to teach those skills that students need in course assignments and related research.

All University students pay a technology access fee (TAF) that funds computing equipment and printing supplies in computer labs across campus. The University has 1,305 computers in 53 TAF labs. In addition to departmental labs located across campus, there are two large general-use computer lab facilities accessible by students: McWherter Library Learning Commons has 118 computers and the University Center Technology Hub has a total of 82 computers.

The University Office of Information Technology Services provides faculty and students access to a variety of software to support online learning and meeting software with visual imaging capacity.

Additional or anticipated library or IT requirements

Additional library or information technology resources are not needed at this time. As computers are added, consideration for visual connections will be important.

Support Resources

Student Advising

It is expected that the program coordinator and the administrative assistant will oversee advising of majors and minor in ASL and Deaf studies. They will each have an office in which to meet privately with students. The coordinator will connect with other student success resources at the UofM.

Evidence of Willingness to Partner – The School of Communication Sciences and Disorders has established clinical affiliations with a variety of school systems, private schools, pre-schools and daycares, nursing homes, retirement facilities, private medical practices and hospitals in the Memphis area. The proposed ASL and Deaf Studies major will use these facilities and the School's reputation to support ASL field service or activities.

CSD has received specific offers of support for these activities from:

Sephora Distribution
Shelby County Schools
Germantown Municipal School District
Southwest TN Community College
City of Memphis, Youth Services

These locations may serve as field experience sites. Shelby County Schools has expressed interest in working with the program as it develops, and views the UofM as a professional resource that can assist Shelby County Schools as they develop high school programs in American Sign Language.

Support Staff in SCSD

Business Officer II, a 12-month professional staff position is held by an educationally qualified person who provides management and oversight of all budgetary matters. The business officer processes all adjunct contracts, faculty summer compensation, revenue contracts for clinical services, grant management, Center of Excellence financial oversight, purchasing, as well as assists with the financial operations of the Memphis Speech & Hearing Center. The business officer reports and advises the Dean on financial and operational matters.

Administrative Associate II, a 12-month professional staff position is held by an educationally qualified person who supports the Dean, Associate Dean, and Clinic Directors; provides staff support to the graduate student admissions process; scheduling and onboarding support to the faculty, staff and students; registration support to all graduate students within the School; assists with WorkForum; oversees annual EH&S trainings for faculty, staff and students; initiates and maintains all clinical affiliations; assists with maintaining graduate student clinical records; assists with organizing comprehensive examinations for all graduate programs; manages space use and oversees maintenance of building facilities; and provides visibility, fundraising and project management support to the faculty and the Dean.

Director of Computing Services, a 12-month professional staff position is held by a qualified individual who provides technical support to faculty and staff, software development for research and administrative support, equipment oversight and maintenance. The website and social media outlets are also maintained by this individual. This position is funded by the Center of Research Initiatives and Strategies for the Communicatively Impaired.

Local Technical Support Provider, a 12-month professional staff position is held by a qualified individual who provides daily technical support to faculty teaching and student learning such as desktop support and security, setting up Skype, webinar, maintaining servers, and troubleshooting computer and or internet issues or problems.

AV Specialist, a 12-month professional staff position is held by an educationally qualified individual who provides oversight, support, and technical consultation for SCSD faculty and staff in the Community Health Building (CHB). This person will be consulted to assist with equipping and developing a training protocol for the language laboratory.

In addition to these staff members, the program will require the following support members:

1. An Instructor/Coordinator to serve as the academic program liaison to the UUC, develop the program concentrations, courses, class schedule and advising systems.
2. An Administrative Assistant who will provide staff support to the Instructor/Coordinator and who will assist with recruitment, advising, registration and degree verification.

Professional Development

To maintain currency in pedagogical and curricular issues, funding will be made available by the School for teaching faculty to obtain professional development and continuing education. This may include bringing consultants onsite to provide feedback and recommendations to the growing program. The School will support an onsite consultant in year two of the program.

The program coordinator will be included in on-campus professional development activities to keep up to date on undergraduate issues, new technologies, and other issues as they arise.

Facilities and Equipment

Existing facilities and equipment

The BS in ASL & Deaf Studies will be housed in the Community Health Building on the University of Memphis, Park Avenue Campus, where the School of Communication Sciences and Disorders (CSD) currently resides. The Community Health Building (CHB) is a new, state-of-the-art, 100,000+ square foot, teaching and learning facility shared by CSD and the Loewenberg College of Nursing. In addition to faculty offices, the building includes the Health Sciences Library, small conference rooms, study spaces for students, and space to equip a language laboratory. Several classrooms are equipped with cameras for future expansion to online formats for synchronous instruction or guest speakers/signers. There is ample parking for students, faculty, and staff.

The School of CSD also runs a clinic (Memphis Speech and Hearing Center) on the first floor of the Community Health Building, as its experiential learning laboratory for students in speech-language pathology and audiology. More than 5,700 clients were scheduled to

received services in fiscal year 2019. It is anticipated that ASL faculty may wish to be involved in community outreach through the clinic. Collaboration will be welcome and encouraged.

Accommodation of new program

On the second floor of the CSD side of the building, there are six classroom spaces of varying sizes. Two of these classrooms have moveable seating that would allow configuration so that students in the ASL class can see each other and the instructor. As a visual language, it is critical that students be able to see each other. There are two other meeting rooms on the fourth floor as well. The classrooms hold as few as 14 and as many as 100 students.

The School of Communication Sciences and Disorders will provide access to existing copiers, a network printer, scanners, and fax machines as well as office supplies. The School will provide phone lines and a computer to full-time employees. Two offices on the fourth floor are currently occupied by ASL instructors (one full-time the other part-time).

The program coordinator will have his or her office on the third floor near the Dean's suite. The administrative assistant for the BS in ASL and Deaf Studies will have an office in reasonable proximity to the coordinator's office. Additional full-time staff will be accommodated in the CSD side of the Community Health Building. Additional adjunct staff will have access to a shared space.

Space will be made available for a language laboratory at the School. Students will have access to this laboratory to practice and improve their ASL skills, as well as to complete class assignments and meet with tutors. This is expected to come 'online' in year 2 or 3 of the program, and will be funded through external sources (e.g., grants or private donations).

Additional or anticipated facilities and equipment requirements

No new facilities are required. Equipment and furniture for a language laboratory will be needed, but external funds will be sought for this purpose.

Marketing and Recruitment Plan

The initial recruitment focus will be the students in the existing ASL courses and the ASL minor. Many students have expressed interest in an ASL major and, based on the student survey many would be interested in declaring a major. Communication about the program will be shared with the UofM undergraduate advising network, and information about how the degree adds value (as a second major) will be shared with other departments and colleges.

The School website will be updated to include contact information for the coordinator, as well as information on the major, course sequencing, and employment potential. Student experiences will be highlighted. These will likely involve brief and engaging video clips, as the language modality is visual.

Recruitment materials will be developed to be shared at high school recruitment fairs, on the website, and with other schools and colleges within the University of Memphis. Several high schools in Shelby County have indicated that they would be interested in a dual enrollment program.

Outreach to industry is a way to recruit non-traditional students. For example, Sephora has a program through which they hire and train people with disabilities to work in their warehouse. Many of their workers are Deaf and use ASL as their primary language. Sephora also has a tuition reimbursement program for their employees. Other businesses may have similar programs or may be interested in developing one.

Assessment and Evaluation

The BS in American Sign Language and Deaf Studies will participate in the institutional effectiveness process as defined by SACSCOC standard 8.2.a. This standard reads, “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational program.” Therefore, the department will create student learning outcomes for the BS, establish ways to assess those student learning outcomes, establish benchmarks for student achievement, assess the learning outcomes on a yearly basis, and create improvement actions based on an analysis of the assessment of the learning outcomes.

The BS in American Sign Language and Deaf Studies will not be accredited by an outside accrediting body. Therefore, as a condition of Quality Assurance Funding, the program will participate in the Program Review process once every seven years. The Program Review process allows programs that are not accredited to go through the reflective exercise of creating a self-study and bringing in outside evaluators to review program efficacy.

The BS in American Sign Language and Deaf Studies will also assess its seniors on core content knowledge once every five years as a condition of the major field test standard for Quality Assurance Funding. Faculty within the department will either create a locally developed test or will use a standardized assessment instrument if available and/or appropriate.

Accreditation

There is no specific accrediting body for bachelor degrees in CSD or American Sign Language and Deaf Studies. The program will fall under the SACS accreditation.

Funding

Funding will be allocated to the School for the administration of the ASL and Deaf Studies program by the University of Memphis. The expense of the program will be offset by tuition revenue and course fees.

NAPP Appendix A. Syllabi

AUSP 1010

AUSP 1020

AUSP 2010

AUSP 2020

AUSP 3010

AUSP 3020

AUSP 2001

AUSP 4205

AUSP 4207

AUSP 4208

AUSP 4209

AUSP 4900

AUSP 4006

AUSP 4106

AUSP 4301

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

American Sign Language I

Fall 2019, AUSP 1010

instructors: Sharon Fairbanks, S.Fairbanks@memphis.edu
Alene White, alwhite9@memphis.edu

office hours: By appointment--this allows us to meet on this campus
Our offices are in the Community Health Building on the Park campus.

requirements for this class:

You are required to purchase these 2 books.

1. *For Hearing People Only, 4th edition, Volume 1*, by Matthew S. Moore and Linda Levitan, 3rd edition, ISBN 9780970587602
This book is available to purchase only volume 1 or both 1 and 2. On some sites it is cheaper to buy both volumes (?!)
2. *Signing Naturally, Units 1-6, Student Set*, by Smith, Lentz, and Mikos, DawnSignPress, www.dawnsign.com, ISBN 978-1-58121-210-5.
This book must be ordered at Dawnsignpress.com.

If you would like to purchase a sign language dictionary, the following is recommended.

3. *The Gallaudet Dictionary of American Sign Language*, Clayton Valli, ISBN-10: 1563682826, ISBN-13: 978-1563682827

course description:

This course presents basic vocabulary and grammar of American Sign Language and exposure to elements of Deaf culture and Deaf community. Everyday communication is the centerpiece of every lesson, including strategies to help you maintain a conversation. Topics revolve around sharing information about our environment and ourselves. Grammar is introduced with an emphasis on developing questions and answering skills.

course approach:

The curriculum parallels studies regarding language development and second language learning. The focus will be on introducing language in context and reinforcing what is learned by engaging in various activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. At times I will use gestures, signs, drawings and act out situations to get the point across and your job is to keep trying! This may sound daunting at first, but trust me, it works.

course policies: You are responsible for knowing the policies and procedures below.

cell phones and computers: All cell phones and other communication devices must be turned off or silenced and put out of sight (my sight and yours) during class.

no talking policy: Many times the classroom is a signing environment. This helps you develop both your comprehension skills and your expressive skills quickly and effectively. When d/Deaf people are present I is respectful to use sign language.

participation: The class forms a small community and your effort or lack of it impacts the success of the group. Participation in class activities is crucial to your success. Participation is not giving “right” answers, but is asking questions about the material, sharing your thoughts, paying attention, and giving your best effort. Expect practice in pairs and small groups.

attendance:

Trying to learn American Sign Language mainly through independent study or trying to catch up on your own does not work. This is a highly interactive, performance-based course that continually builds new skills on previously learned skills. Missing even one class will put you behind. Please make every effort to come to every class with homework done and ready to learn and participate.

1. I expect you to come to every class and to be on time.
2. Students with more than 2 unexcused absences will have 1 point deducted from the final grade for each additional absence.
3. I require official documentation for an absence to be considered excused.
4. Excused or not, you are responsible for what you have missed and to be prepared for the next class. The most effective way to do this is to contact a classmate for missed information.
5. Please inform me as soon as possible if you have an exceptional circumstance that will cause you to miss a test

bonus points: Occasionally you will have an opportunity to earn bonus points. These will be added to your test grades.

grading policy: A grade of B or better is required to advance to the next level. Students must receive grades for all exams and papers in order to pass this course.

A	90-100 %	5 Tests (100 pts each)	500
B	80-89 %	4 Papers/Presentations (50 pts ea)	200
C	70-79 %	5 Homework/Class Quiz (15 pts ea)	75
D	60-69%	Mid-term Exam	100
59 and below is Failing		Final Exam	100
		Attendance	25
TOTAL			1000 pts

pep talk:

You can do this. Keep an open mind. I have a great deal of patience. I love teaching; I take my teaching very seriously. If you have questions, ask in class. You can also email me and I'll try my best to get back to you within 24 hours. If you think I have overlooked your email, feel free to send it again. If there is something I can do to make class more effective for you, please make that suggestion. This is a challenging class, but with hard work you can succeed.

helpful to know: We will all make mistakes! That is part of learning another language, and it's part of the fun. I will do my best to create a safe learning environment for this community. This does not mean you will be comfortable all the time. You will need to get out of your comfort zone. If there is a breakdown in communication, laugh and start again using a different strategy. Those who are willing to make mistakes and can laugh at themselves are the most successful students.

It is important to be flexible! This syllabus depends on many things that can change—scheduling guest speakers and reserving the Anechoic Chamber may alter the schedule.

academic integrity:

The University of Memphis policy on academic integrity is outlined in the Student Handbook. In order to understand what academic dishonesty means at the University of Memphis, you should be familiar with the University's definitions. If you have any questions, please consult the **Student Handbook**.

[The Office of Student Conduct](#) defines the following on the linked website:

plagiarism - "The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution."

cheating - "Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours."

fabrication - "Unauthorized falsification or invention of any information or citation in an academic exercise."

The academic integrity section of the [University of Memphis Code of Student Rights and Responsibilities](#) outlines the consequences of these actions:

"Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. An instructor who believes a student has committed an act of academic misconduct shall notify the student in writing of the basis for the belief and allow the student five (5) business days to respond to the allegation. The student shall respond to the allegation by scheduling a meeting with the instructor to discuss the matter. After meeting with the student to review the alleged misconduct, the instructor has two options: (a) they may make a decision regarding appropriate action, or (b) they may refer the matter to the Academic Integrity Committee." (page 17-18)

Syllabus

- Class 1 Welcome, Introduction to ASL 1, Survival words, LP and fingerspelling
- Class 2 Review, Manual Alphabet, Names, Introducing oneself
- Class 3 Cardinal numbers 0-15, Begin Deaf Culture Quiz
- Class 4 Complete Deaf Culture Quiz,
Discuss LP 1, LP fingerspelling practice
HW #1: SN 1:2, 1:3, 1:6
- Class 5 Quiz: LP 1, Survival words, cardinal numbers 0-15, FHPO chaps 1-9
Question words: Who, What, Where, When, Why, How, How much
How many, How old
Cardinal numbers 16-30
- Class 6 LP fingerspelling practice, Identifying locations, narrating experiences
- Class 7 Quiz, numbers 1-30
Discuss LP 2, LP fingerspelling practice, Colors
HW #2: SN: 1:8, 2:2, 2:7

- Class 8 Guest Panel: Deaf, CODA, Professionals in the field
- Class 9 Quiz: LP 2, FHPO 10-22 (omit 17, 18), Additional vocabulary
LP fingerspelling practice, Negotiating a sign environment,
Getting attention
- Class 10 LP fingerspelling practice, Leisure activities, Identifying people
- Class 11 Same or Different
- Class 12 Mid-term paper information - due class # 15,
Movie: *Louder Than Words*
HW #3: SN 1:7, 1:11, 2:9, Self Assessment-page 36 (omit #5)
- Class 13 Discuss LP 3, LP fingerspelling practice
- Class 14 Quiz: LP 3, FHPO 23-34, Additional vocabulary
LP fingerspelling practice, Biography information - due class # 16
HW #4: SN: 2:1, Self Assessment-page 91 (omit #6)
- Class 15 Turn in mid-term paper, Games
- Class 16 LP fingerspelling practice, Biography presentations.
- Class 17 Discuss LP 4, LP fingerspelling practice
- Class 18 Quiz: LP 4, FHPO 35-43, Additional vocabulary
LP fingerspelling practice, Review color signs, Giving commands
- Class 19 Anechoic Chamber, Anatomy of the Ear, Hearing Aids, Cochlear
Implants
- Class 20 Discuss LP 5, LP fingerspelling practice
- Class 21 Quiz: LP 5, FHPO 44-55
Giving commands, Following instructions
- Class 22 LP fingerspelling practice, Describing shapes, Asking "What is the sign?"
- Class 23 Discuss Final, Arts and the Deaf
- Class 24 Questions about the Final, Interpreting for the Deaf
- Class 25 Cookie Final

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

American Sign Language II

Fall 2019
AUSP 1020

Instructor: Alene White, alwhite9@memphis.edu

Office hours: by appointment – this allows me to meet on this campus. My office is in the Community Health Building on the Park campus.

Requirements for this class:

You are required to purchase these two books.

1. *For Hearing People Only*, 4th edition, Volume 1, by Matthew S. Moore and Linda Levitan, third edition, ISBN 9780970587602.
2. *Signing Naturally, Units 1-6, Student Set*, by Smith, Lentz, and Mikos, DawnSignPress, www.dawnsign.com, ISBN 978-1-58121-210-5. This book must be ordered at Dawnsignpress.com.

Course description:

This course presents basic vocabulary and grammar of American Sign Language and exposure to elements of Deaf culture and Deaf community. Everyday communication is the centerpiece of every lesson, including strategies to help you maintain a conversation. Topics revolve around sharing information about our environment and ourselves. Grammar is introduced with an emphasis on developing questions and answering skills.

Course approach:

The curriculum parallels studies regarding language development and second language learning. The focus will be on introducing language in context and reinforcing what is learned by engaging in various activities. A conversational curriculum requires you to be an active learner. You need to come prepared to sign with me and other classmates. At times I will use gestures, signs, drawings and act out situations to get the point across and your job is to keep trying! This may sound daunting at first, but trust me, it works.

Course policies: You are responsible for knowing the policies and procedures below.

Cell phones and computers: all cell phones and other communication devices must be turned off or silenced and put out of sight (my sight and yours) during class.

No talking policy: Many times the classroom is a signing environment. This helps you develop both your comprehension skills and your expressive skills quickly and effectively. When Deaf people are present it is respectful to use sign language.

Participation: The class forms a small community and your effort or lack of it impacts the success of the group. Participation in class activities is crucial to your success. Participation is not giving “right” answers, but is asking questions about the material, sharing your thoughts, pay attention, and giving your best effort. Expect practice in pairs and small groups.

Attendance: Trying to learn American Sign Language mainly through independent study or trying to catch up on your own does not work. This is a highly interactive, performance-based course that continually builds new skills on previously learned skills. Missing even one class will put you behind. Please make every effort to come to every class with homework done and ready to learn and participate.

1. I expect you to come to every class and to be on time.
2. Students with more than 2 absences will have 1 point deducted from the final grade for each additional absence.
3. I require official documentation for an absence to be considered excused.
4. Excused or not, you are responsible for what you have missed and to be prepared for the next class. The most effective way to do this is to contact a classmate for missed information.
5. Please inform me as soon as possible if you have an exceptional circumstance that will cause you to miss a test.

Bonus Points: Occasionally you will have an opportunity to earn bonus points. These will be added to your test grades.

Grading Policy: A grade of B or better is required to advance to the next level.
Students must receive grades for all exams and papers in order to pass this course.

A	90-100%
B	80-89%
C	70-79%
D	60-69%
59 and below is Failing	

Pep talk:

You can do this. Keep an open mind. I have a great deal of patience. I love teaching; I take my teaching very seriously. If you have questions, ask in class. You can also email me and I will try my best to get back to you within 24 hours. If you think I have overlooked your email, feel free to send it again. If there is something I can do to make class more effective for you, please make that suggestion. This is a challenging class, but with hard work you can succeed.

Helpful to know:

We will all make mistakes! That is part of learning another language, and its part of the fun. I will do my best to create a safe learning environment for this community. This does not mean you will be comfortable all the time. You will need to get out of your comfort zone. If there is a breakdown in communication, laugh and start again using a different strategy. Those who are willing to make mistakes and can laugh at themselves are the most successful students.

It is important to be flexible! This syllabus depends on many things that can change—scheduling guest speakers and other event regarding Deaf Community may alter the schedule.

SYLLABUS:

Class 1	Welcome, Introduction to ASL II, survival words, LP and fingerspelling
Class 2	Introducing oneself, LP Lesson 1-2 words and Cardinal Numbers 0-30
Class 3	Review: LP Lesson 3-5 words and Cardinal Numbers 30-60
Class 4	LP fingerspelling practice, LP 6 words and sentences, Review -- colors
Class 5	<u>Quiz: LP 6, Cardinal Numbers 0-60, FHPO chaps 56-?</u> Sign Naturally (SN) Unit 3 begin
Class 6	LP fingerspelling practice, LP 7 words and sentences SN Unit 3
Class 7	Guest Panel: Deaf, CODA, Professionals in the field (due on Class #10)

Class 8	<u>Quiz: LP 7, SN Unit 3 and FHPO ??-??</u>
Class 9	LP fingerspelling practice, LP 8 words and sentences
Class 10	SN Unit 4
Class 11	SN Unit 4, Practice “Timber” Story
Class 12	<u>Quiz: LP 8, SN Unit 4 and FHPO ??</u> Movie (paper due on class #15)
Class 13	LP fingerspelling practice and sentences, LP 9 Movie (continue) Practice “Timber” Story
Class 14	SN Unit 5, Practice “Timber” Story Biography information (due class # 16)
Class 15	Mid-term “Timber” Story due, practice biography presentations
Class 16	Biography presentations <u>Quiz: LP 9, and FHPO ??</u>
Class 17	LP fingerspelling practice, discuss LP 10 Games
Class 18	SN Unit 5
Class 19	Anatomy of the Ear, Hearing Aids, Cochlear Implants (Guest Speaker)
Class 20	SN Unit 5
Class 21	<u>Quiz: LP 10, SN Unit 5 and FHPO ??</u>
Class 22	Discuss Final Games
Class 23	Practice Final
Class 24	Practice Final

Academic integrity:

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The Office of Student Conduct defines the following on the linked website:

Plagiarism – “The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution.”

Cheating – “Using or attempting to use unauthorized materials, information, or aids in an academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.”

Fabrication – “Unauthorized falsification or invention of any information or citation in an academic exercise.”

The academic integrity section of the University of Memphis Code of Students Rights and Responsibilities outlines the consequences of these actions:

“Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures.

An instructor who believes a student has committed an act of academic misconduct shall notify the student in writing of the basis for the belief and allow the student five (5) business days to respond to the allegation. The student shall respond to the allegation by scheduling a meeting with the instructor to discuss the matter. After meeting with the student to review the alleged misconduct, the instructor has two options: (a) they may make a decision regarding appropriate action, or (b) they may refer the matter to the Academic Integrity Committee.” (page 17-18)

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Intermediate American Sign Language I

AUSP 2010

Instructor: TBD

Location: TBD

Course Description:

This course is intended to develop visual-spatial (gestural) skills and improve expressive fluency and receptive skills through class discussions, pair/group work, simulations, and presentations. The use of lexicalized signs and fluency/accuracy of fingerspelling will be developed.

Prerequisite:

Satisfactory performance in AUSP 4101 (grade of B or better) or permission of the instructor.

Catalog Description:

This course is intended to develop visual-spatial (gestural) skills and improve expressive fluency and receptive skills through class discussions, pair/group work, simulations, and presentations. The use of lexicalized signs and fluency/accuracy of fingerspelling will be developed. Satisfactory performance in AUSP 1020 or permission of the instructor.

Course Outcomes and Objectives:

1. Students will continue to develop conversational skills used in everyday life, including non-verbal skills.
2. Students will continue to develop narrative skills from informal to formal styles.
3. Students will exhibit the language skills needed to explain complex ideas or concepts.
4. Students will gain a deeper insight into ASL and Deaf culture by reading Deaf culture articles and profiles of Deaf leaders.

Instructional Materials:

For Hearing People Only, by Matthew S. Moore and Linda Levitan, third edition, ISBN 0-9634016-3-7

Signing Naturally, Student Workbook (or Student Set), Units 1-6, by Smith, Lentz, and Mikos, DawnSignPress, www.dawnsign.com, ISBN 978-1-58121-207-5.

This course also relies on a web-based content, Lifepoint.com.

Instructional Methods:

Methods will include classroom based/conventional lecture, signing in direct experience method, independent and group situations; guests, presentations, videos, and computer-based instruction. Students will have the opportunity to attend Deaf culture events.

Assessment Measures:

Formal and informal measures will be used to assess the student learning outcomes. Students will be evaluated with a series of tests. Test will evaluate receptive and expressive vocabulary, syntax, and communication. One test will include topics regarding Deaf culture and history. Additional assessment measures may include research reports and signed stories.

Outline of Topics:

Inflections for temporal aspect

Legends

Key phrases

Receiving and giving directions

Maintain attention

Controlling pace of conversation

Resuming the conversation

Getting help with spelling of names

Drama

Key phrases

Deaf culture and history in stories

Storytelling, retelling, one and two person role-shift

Storytelling, spatial agreement, transitions, use of signing space

Storytelling, descriptive, body part, semantic, and locative classifier

Storytelling, weak hand reference point

Storytelling, facial expressions, transitions, maintaining spatial agreement

Storytelling, gesturing vs. signing

Narrative structure, background, body, conclusion

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Intermediate American Sign Language II

AUSP 2020

Instructor: TBD

Location: TBD

Course Description:

Continued development of conversational ASL skills, expressive fluency, and receptive skills. The use of lexicalized signs and fluency of fingerspelling will be honed.

Prerequisite:

Satisfactory performance in AUSP 2010 (grade of B or better) or permission of the instructor.

Catalog Description:

Continued development of conversational ASL skills, expressive fluency, and receptive skills. The use of lexicalized signs and fluency of fingerspelling will be honed.

Course Outcomes and Objectives:

1. Students will continue to develop conversational skills, including non-verbal skills.
2. Students will continue to develop and exhibit the language skills needed to explain complex ideas or concepts.
3. Students will be able to understand and tell a story using appropriate narrative structure that includes spatial agreement, word order, instrument classifiers, and role shifting with sign and end the story with a reaction sign or comment.

Instructional Materials:

For Hearing People Only, by Matthew S. Moore and Linda Levitan, third edition, ISBN 0-9634016-3-7.

Signing Naturally, Student Workbook (or Student Set), Units 10-12, by Smith, Lentz, and Mikos, DawnSignPress, www.dawnsign.com, ISBN 978-1-58121-207-5.

This course also uses a web-based content for vocabulary and culture information reference, Lifepoint.com.

Instructional Methods:

Methods will include classroom based/conventional lecture, signing in direct experience method, independent and group situations; guests, presentations, videos, and computer-based instruction. Students will have the opportunity to attend Deaf culture events.

Assessment Measures:

Formal and informal measures will be used to assess the student learning outcomes. Students will be evaluated with a series of tests. Tests will evaluate receptive and expressive vocabulary, syntax, and communication. Additional testing will include evaluation of signed narratives.

Outline of Topics:

Discussing one's knowledge and abilities

Asking for opinion about someone

Describing reactions

Making and cancelling plans

First and last time you did something

Discussing personal goals

Fingerspelling states and Provinces

Comprehension of story #1

Comprehension of story #2

Retelling one's own version of story

Character placement

Sentence and agreement verbs with role shift

Classifiers with role shift

Story cohesion

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Advanced Fingerspelling

AUSP 3020

Welcome!

instructor: Sharon Fairbanks, S.Fairbanks@memphis.edu

office hours: By appointment—This allows us to meet on main campus.

My office is in the Community Health Building on Park campus and we can meet there if you prefer.

books required:

Fingerspelling in American Sign Language, 2nd edition by Brenda E. Cartwright & Suellen Bahleda. Registry of Interpreters of the Deaf, Inc., 2007.

If you would like to purchase a sign language dictionary, the following is recommended:

The Gallaudet Dictionary of American Sign Language, Clayton Valli, Gallaudet University Press, 2006.

course description: This course develops expressive and receptive fingerspelling skills. Receptive skills focus on whole-word and phrase recognition as well as identifying fingerspelling words in context. Expressive skills focus on the development of speed, clarity, and fluency. The goal of the course is to develop skills that accurately interpret and transliterate between ASL and English in a variety of settings: face-to-face, small group settings, monologues, or large group settings. Included are advanced concepts such as loan signs, differences in types of number signs, numerical incorporation, lexicalized signs, and specific situational signs. These skills are essential in order to sign fluently and to be understood easily.

course policies: You are responsible for knowing the policies and procedures below.

cell phones and computers: All cell phones and other communication devices must be turned off or silenced and put out of sight (my sight and yours) during class.

no talking policy: Many times the classroom is a signing environment. This helps you develop both your comprehension skills and your expressive skills quickly and effectively. When d/Deaf people are present it is respectful to use sign language.

participation: The class forms a small community and your effort or lack of it impacts the success of the group. Participation in class activities is crucial to your success. Participation is not giving “right” answers, but is asking questions about the material, sharing your thoughts, paying attention, and giving your best effort. Expect practice in pairs and small groups.

attendance: Trying to learn Fingerspelling mainly through independent study or trying to catch up on your own does not work. This is a highly interactive, performance-based course that continually builds new skills on previously learned skills. Missing even one class will put you behind. Please make every effort to come to every class with homework done and ready to learn and participate.

1. I expect you to come to every class and to be on time.
2. Students with more than 2 unexcused absences will have 1 point deducted from the final grade for each additional absence.

3. Excused or not, you are responsible for what you have missed and to be prepared for the next class. The most effective way to do this is to contact a classmate for missed information.
4. Please inform me as soon as possible if you have an exceptional circumstance that will cause you to miss a test

bonus points: Occasionally you will have an opportunity to earn bonus points. These will be added to your test grades.

grading policy: Students must receive grades for all exams and papers in order to pass this course.

A 90-100 %	Expressive Skills Test	150
B 80-89 %	Mid-Term test	250
C 70-79 %	Receptive Skills Test	150
D 60-69%	Participation and attendance	50
59 and below is Failing	Final Exam	400
TOTAL		1000 pts

pep talk: You can do this. Keep an open mind. I have a great deal of patience. I love teaching; I take my teaching very seriously. If you have questions, ask in class. You can also email me and I'll try my best to get back to you within 24 hours. If you think I have overlooked your email, feel free to send it again. If there is something I can do to make class more effective for you, please make that suggestion. This is a challenging class, but with hard work you can succeed.

helpful to know: We will all make mistakes! That is part of learning another language, and part of the fun. I will do my best to create a safe learning environment for this community. This does not mean you will be comfortable all the time. You will need to get out of your comfort zone. If there is a breakdown in communication, laugh and start again using a different strategy. Those who are willing to make mistakes and can laugh at themselves are the most successful students.

It is important to be flexible! This syllabus depends on many things that can change—scheduling guest speakers may alter the schedule.

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fabrication - "Unauthorized falsification or invention of any information or citation in an academic exercise."

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ADVANCED FINGERSPELLING SYLLABUS

Week	Topic	Activities
Week 1	Introduction, syllabus, expectations <u>How and why the ASL alphabet is not English</u>	
	Unit 1: <u>Physics of Fingerspelling</u> Preventing Repetitive Motion Injuries Warm up exercises and Drills	Film: <i>Stories</i> Answer questions re: film Identifying the fs words
Week 2	Unit 2: Fingerspelling Tips <u>The Alphabet Process Model</u> ABC adjective	
	Unit 3: Fingerspelling Usage, Classmate round-table	
Week 3	Unit 4: Making Clozure How to: Question and answers	
	Unit 5: Clozure with context <u>Unimorphs</u> How to: Telephone	
Week 4	Unit 6: Seeing shapes, Names of places, Names of Places From here to there <u>Synomorphs</u>	Fingerspelling Expressive Test
Week 5	Unit 7: What do I do if I miss the fingerspelling? What do I do when I make a spelling error? Warm-up exercises: Advertising Slogans	
	Unit 8: The 50 states <u>Novel forms, Loan signs</u>	

		Warm-up exercises: Names: state/city/country	
Week 6	Unit 9:	Double letters <u>Bimorphs</u> Display/describe activities	Trip to theater, Captioned movie for the Deaf
	Unit 10:	Acronyms Half and half	
Week 7	Unit 11:	Visual discrimination <u>Trimorphs</u> Warm-up exercises: Which one? In what order?	
	Unit 12:	Lexicalized fingerspelling Warm-up exercises: Lexicalized dialogue Words per minute Making a whole from parts	
Week 8	Unit 13:	Review fingerspelling/Receptive skills practice <u>Quadmorphs</u>	Fingerspelling Midterm Test
<u>NUMBERS</u>			
Week 9		Group discussion/review of Fingerspelling test	
	Unit 1:	Numbers 0-99 drills, Things on television and around the room <u>Strata</u>	
	Unit 2:	Hundreds, Hundreds incorporating teens/twenties Dewey decimal system	
	Unit 3:	Thousands, tens of thousands, hundreds of thousands, millions, and billions, Telephone	
	Unit 4:	Population, ip codes, business cards, number relay	
Week 10	Unit 5:	Time, bus schedule, day planner, planets	
	Unit 6:	Time measurement, How long does it take?	
	Unit 7:	Decades, centuries, years, Olympic champions, Freestyle <u>Alphabet containers</u>	
Week 11	Unit 8:	Money and percentages, tips, home prices, Meal-lodging cost index, Car deal, Shopping Math <u>When to Stop</u>	Fingerspelling Receptive Skills Test, Fingerspelling/numbers
Week 12	Unit 9:	Pronouns, Height, Measurement, Animals, Big and small, Hot, Cold, Rain/snow, Recipes, calories and fat content, Women's Basketball	
	Unit 10:	Fractions, Food for thought, Investor's diary,	

When in Rome, Telephone game
“Misfit signs/numbers”

Week 13 Unit 11/12: Ordinal numbers, Ballgames, Dewey decimal system
Numbers in sports, Sports scores, At the track horse
racing, Getting creative, ASL Alphabet List

University Examination schedule

Final Examination

Teaching Resources

Cartwright, B. & Bahleda, S. J. (2002). *Fingerspelling in American Sign Language*, 2002. Dan Diego, CA: DawnSignPress.

Number Signs for Everyone: Numbering in American Sign Language, 2008, San Diego, CA: DawnSignPress.

References

Ericsson, K., Krampe, R., & Clemens, T. (2003). The role of deliberate practice in the acquisition of expert performance. *Psychological Review* 1993, 100, no. 3, 363-406.

Fitts, P. & Posner, M. I. (1967). *Human Performance*. Monterey, CA: Brooks/Cole.

Padden, C. (1991). The acquisition of fingerspelling by deaf children. In *Theoretical issues in sign language research*, 2, *Psychology* (eds. Siple P. and Fischer S.), 191-210. Chicago, IL: University of Chicago Press.

Patrie, Carol J. & Johnson, Robert E. (2011). *Fingerspelled Word Recognition through Rapid Serial Visual Presentation*. San Diego, CA: DawnSignPress.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

American Sign Language - Advanced

AUSP 3010

Credit: 3 hours

Prerequisites: AUSP 1010, AUSP 1020, AUSP 2010, AUSP 2020

General Course Description:

This course will provide students with the skills to communicate in a wider array of situations and to further develop language fluency, including advancing the level of comprehension of American Sign Language (ASL) in culturally appropriate ways, the use of lexicalized signs and fingerspelling fluency.

There are no other courses at the University of Memphis that offer this information.

Catalog Description:

This course continues development of conversational skills, receptive skills, and expressive fluency, in American Sign Language.

Objective:

To continue the development of conversational American Sign Language skills by providing students with the skills to communicate in a wider array of situations, to further develop their language fluency and to advance their level of comprehension of American Sign Language in culturally appropriate ways.

Instructional Methods:

This course is an interactive, performance-based course that continually builds new skills on previously learned skills. This curriculum parallels studies regarding language development and second language learning that focuses on the target language (ACTFL). Also, because it is generally culturally inappropriate to use voice in an ASL environment, the teacher, Deaf or hearing, will maintain a signing environment 80 to 90% of class time.

Instructional Methods:

This course is an interactive, performance-based course that continually builds new skills on previously learned skills. This curriculum parallels studies regarding language development, second language learning, and focuses on ASL as the target language (ACTFL).

Instructional Materials:

Cartwright, B. & Bahleda, S. J. (2002). *Fingerspelling in American Sign Language*, San Diego, CA: DawnSignPress. ISBN-13: 978-0916883478.

Lentz, Ella Mae, Mikos, K., Smith, C. (2014). *Signing Naturally, Units 7-12*, San Diego, CA: DawnSignPress. ISBN-13: 978-1581212211. ISBN-13: 9780970587602

Moore, Matthew S. (2018). *For Hearing People Only (4th ed.)*. Vol. 1 and 2, Silver Spring, MD: Deaf Life Press. ISBN-13: 9780970587602.

Syllabus:

Week 1: Review previously learned vocabulary, phrases, skills, conversation behaviors.
Fingerspelling names
Comprehension of commands
Vocabulary: Categories
Vocabulary: Opposites

Week 2: Cardinal numbers 1-100
Age numbers
Similarities and differences
Likes, Haves, Needs, Wants

Week 3: Questions to ask
Family vocabulary and possessive pronouns
Narrating a childhood story
Cultural behaviors

Week 4: Giving opinions about others
Tendencies
Opinions about personal qualities
Telling price

Week 5: Opinions about personal qualities:
Where items are located
Wh-word questions

Week 6: Culture: Interrupting others
Comprehending large chunks of information

Week 7: Discussing one's knowledge and abilities
Numbers review

Week 8: Asking for opinion about someone
Describing reactions
Fingerspelling states and provinces

Week 9: Making and canceling plans

First and last time you did something
Discussing personal goals
Comprehension

Week 10: Culture: Appropriate ways to act in the community

Week 11: Deaf artists

Week 12: Storytelling
Understanding the story
Telling one's own version
Character placement

Week 13: Conditional sentence and agreement verbs with role shift
Story cohesion
Telling an assigned fable

References:

ACTFL, American Council on Teaching Foreign Languages, <https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages/resources>.

Cartwright, B. & Bahleda, S. J. (2002). *Fingerspelling in American Sign Language*, San Diego, CA: DawnSignPress. ISBN-13: 978-0916883478.

Kaplan, H. (1996). The Nature of Deaf Culture: Implications for Speech and Hearing Professionals. *Journal of the Academy of Rehabilitative Audiology*, XXIX (71-84).

Lentz, Ella Mae, Mikos, K., Smith, C. (2014). *Signing Naturally, Units 7-12*, San Diego, CA: DawnSignPress. ISBN-13: 978-1581212211. ISBN-13: 9780970587602

Moore, Matthew S. (2018). *For Hearing People Only (4th ed.)*. Vol. 1 and 2, Silver Spring, MD: Deaf Life Press. ISBN-13: 9780970587602.

Padden, C. & Humphries, T. *Deaf in America: Voices from a Culture*, Harvard Press, 1998 ISBN-13: 978-0674194243.

Wilcox, S. (ed.) *Academic Acceptance of ASL*, Linstok Press, 1992.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

AUSP 2001

INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS

Course Description

This course provides an overview of language development, normal communication and communication that is viewed as disordered. The course will cover language, hearing, phonological disorders, reading disabilities, fluency, voice, neurological impairments, augmentative and alternative communication, and language learning disabilities. Each topic will include the theory and principles of normal communication and approaches to the evaluation and treatment of communication disorders.

Rationale

The field of Communication Sciences and Disorders is a broad field covering multiple topic areas including speech, language, and hearing disorders, disorders in children and adults, disorders frequently observed in educational settings compared with medical settings, and individuals who present with differences rather than disorders. This course is designed to introduce the student to this broad field. Students who study education, psychology, linguistics, communication, nursing, public health, nutrition, pre-med, pre-physical and occupational therapy, and social work as well as undergraduates in communication sciences and disorders will benefit from orienting themselves to the culture and epistemology of this discipline.

Catalog Course Description

This course is designed to introduce the broad field of Communication Sciences and Disorders by exploring the areas of treatment, populations that are served, and settings in which individuals with Communication Disorders and Differences are served.

Course Objectives

1. Demonstrate knowledge of the basic aspects of communication.
2. Identify the components of language.
3. Identify the basic processes associated with speech.
4. Describe basic anatomy and physiology of the speech and hearing mechanism.
5. Describe stages of normal communication (speech and language) development.
6. Discuss the relationship between speech and language.
7. Define basic terms associated with communication and communication disorders.
8. Describe the roles of a speech-language pathologist and audiologist in working with children and adults with communication disorders.
9. Identify different causes and types of communication disorders.
10. Describe basic evaluation methods of speech, language, and hearing disorders.
11. Identify types of hearing loss.
12. Describe the impact of communication disorders on the lives, educational achievement and professional success of persons with communication impairments.

13. Describe intervention categories and strategies used to improve the communication skills of persons with communication differences and disorders.

Instructional Method

Required readings guide this lecture-style class. Students registered at the 6000 level will be required to write a paper on a topic of their choice that relates to this course and is approved by the instructor.

Required Text:

Owens, E., Farinella, K., & Metz, D. (2014). *Introduction to Communication Disorders: A lifespan Evidence-Based Perspective (5th ed.)*. Allyn & Bacon.

Additional material may be prepared and disseminated by the instructor.

Course Examinations and Assignments

For class meetings, each student will be required to come prepared to class ready to discuss the topics for that day. To facilitate this preparation there will be an on-line quiz that each student will complete. Quizzes will be about 10-20 points. There will be two examinations during this course, a mid-term and a final examination.

Students will complete four take home assignments during the course of this class.

Student Evaluations:

Assessment	Points
10 On-line quizzes	~15
4 Assignments	25
2 Examinations	100

Grade	Percentage		
A+	98 % – 100 %	B-	80 % – 82.9 %
A	93 % – 97.9%	C+	77 % – 79.9 %
A-	90 % – 92.9 %	C	73 % – 76.9%
B+	87 % – 89.9 %	C-	70 % – 72.9%
B	83 % – 86.9 %		

Course Schedule – subject to change

Date	Topic	Readings	Online Quiz	Assignment
Week 1	Introduction to the field			
Week 2	Introduction to the professionals, patients, students, and clients	Chapter 1	1	
Week 3	Typical Communication	Chapter 2	2	
Week 4	Disordered and Different Communication	Chapter 2	3	1

Date	Topic	Readings	Online Quiz	Assignment
Week 5	Anatomy & Physiology of Speech Production	Chapter 3	4	
Week 6	Language Development; Language & Culture	Chapter 4 Additional Reading	5	
Week 7	Hearing and Hearing Disorders	Additional Reading	6	
Week 8	Audiogram Interpretation	Additional Reading	7	2
Week 9	Mid-Term			
Week 10	Childhood Speech Impairments	Chapter 9	8	
Week 11	Adult Speech Impairments	Chapter 10	9	3
Week 12	Childhood Language & Literacy Impairments	Chapter 4, 5, & 13	10	
Week 13	Adult Language Impairments	Chapter 6	11	
Week 14	Fluency Disorders	Chapter 7	12	
Week 15	Voice, Resonance, and Swallowing Disorders	Chapter 8 & 11	13	4
Final				

Course Policies

The following outlines specific class policies designed to ensure a positive and professional learning environment.

Academic Honesty:

All students are expected to uphold high standards of honesty and fairness in all academic matters. Expectations for academic integrity and student conduct are described in detail on the website of the [Office of Student Accountability](#). Please take a look at the [Code of Student Rights & Responsibilities](#) and the section about “Academic Misconduct” and “Disruptive Behaviors.” Any action which is contrary to these standards is subject to appropriate academic discipline.

Students with Disabilities:

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately at the beginning of the semester to discuss your specific needs. Students with disabilities should also contact Disability Resources Services (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates reasonable accommodations for students with documented disabilities (<https://www.memphis.edu/drs/>).

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

**American Sign Language for Speech/Language Pathologists, Audiologists,
and Educators**

AUSP 4205/6205

Course Description

This course presents (1) basic vocabulary and grammar of American Sign Language appropriate for use in the classroom and therapy setting and (2) specific topics, information, and strategies that provide exposure to elements of Deaf Culture and the Deaf community. Topics include:

- American Sign Language instruction
- Deaf culture
- the American Disability Act and legal responsibilities
- how to use an Interpreter for the Deaf
- unique needs of multi-handicapped Deaf/deaf
- the American Sign Language vs. Signed English controversy
- literacy and reading challenges of the Deaf/deaf
- hearing aids, cochlear implants, and other adaptive devices
- linguistic differences of American Sign Language and English.

Objective

To prepare therapists and students to work with the unique needs of Deaf/deaf individuals by providing an opportunity to explore a greater understanding of Deaf culture and the needs of Deaf/deaf individuals in educational and therapy settings.

Grading

Students will be evaluated based on expressive and receptive American Sign Language exams, a linguistic/culture exam, written responses to on-line readings, class participation, and attendance.

Students registered at the graduate level will be expected to do an additional project which may include a research paper, presentation of a biography, or a signing a story.

Schedule

Week 1	Deaf Culture and Community
Week 2	Sign language instruction alphabet and numbers "survival" signs fingerspelling Sign parameters
Week 3	Interpreting and other accommodations for the deaf/Deaf Classroom setting Therapy setting Tennessee relay How to use and Interpreter for the Deaf Discussion of assigned readings
Week 4	Sign language instruction Questioning Class biography preparation Introductions
Week 5	Multi-handicapped deaf/Deaf Other disabilities and accommodations Discussions of assigned readings Tour of Deaf Connect
Week 6	Sign language instruction Conversation with deaf/Deaf adult guests
Week 7	American Disabilities Act Legal responsibilities Conversation with University of Memphis Disability Resource Services Conversation with Vocational Rehabilitation Services Discussion of assigned readings
Week 8	Sign language instruction Conversation with deaf/Deaf adult guests
Week 9	American Sign Language and English--comparisons Signed systems vs. signed languages Linguistic differences ASL vs. Signed English controversy Literacy and reading challenges in the Deaf population Discussion of assigned readings
Week 10	Sign language instructions Fingerspelling Common uses Approaches to producing and reading

- | | |
|---------|--|
| Week 11 | Use of American Sign Language as an augmentative/alternative form of communication
Hearing aids/cochlear implants
Deaf Arts—good and bad |
| Week 12 | Sign language instruction
Recognizing and describing people and things |
| Week 13 | Sign language instruction
Signs specific to education and therapy settings |

References

Kaplan, H. (1996). The Nature of Deaf Culture: Implications for Speech and Hearing Professionals. *Journal of the Academy of Rehabilitative Audiology*, XXIX(71-84). Retrieved from <http://www.audrehab.org/jara/1996/Kaplan,%20%20JARA,%20%201996.pdf>

Seal, B.C., Rossi, P., & Henderson, C. (1998). Speech-Language Pathologists in Schools for the Deaf: A Survey of Scope of Practice, Service Delivery, Caseload, and Program Features. *American Annals of the Deaf*, 143(3). Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/9680735/>

Williams, C. R. & Abuelos, N. (2004). Issues and Implications of Deaf Culture in Therapy. *Professional Psychology: Research and Practice*, 35(643-648).

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Psychological, Sociological, and Educational Perspectives of Deafness

AUSP 4207/6207

rerequisite: AUSP 1010 or AUSP 4205/6205

General Course Description:

This class focuses on multiple perspectives of d/Deafness* among individuals who experience it and those who work with them in psychology, sociology, and education. It covers the types of decisions made by these individuals and professionals in schools, clinics, at work, or with friends and family. These decisions have an implication/impact on what it means to be d/Deaf, or hard of hearing. The course is designed for students and current and future professionals interested in working with or doing research with d/Deaf and hard-of-hearing people.

* A lowercase *d* represents the level of hearing one has, or a medical model. An uppercase *D* represents a shared culture that includes American Sign Language, or a cultural model.

There are no other courses at the University of Memphis that provide this specific information.

Catalog Course Description:

This class focuses on multiple perspectives including psychological, sociological, and educational issues from the point of view of d/Deaf adults and professionals in these fields who work with the d/Deaf.

Rationale:

Hearing loss is increasingly common (Leigh & Andrews, 2016). Recent statistics indicate that there are approximately 48 million Americans with hearing loss (Lin, 2011).

The d/Deaf experience is a reflection of people who have adjusted to life in different ways, through different experiences, interpersonal relationships, and ways of communication that may not include access to auditory experiences. The significant changes that have taken place in the areas of deaf education, linguistics related to ASL and English bilingualism, d/Deaf culture perspectives, neuroscience, and evolving access to new technology has transformed the lives of many d/Deaf and hard-of-hearing individuals at home, in school, and at work. (Leigh & Andrews, 2011).

Objective

The topics presented in this class form a framework through which professionals can better understand d/Deaf people and their experiences in a variety of settings and better understand the implication/impact their decisions may have on the d/Deaf and research focused on the d/Deaf.

Instructional Methods:

Students will be evaluated based on written responses to readings, participation in class discussion, and attendance.

Students registered at the graduate level will be expected to do an additional project which may include a research paper, review of a book relating to the topic, or a debate with another graduate student.

Instructional Materials:

Burch, S., & Kafer, A. (2010). *Deaf and disability studies: Interdisciplinary perspectives*. Washington, D.C.: Gallaudet University Press. ISBN 978-1-56368-464-7

Leigh, I., & Andrews, J. F. (2017). *Deaf people and society: Psychological, sociological, and educational perspectives* (2nd ed.). New York, NY: Routledge, Taylor and Francis Group. ISBN: 978-1-138-90813-0

Case Studies as assigned

Academic Integrity

Academic dishonesty includes, but is not limited to, plagiarism and cheating. Acts of dishonesty will result in a grade of F for the assignment and will be subject to disciplinary action. For additional information, please see Academic Policies and General Regulations: <http://www.memphis.edu/saos/sa/academic-miscounduct.php>

Accommodating Disabilities

The University of Memphis is committed to providing access to all programs to all students and appropriate accommodations will be made for students with disabilities. For more information, contact Disability Resources for Students (DRS) at 901-678-2880 or <http://www.memphis.edu/drs/about/staff.php> in order for me to make suitable arrangements for you.

Syllabus

Week:	Topic	Discussion
Week 1.	Historical Perspectives of Deaf People and Psychology	Before and after 1950 Impact of Deaf Culture Court Decisions and Legislations
Week 2.	Deaf Community as a Diverse Entity	Transmission of Deaf Culture Demographics Frames of Reference
Week 3.	History	Causes of Hearing Differences Issues with Early Intervention Hearing, Screening,

and Identification

Week 4.	Cognition, Language, and the Mind	Brain and Language Cognitive Abilities ASL and English Cochlear Implants
Week 5.	Educational Aspects	How Deaf Children Learn Barriers Deaf Professionals Face Placement Change and Consequence
Week 6.	Language Learning and Language Teaching Approaches	Diversity of Language Use by Deaf Individuals across the Lifespan Communication and Language Learning Approaches Bilingualism
Week 7.	Psychological Issues in Childhood	Parent-Child Relationships Early Intervention Psychological Evaluation of Deaf Children
Week 8.	Deaf Adults: Viewpoints from Psychology	The Deaf Adult: Psychological Perspective Stages of Adult Development Identity and Self-Perceptions Psychological Assessment of Deaf Adults
Week 9.	Deaf Adults: Viewpoints from Sociology	Sociological Perspectives of the Deaf Community Deaf President Now Technology World of Work
Week 10.	The Deaf Defendant: Legal, Communication, and Language Considerations	The Deaf Defendant Legislative Framework ASL and Sign Language Interpreters in Police, Criminal, and Court Proceedings Communication, Language, and Cultural Assessment
Week 11.	Deaf-Hearing Relationships in Context	Attitudes The Influence of Perception Meanings of Disability and Deaf Oppression Interpreter Issues
Week 12.	Issues, Current and Future	Changes in the Deaf Community American Sign Language

References:

- Lin, F. R. (2011). Hearing Loss Prevalence in the United States. *Archives of Internal Medicine*, 171(20), 1851. doi:10.1001/archinternmed.2011.506.
- Lucas, C. (2002). *Turn-taking, fingerspelling, and contact in signed languages*. Washington, D.C.: Gallaudet University Press. ISBN 978-1-56368-128-8
- Bell, C., & Lasky, D. (2015). *El deafo*. Winnipeg: Manitoba Education and Advanced Learning, Alternate Formats Library. ISBN 141-9-71217-9

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Introduction to Interpreting American Sign Language

AUSP 4208

Credit: 3 hours

Prerequisites: AUSP 1020, AUSP 3020

General Course Description:

This course guides the student through the process necessary for becoming a qualified interpreter in a market that is rapidly changing by providing a broad base of knowledge that addresses current trends and promotes critical thinking and open dialogue about the necessary competencies, conditions, boundaries and ethics to become an interpreter.

There are no other courses at the University of Memphis that offer this information.

Catalog Description:

This course provides students with the key concepts and information about the ethics and competencies necessary to become an interpreter for the Deaf.

Rationale:

“While interpreting as a form of mediating across boundaries of language and culture has been instrumental in human communication since earliest times, its recognition as something to be studied and observed is relative recent.” (Pochhacker and Schlesinger, 2002). After World War II and because of the Nuremberg Trial, the importance of trained interpreters was recognized and with that the need for formal interpreter training. (Roberson, 2018) Interpreters are professional communicators and it is imperative that they understand the communication process as a whole and apply that knowledge to their work. (Humphrey and Alcorn, 2007).

Objective:

To empower students who wish to become interpreters for the Deaf with the necessary information needed to develop their knowledge of the different approaches to interpreting and necessary requirements to become certified.

Instructional Methods:

Students will be evaluated based on written responses to readings, participation in class discussion, and attendance.

Students registered at the graduate level will be expected to do an additional project which may include a research paper, review of a book relating to the topic, or a debate with another graduate student.

Instructional Materials:

Holcomb, T. K., & Smith, D. H. (eds) (2018). *Deaf eyes on interpreting*, Washington, D.C.: Gallaudet University Press. ISBN9781944838270.

Humphrey, J. H., & Alcorn, B. J., (2007). *So you want to become an interpreter? An introduction to sign language interpreting*. Seattle, WA: H and H Publishing Co. ISBN 0-9767132-6-8.

Roberson, L, & Shaw, S., (eds) (2018). *Signed language interpreting in the 21st century, An overview of the profession*. Washington, D.C.: Gallaudet University Press. ISBN 9781944838249.

Syllabus:

- | | |
|---------|--|
| Class 1 | Historical Foundation of a Trust-Based Profession
Growing Demand
Language Designation and Research on ASL/English
Interpreting |
| Class 2 | The Importance of Storytelling to Address Deaf Empowerment |
| Class 3 | Professionalism and Organizations
Interpreting Models and Task Analysis |
| Class 4 | Importance of Communication
Process and Contextual Environment
Grammar and Meaning, Message Construction
Powerful/Powerless Speech, Responsible Language |
| Class 5 | The Influence of Culture on Communication
Definitions and Roles of Culture
Relationship of Culture and Language
Two World Views, Cultural Identity
The Influence of Cultural Affiliation on Communication
Significance for Interpreters |
| Class 6 | Working in Multi-Cultural Communities
Deaf Culture, African American Deaf People,
Deaf Hispanic People, Native Deaf People |
| Class 7 | Identity and Communication in the Deaf Community
Identity, Labeling, Multi-Cultural Nature of the Deaf Community
Contract Varieties in Sign Communication and Others |

Class 8	Cultural Frames: Schemas, Beneficence and Audism Stereotyping, Oppression and the Deaf Community Characteristics of “Benefactors” (Oppressors) Effects of “Audism” on the Deaf Viewing Deaf People as Different
Class 9	International Perspectives on Interpreting: Isn’t Everything Just Like at Home?
Class 10	Oppression, Power, and Interpreters Liberation Movement, Power and Oppression Humor Impact of Oppression on Interpreters, Advocacy or Ally
Class 11	The Work of Interpreters Basic Terms The Actual Work of Interpreters
Class 12/13	How to Approach the Work of Interpreting Helper Philosophy Machine (Conduit) Philosophy Communication Facilitation Bilingual-bicultural
Class 14	The Challenge of Mediating ASL and English Specific Linguistic Considerations for ASL/English Interpreters Conveying Meaning Word Order/ Grammatical Structure and Implications
Class 15/16	The Process of Interpreting Process Models and the Process of Interpreting --Take in Source Language --Analyze Deep Structure Meaning --Apply Contextual/Schema Screen --Formulate/Rehearse Equivalent Message --Produce Target Language Interpretation Process Multi-tasking and Monitoring
Class 17	The History and Professionalism of Interpreting The Beginning Establishing RID and AVLIC RID and AVLIC Certification EIPA Spoken Language Interpreting
Class 18	Emerging Sign Language Interpreter Education Programs Interpreter Education Revolution and Legislative Initiatives

- Class 19 Principles of Professional Practice
What Distinguishes Professionals?, What are Ethics?
Guidelines for Professional Conduct, Interpretation of the Code
Learning to Make Ethical Decisions, Practice the Principles
The Foundation of Ethics: Knowing Yourself
Support Groups and Mentors
- Class 20 Effectively Interpreting Content Areas
Utilizing Academic ASL Strategies
- Class 21 Where Interpreters Work, part 1
Educational Settings, Employment Related Settings, Religious
Settings, Medical Settings, Legal Settings, Working with
Deaf Interpreters
- Class 22 Where Interpreters Work, part 2
Mental Health and Psychiatric Settings, Theatrical or Performing
Arts Settings, Social Service Settings, Personal Settings, A
Team, Conferences
- Class 23 Basic Business Practices
The Job Market
Pay Rates
The Cost of Doing Business
Preparing to Do Business
Threats to Staying in the Field
- Class 24 Your name what? You from where?
Avoiding the Conduit model

References:

- Holcomb, T. K., & Smith, D. H. (eds) (2018). *Deaf eyes on interpreting*, Washington, D.C.: Gallaudet University Press. ISBN 9781944838270.
- Humphrey, J. H., & Alcorn, B. J., (2007). *So you want to become an interpreter? An introduction to sign language interpreting*. Seattle, WA: H and H Publishing Co. ISBN 0-9767132-6-8.
- Pochhacker, F., & Schlesinger, M. (2002). *The interpreting studies reader*. London: Routledge. ISBN-13: 978-0415224772.
- Roberson, L., & Shaw, S., (eds) (2018). *Signed language interpreting in the 21st century, An overview of the profession*. Washington, D.C.: Gallaudet University Press. ISBN 9781944838249.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

Linguistics of American Sign Language

AUSP 4209

Credit Hours: 3

Prerequisites: AUSP 2010, AUSP 3020

General Course Description:

This course defines language and linguistics as it pertains to American Sign Language. There is a focus on phonology, morphology and building new signs, deriving nouns from verbs, compounds, fingerspelling and numerical incorporation. The study of syntax includes basic sentence types, lexical categories, word order, time and aspect, verbs and function of space, bilingualism, and American Sign Language as art.

There are no other courses at the University of Memphis that offer this information.

Catalog Description:

This course defines language and linguistics as it refers to American Sign Language focusing on the primary traditions of communication, pattern formation, and cognition.

Rationale:

Linguistics of American Sign Language consists of the study of the non-verbal forms of communication used by individuals who are Deaf or hard-of-hearing. Though some Deaf may retain the ability to speak verbally, most rely on the use of ASL to interact with other members of society. (<http://www.deafwebsites.com/sign-language/sign-language-linguistics.html>). This study permits a unique window on the structure of the human mind, (Pinker, 2014) how language is processed and stored in the brain, and how it is used to understand who we are, socially and culturally (Duszak, 2002). There is an increasingly important impact on fields pertaining to the Deaf such as psychology, philosophy, education, language teaching, sociology, anthropology, computer science, and artificial intelligence (Linguistic Society of America, 2018).

Objective:

This course allows students to explore not only linguistics of American Sign Language, its pieces, and how they combine, but also its implications on the changing social, cultural, political, economic and spiritual needs and goals of the Deaf.

Instructional Methods:

Students will be evaluated based on written responses to reading, participation in class discussion, and attendance

Students registered at the graduate level will be expected to do an additional project which may include a research paper, review of a book relating to the topic, or a debate with another graduate student.

Instructional Materials:

Valli, C., Lucas, C., Mulrooney, Kristin J., & Rankin, M. N. P. (2005) *Linguistics of American Sign Language, An introduction*. Washington, D.C.: Gallaudet University Press

Additional journal articles as assigned.

Syllabus:

Class 1	Defining Language, Defining Linguistics
Class 2	Phonology: Signs Have Parts, The Stokoe System The Concept of Sequentiality in the Description of Signs
Class 3	Phonology: The Liddell and Johnson Movement-Hold Model Phonological Processes
Class 4	Morphology: Building New Signs, Deriving Nouns from Verbs
Class 5	Morphology: Compounds, Fingerspelling, Numerical Incorporation
Class 6	Syntax: Word Order, Time and Aspect, Verbs, The Function of Speech
Class 7	Semantics: The Meaning of Individual Signs The Meaning of Sentences
Class 8	Language in Use Variation and Historical Change ASL Discourse Bilingualism and Language Contact Language as Art
Class 9	Readings: Analyzing Signs--Robbin Battison Why Study Language, Course Objectives, "Good" Language? Arbitrariness in Language
Class 10	Introduction to a Dictionary of American Sign Language-- William Stokoe, Dorothy C. Casterline, and Carl G. Croneberg What is Phonetics?, Representing Speech Sounds, What is Phonology? The Value of Sounds: Phonemes, Phonological Rules
Class 11	American Sign Language: The Phonological Base-- Scott K. Liddell and Robert E. Johnson

	Morphology: Words and Word Formation The Hierarchical Structure of Derived Words, Morphological Processes
Class 12	The Confluence of Space and Language in Signed Languages-- Karen Emmorey
Class 13	Indicating Verbs and Pronouns: Pointing Away from Agreement— Scott K. Liddell
Class 14	Body Partitioning and Real-Space Blends—Paul G. Dudis
Class 15	Syntax: The Analysis of Sentence Structure—William O’Grady
Class 16	Semantics: The Analysis of Meaning—William O’Grady Introduction to Language Variation, Variation at Different Levels of Linguistic Structure Language and Socioeconomic Status
Class 17	Analyzing Variation in Sign Languages: Theoretical and Methodological Issues—Rob Hoopes, Mary Rose, Robert Bayley, Ceil Lucas, Alyssa Wulf, Karen Petronio, and Steven Collins
Class 18	Variation in American Sign Language—C. Lucas and R. Bayley
Class 19	Variation: Basic Concepts—Ceil Lucas, Robert Bayley, and Clayton Valli
Class 20	Discourse Analysis—Melanie Metzger and Ben Bahan
Class 21	Language Contact and the American Deaf Community— Ceil Lucas and Clayton Valli

References:

Linguistics, Deaf, (<http://www.deafwebsites.com/sign-language/sign-language-linguistics.html>).

Duszak, A. (2002). *Us and others: Social identities across languages, discourses and cultures*, Pragmatics & beyond new series 98. Amsterdam: John Benjamins, ISBN 1588112055.

Linguistic Society of America, <https://www.linguisticsociety.org>.

Pinker, S. (2014), *Linguistics as a window to understanding the brain*, Presentation at Harvard University, June 23, 2014.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

ASL/Deaf Studies Field Experience

AUSP 4900

Credit: Variable, from 1 to 6 hours

Method: Independent study

Grade: S/U

Prerequisites: AUSP 2010, AUSP 2020

Catalog Description:

Offers students authentic experiences using American Sign Language in the broader community. Prerequisites: Degree-seeking student in ASL and Deaf Studies, AUSP 2020, permission of advisor.

Rationale:

The U.S. has between 2 and 5 million culturally Deaf (Kaplan, 1996). In order to become truly proficient in the use of ASL, students need to experience a variety of immersive settings to hone their ASL skills. This course will enable students to observe ASL being used and allow students to use their ASL skills in appropriate placements to support their career goals.

General Course Description:

AUSP 4900 can be taken for up to six hours of credit per semester. Students must be degree seeking students in good academic standing. Further requirements include, (1) permission from the Program Coordinator, (2) designation of the site and supervisor where experience will take place, and (3) signed field experience contract. The course may be repeated in order to allow the student to practice their ASL skills in a range of settings.

Students will designate a field experience location and supervisor. Together, they will determine and document the type and scope of activities in which the student will engage. The following chart determines how many contact hours correspond to credit hours:

	Credit Hours					
	1	2	3	4	5	6
Contact Hours	40	80	120	160	200	240

Objective:

1. The student will experience ASL being used for a clearly stated purpose.
2. The student will complete activities assigned by supervisor.
3. The student will reflect on the experience and its relevance

Evaluation:

Satisfactory evaluation by the supervisor and a one-page reflection of the value of the experience by the student will be required.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders
AUSP 4900: Field Experience Information

Student Information

Name: _____ UUID: _____

Phone (cell): _____ Phone (other): _____

Email: _____@memphis.edu _____ Other email: _____

Emergency Contact

Name: _____ Phone: _____

Site Information

Organization: _____ Department: _____

Address: _____

Start Date: _____ End Date: _____

Site Supervisor

Name: _____ Title: _____

Email: _____ Phone: _____

Brief Description of the Assignment.

Include two specific outcomes and the value of the experience to the student's course of study.

Supervisor's signature _____ **Date:** _____

Student's signature _____ **Date:** _____

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

AUSP 4900 Field Experience Timesheet

Student Name: _____ **Semester/Year:** _____

Site Name: _____

Date	Hours worked	Description of work/experience completed	Supervisor initials

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

AUSP 4900 Field Experience Evaluation Form

Student Name: _____ **Semester/Year:** _____

Site Name: _____ **Department:** _____

Site Supervisor: _____ **Title:** _____

Supervisor instructions

Please provide a brief assessment of the student's performance and experience.

	Unsatisfactory	Needs improvement	Average	Good	Excellent
Timeliness/punctuality					
Responsible/dependable					
Initiative					
Quality of interactions					
Overall					

Please add any comments you believe may be relevant and constructive feedback for the student:

Please provide a brief assessment of *the student's preparation* (if not applicable, please state N/A).

	Unsatisfactory	Needs improvement	Average	Good	Excellent
Command of ASL overall					
Use of ASL					
Understanding ASL					
Understanding of Deaf Culture					

Please review your assessment of the experience with the student, after which the student and you should sign and date below.

Student signature: _____ **Date:** _____

Supervisor signature: _____ **Date:** _____

AUSP 4006/6006: Language and Speech Development (3.0 credits)

Weekly online "office hours" via video conferencing, day/time TBD

Instructor: Naomi Eichorn, Ph.D., CCC-SLP, TSSLD

E-mail: neichorn@memphis.edu

Room 3027, Phone: 901-678-5825

Summer 2020

Course Description

How do babies learn to speak? Healthy children acquire languages spoken in their environments without direct instruction or perfect input. We will explore the development of these remarkable abilities in typically developing children, from infancy through the early school-age years. We will review contemporary theories of language acquisition, and consider origins of language, components of language, and related areas of child development. Classic clinical case studies will be discussed to help you understand the neural bases of language, concept of critical period, and atypical patterns of language development and use. We will also review the course of bilingual development and discuss practical questions related to bilingualism.

Course Goals

Upon successful completion of this course, you will be able to:

1. Evaluate evidence for different theoretical models of language acquisition
2. Synthesize and apply knowledge related to biological and neural bases of language
3. Compare and contrast monolingual and bilingual language development
4. Demonstrate integrated understanding of developmental milestones across language and related areas during first 5 years of life
5. Review and evaluate peer-reviewed research related to child language

ASHA Knowledge and Skills

This course addresses portions of ASHA Knowledge and Skills Standards IV-B, IV-C, IV-D, IV-F, V-A, and V-B. These are summarized below for easy reference. To meet KASA competencies, students must earn a grade of B- or better on course requirements listed above. A student may receive a passing grade in the course but fail to meet minimum KASA competency requirements. In such cases, an Area of Study Requiring Attention (ASRA) procedure will be initiated.

- *Standard IV-B:* Applicant must have demonstrated knowledge of basic communication processes and their biological, psychological, developmental, linguistic, and cultural

bases; and show ability to integrate information related to normal and abnormal development across lifespan.

- *Standard IV-C:* Applicant must have demonstrated knowledge of communication disorders/differences... in multiple areas (e.g., receptive/expressive language, cognitive/social aspects of communication).
- *Standard IV-D:* Applicant must have demonstrated current knowledge in prevention, assessment, and intervention for people with communication disorders.
- *Standard IV-F:* Applicant must have demonstrated knowledge of research principles.
- *Standard V-A:* Applicant must have demonstrated skills in oral/written communication.
- *Standard V-B:* Applicant must have completed experiences and acquired skills in the areas of screening/evaluation procedures, interpretation of diagnostic information, report writing

Class Participation

You will be expected to contribute to class discussions online (via Top Hat) – this will allow us to approach material from multiple perspectives and increase our collective understanding of topics being covered. Do not feel intimidated if you have limited (or no) previous knowledge or experience related to language development. Take risks, ask questions, and offer opinions! You will need to review all online content, respond to all lecture questions on Top Hat, and participate consistently in discussions. Participation counts toward final course grades and will be evaluated based on Top Hat engagement.

Examinations and Assignments

Exams must be completed on eCourseware by their designated due dates and assignments must be completed and posted or submitted by the deadline indicated. Exams or assignments that are not submitted by their due date will receive a grade of 0. Please notify me in advance if you cannot meet these obligations.

Requirements

Your grade for the course will be based on:

Assignments (10 points each)	60 points
Online participation (knowledge checks and questions/discussions on Top Hat)	40 points
Midterm examination	100 points
Final examination	100 points
Total points	300 points

Point to Grade Conversion

A+	>292	C+	231-239
A	279-292	C	219-230
A-	270-278	C-	210-218
B+	261-269	D	180-209
B	249-260	F	<180
B-	240-248		

AUSP 6006 (Graduate level)

All course requirements are identical to 4006, with the addition of a problem case that students will refer back to and comment on throughout the semester. Comments relating to the problem case will be linked to content covered in certain modules (see course outline below) and shared on a discussion board on Top Hat. These group discussions will serve as a way for students to collectively reflect on content covered and apply it to the problem case together. Questions and prompts for the discussion are provided on Top Hat. At the end of the semester, each student will independently prepare an integrated summary of their impressions of the problem case (max length 200 words) and submit as part of their final exam. Students taking the course at the 4000 level will have access to the problem case and all related discussion but will not be required to actively participate in the discussion or submit final case summaries.

Academic Integrity

Academic dishonesty includes, but is not limited to, plagiarism and cheating. Acts of dishonesty will result in a grade of F for the assignment and will be subject to disciplinary action. For additional information, please see Academic Policies and General Regulations: <http://www.memphis.edu/saos/sa/academic-miscounduct.php>

Accommodating Disabilities

The University of Memphis is committed to providing access to all programs to all students and appropriate accommodations will be made for students with disabilities. For more information, contact Disability Resources for Students (DRS) at 901-678-2880 or <http://www.memphis.edu/drs/about/staff.php> in order for me to make suitable arrangements for you.

Required and Recommended Textbooks

Required Text:

Hoff, Erica (2014) Language Development: 5th Edition

Publisher: CENGAGE Learning (Hardcover or loose leaf versions available)

ISBN-13: 978-1133939092

ISBN-10: 1133939090

ISBN-13: 978-1285062068
ISBN-10: 128506206X
List Price: \$239.95
Available for \$60.47-\$90.76

Recommended Texts:

Justice & Ezell (2016). The Syntax Handbook: Everything you learned about syntax... but forgot!

Publisher: Pro-Ed

ISBN: 9781416409984

List Price (paperback): \$69.00

(Written for SLPs, by SLPs; includes developmental notes)

Berko Gleason, Jean & Bernstein Ratner, Nan (2012)

The Development of Language: 8th Edition

Publisher: Pearson; ISBN-13: 978-0132612388

Course Outline, Activities, Assignments, and Readings

The content for this course will all be delivered online. New modules will be made available each week and you will be required to review the material, respond to questions/discussions, and complete designated assignments before the end of that week. Modules will be available for review past their assigned dates but responses to questions and discussions will no longer be entered or graded. Note that the final module (Bilingualism) overlaps with the previous topic so that you may access this content earlier, if you wish, to help you prepare for the final exam. The midterm and final exam are administered via eCourseware and will be available from 12 am to 11:59 on the dates indicated.

*Assignments with an asterisk are only required for students registered at 6000 level.

Module (Date)	Topic	Readings	Assignment due
1 (June 3-9)	Introduction & key concepts	Hoff, Ch. 1	Baggs post *Problem case
2 (June 10-16)	Theories of language acquisition	Bohannon & Bonvillian (2009)	Mock trial post
3 (June 17-23)	Biological bases for language	Hoff, Ch. 2	Case study post
4 (June 24-30)	Language foundations	Hoff, Ch. 3	*Problem case
July 8	MIDTERM (available 12am - 11:59pm)		
5 (July 8-14)	Phonological development	Hoff, Ch. 4	Phonology samples *Problem case
6 (July 15-21)	Lexical development	Hoff, Ch. 5; Retherford, Ch. 2	*Problem case
7 (July 22-28)	Syntax and morphology	Hoff, Ch. 6; Retherford, Ch. 3	
8 (July 29-Aug 4)	Communicative competence	Hoff, Ch. 7-8; Retherford, Ch. 4	Viral video analysis *Problem case
9 (July 31-Aug 8)	Bilingualism	Hoff, Ch. 9; Hoff & Core (2015)	Response to parent *Problem case
Aug 9	FINAL EXAM (available 12am - 11:59pm)		*Problem case summary

References (required reading, available in relevant modules on Top Hat)

- Bohannon, J.N. & Bonvillian, J.D. (2016). Theoretical approaches to language acquisition. In J. Berko-Gleason & N. Bernstein Ratner (Eds). *The Development of Language* (7th Ed.) Boston, MA: Allyn & Bacon.
- Fromkin, V., Krashen, S., Curtiss, S., Rigler, D., & Rigler, M. (1974). The development of language in Genie: a case of language acquisition beyond the "critical period." *Brain and Language*, 1(1), 81–107.
- Hoff, E., & Core, C. (2015). What clinicians need to know about bilingual development. *Seminars in Speech and Language*, 36(2), 89–99. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/24494377>
- Vargha-Khadem, F., Carr, L. J., Isaacs, E., Brett, E., Adams, C., & Mishkin, M. (1997). Onset of speech after left hemispherectomy in a nine-year-old boy. *Brain: A Journal of Neurology*, 120(1), 159–182.

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

AUSP 4106/6106 - Introduction to Audiology

Summer 2019

Monday, 5:30-9:15; CHB 2042A

Instructor: Dr. Matt Hollis, mhollis@memphis.edu

Office: CHB 1035, office hours: M and F, 4:00-5:00

Course Description: Introduction to anatomy and physiology of the ear; the etiology, pathology and treatment of hearing loss; and the educational implications of hearing loss; also introduces hearing assessment techniques, including audiogram interpretation.

Requirements

Students are required to attend all classes and to participate in discussions. Class discussion will cover the reading material for that class period. Evaluation may include pop quizzes to assess the student's familiarity with readings. The major portion of evaluation will be from four written examinations (three during the semester and a final).

The final examination will be comprehensive.

Some laboratory/hands on experience sessions will be held during the regularly scheduled class meetings. These sessions are intended to enhance the student's knowledge and skills in the clinical application of the concepts presented in the course. All laboratory assignments are required and must be turned in on dates indicated in the syllabus. Performance in the laboratory will be reflected in the plus and minus (+/-) portions of the final grade.

Grading

Grades for this course will be assigned using the plus and minus (+/-) system. There will be three (3) one-hour section exams, plus a final examination

Required Readings

Welling, Deborah R and Ukstins, Carol A (2019). *Fundamentals of Audiology for the Speech-Language Pathologist*. Burlington, MA: Jones & Bartlett Learning.

Course Objectives

1. Students will demonstrate their knowledge of the underlying theory related to:
 - a. The peripheral and central anatomy of the auditory system.
 - b. The medical disorders of the auditory system and their treatment
 - c. The audiological test procedures used to assess the auditory system.
2. Students will be able to administer and interpret the following test procedures as part of a standard audiological evaluation
 - a. Audiologic screening for hearing impairment and middle-ear dysfunction.
 - b. Pure-tone air and bone-conduction threshold tests6000-level students:
 - c. Speech audiometric threshold and word recognition tests
 - d. Appropriate masking as indicated
 - e. Immittance and otoacoustic emissions tests

Knowledge and Skills for 6000-level students

The specific knowledge and skills addressed in this class can be found in the course matrix in the Student Handbook

CLASS POLICIES

The following outlines specific class policies designed to ensure a positive and professional learning environment.

CONDUCT AND PARTICIPATION

The School of Communication Sciences and Disorders aspires to create a safe learning environment that respects the rights, dignity, and welfare of all students, faculty, and staff. I expect that you will remain aware of and sensitive to diversity of perspectives and ideas, and will interact with one another respectfully. Because this is a graduate level class, your conduct should reflect that of an academic professional. This means that you should come to class prepared, attend all classes, and complete all assignments in a timely manner.

You are expected to attend and participate in all classes. Participation can include but is not limited to raising thought-provoking questions grounded in the class material, listening attentively to peers, not dominating discussions, and coming to class prepared. Because this class will cover a lot of material you are strongly encouraged not to miss any classes. If you do miss class, you are responsible for materials covered during your absence.

PENALTY FOR LATE WORK

Assignments that are turned in late will be penalized one letter grade for each day they are late. Extenuating circumstances should be discussed with me prior to the due date of the assignment. Exceptions will be considered on an individual basis.

USE OF LAPTOPS AND CELL PHONES

All cell phones should be silenced at the beginning of class to avoid disruption. If you need to use your phone for any reason do so outside of the classroom. This includes texting. Laptops are permitted if used as part of taking notes, etc.

Academic Integrity

Academic dishonesty includes, but is not limited to, plagiarism and cheating. Acts of dishonesty will result in a grade of F for the assignment and will be subject to disciplinary action. For additional information, please see Academic Policies and General Regulations: <http://www.memphis.edu/saos/sa/academic-miscounduct.php>

Accommodating Disabilities

The University of Memphis is committed to providing access to all programs to all students and appropriate accommodations will be made for students with disabilities. For more information, contact Disability Resources for Students (DRS) at 901-678-2880 or <http://www.memphis.edu/drs/about/staff.php> in order for me to make suitable arrangements for you.

Areas Requiring Attention (6000-level)

“Students’ knowledge and skills will be evaluated using the assessments listed in this syllabus throughout the semester, and assistance will be provided as needed. If the student does not adequately meet the objectives of this course, an Areas Requiring Attention form will be completed outlining what the student must accomplish in order to meet the necessary knowledge and skills.”

Topics by week with Readings (Subject to change)

WEEK 1	6/3/2019 Syllabus and audiology as a profession (Chapter 1) History Scope of Practice Interaction w/ SLP and other professions
WEEK 2	6/10/2019 Anatomy and Physiology, Otoscopy (Chapter 2 25 – 35, Chapter 6 89-96) Will include lab
WEEK 3	6/17/2019 Properties of Sound (Chapter 2)
WEEK 4	6/24/2019 Test 1, Audiometric Screening (Chapter 11) Will include lab
WEEK 5	7/1/2019 Pure-tone air and bone conduction, speech testing (Chapters 4 and 5) Will include lab
WEEK 6	7/8/2019 The Audiogram, masking, interpretation (Chapters 8 and 9)
WEEK 7	7/15/2019 Test 2, Medical audiology (Chapter 10)
WEEK 8	7/22/2019 Immittance testing (Chapter 6) Lab demonstration
WEEK 9	7/29/2019 Otoacoustic Emissions and Electrophysiology (Chapter 7) Lab demonstration if time allows
WEEK 10	8/5/2019 Test 3 Hearing aids, cochlear implants, and review (Chapters 12 and 13)

THE UNIVERSITY OF MEMPHIS
School of Communication Sciences & Disorders

**AUSP 4301/6301: Survey of Neurological Disorders for
Rehabilitation Professionals**

Meeting Times: TBD

Class Location: TBD

Instructor: TBD

Office Hours: by appointment

Course description

An applied interprofessional framework will be used throughout the course to integrate neuropathology and basic understanding of neural structure and function with the teamwork and communication skills needed to work effectively on a health care team. Invited professionals with expertise in a variety of neurological disorders will provide interprofessional clinical-case experiences.

Overall Learning Objectives

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

1. Describe the basic organization of the nervous system and functions of major sensory, motor, and cognitive systems.
2. Apply principles of neuroanatomy and neurophysiology to describe common sources of dysfunction to sensory, motor, and cognitive processes (i.e., neuropathology).
3. Appreciate and understand the roles of health care professionals (e.g., SLPs, RNs, PTs) when caring for clients with a variety of neurological disorders in a variety of care settings.
4. Integrate and reflect on the knowledge and experiences of other professions appropriate to specific care situations to inform rehabilitation decisions related to neurologic disorders.

Textbook and Additional Reading Example(s)

Textbook: Gutman, S. A. (2016). *Quick reference neuroscience for rehabilitation professionals: The essential neurologic principles underlying rehabilitation practice (3rd Ed.)* Thorofare, NJ: Slack Incorporated.

Additional Readings:

Blumenfeld, H. (2002). *Neuroanatomy Through Clinical Cases (Blumenfeld, Neuroanatomy through Clinical Cases)*. Sinauer Associates.

Brown, L. S., Benigno, J. P., & Geist, K. (2018). Come Together: Music Therapy and Speech-Language Pathology Students' Perspectives on Collaboration During an Inclusive Camp for Children with ASD. *Music Therapy Perspectives*, 36(1), 17-25.

Yagura, H., Miyai, I., Suzuki, T., & Yanagihara, T. (2005). Patients with severe stroke benefit most by interdisciplinary rehabilitation team approach. *Cerebrovascular Diseases*, 20(4), 258-263.

Zitelli, L., & Palmer, C. V. (2017, May). The role of audiology in an outpatient interdisciplinary post-trauma clinic. In *Seminars in hearing* (Vol. 38, No. 02, pp. 169-176). Thieme Medical Publishers.

Grading

Attendance/Participation	15%					
Assignments/Quizzes	25%					
Midterm	30%					
Final/Project	30%					
[Grading Scale] A 94–100% A– 90–93% B+ 87–89% B 84–86% B– 80–83% C 70–79% D 60–69% F- <60%						

Attendance

Consistent attendance is required and attendance will be taken. Lateness beyond 20 minutes will be considered an absence and only one absence will be excused for the semester. Each additional absence will result in a reduction of the final course grade by one grading unit (e.g., B+ becomes B; see grading scale above).

Participation

You will be expected to contribute to discussions related to readings and presentations. Remember that your academic backgrounds in neurological concepts will vary from other students; therefore, please speak up with your knowledge of familiar topics, and ask questions about information that is unclear. You will have multiple opportunities to clarify concepts during or after the lecture.

Assignments and Quizzes

You will be expected to complete the assignment by the date it is assigned. Occasionally, quizzes will be given in class, so it is encouraged that you consistently review the class materials.

Exams

You will have two exams (midterm & final) over materials covered in class. You will not be allowed to take a make-up exam unless you have notified the instructor **before** the exam.

Graduate Level Evaluation

Students registered for the course at the graduate level will (in addition to the objectives for all students) meet the educational objectives by developing an interprofessional clinical-case and presenting their case to the class. During the first week of class, students will schedule a time to meet with the instructor to discuss the essential components to be included in the case.

Student Accommodations

Any students, because of a disability, who requires accommodations to meet the requirements of this course should contact the Instructor or Disability Resources for Students (DRS), 110 Wilder Tower, (901) 678-2880.

Academic Integrity and Student Conduct

The expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Please review sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.”

Course Topics

Introduction & Foundational Concepts
Clinical Framework: Etiology, Pathophysiology, Functional Impairment
Rehabilitation & Clinical Practice Across Disciplines

Etiology & Pathophysiology

Seizure Disorders & Electricity in the Brain
Disorders with Metabolic, Environmental, & Toxic Causes
Degenerative Disorders: Demyelination & Atrophy
Traumatic Injury & Cellular Regeneration
Neoplastic Disorders & Cancer
Cerebrovascular Disorders

Motor & Somatosensory Dysfunction

Neuromuscular Disorders & Disorders of Muscle Tone
Disorders Affecting Movement, Balance & Coordination
Pain & Somatosensory Disorders

Impairment of Special Senses

Visual Disorders & Disturbances
Auditory Disorders & Disturbances
Taste & Smell Disturbances

Swallowing & Speech Disorders

Swallowing Disorders

Speech Disorders

Disorders of Higher-Level Functions

Language Disorders

Learning & Attention Dysfunction

Cognitive Impairment & Dementia

Considerations for Rehabilitation

Motivation & Persistence

Autonomic Functions: Sleep & Stress

Neuroplasticity

NAPP Appendix B. Faculty CVs

Dr. Benton W. Cox, III

9501 Dogwood Creek Cove
Germantown, TN 38139

Telephone: 901-682-1529

E-Mail Address: Ben@memphishearingaid.com or BCox3@aol.com

Education:

University of Memphis, May 1976
Bachelor of Arts, Psychology

University of Memphis, May 1978
Master of Arts, Audiology

Arizona School of Health Sciences, December 2002
Doctor of Audiology

Continuing Education, Earned 350+ hours since 1984

Employment History:

John M. Hodges, M.D. ENT
1978 – 1984

Director of Deaf Ministries
First Baptist Church, Memphis, Tennessee
1978 – 1981

Interpreter for the Deaf
1976 to Present

University of Mississippi
Sign Language Instructor
1986 -1988

University of Memphis
American Sign Language and Deaf Culture Instructor
June 2018 to Present

Memphis Hearing Aid and Audiological Services, LLC
7675 Wolf River Circle #101
Germantown, TN 38138
February 1, 1984 to present

Professional Affiliations:

American Speech-Language Association
American Academy of Audiology

Awards:

Outstanding Alumnus of the Year 1980
University of Memphis
Audiology and Speech Pathology

Distinguished Service Provider, 1991
Mid-South Council for the Hearing-Impaired

The Edwin Dalstrom Distinguished Service Award, 2009
Lion's Club International

Melvin Jones Fellow For Dedicated Humanitarian Services, 2010
Lion's Club International

Humanitarian Services To:

Dominican Republic
Gaza Strip
Costa Rica
Ecuador
Kazakhstan

Sharon Price Fairbanks

548 Mineral Road
Memphis, TN 38120

Home: 901.685.0403
Cell: 901.337.2604
Email: scannito@memphis.edu
spfairbanks@gmail.com

Education

University of Memphis, Memphis, TN
M.A. in History, Graduate Certificate in Museum Studies

Graduation 2012

Texas Woman's University, Denton, TX
Teaching Certificate, All Level, Special Edu.

Graduation 1985

Lamar University, Beaumont, TX
Bachelor of Science in Speech/Communication Disorders

Graduation 1980

Teaching and Work Experience

Adjunct Professor, American Sign Language, all courses
University of Memphis, Communication Disorders

8/15 to current

Interpreter for the Deaf
University of Memphis, Student Disability Services

01/11 to current

Graduate Assistant
University of Memphis, Bursar's Office

01/11 to 12/11

Researcher, Paul Revere Williams Grant
Art Museum of University of Memphis

05/10 to 12/10

Teacher and Interpreter for the Deaf
Memphis City Schools, White Station High School
and Sea Isle Elementary

05/96 to 12/09

Instructor, American Sign Language
Our Lady of the Lake University, San Antonio, TX

01/84 to 05/84

Actress, Deaf Theater
Godspell (Disciple), *The Last Unicorn* (Unicorn)
Trixie True Teen Detective (Trixie), *Pippin* (Kathryn)
Callier Center Theater for the Deaf, Dallas, TX

1992-1995

Chairperson/Educational Consultant, Board of Directors 2010 - current

Friends of St. Vincent's, 501c3

Jacob's Color Link, 501c3

Presentations

February 21, 2019	Conference Presentation—Mid-South Conference, Memphis, TN, "What the Speech Pathologist / Audiologist Should Know About the Deaf Patient"
June 26, 2017	Conference Presentation—DISES International Round Table, Sophia, Bulgaria, "Education by Reverse Inclusion: Fostering Future Advocates and Positive Community Relationships in Haiti"
October 15, 2016	Challenges with "Flexible" Memory In Oral Histories, Tennessee Quilt Study Group, Academic Research
April 24-26, 2011	Conference Presentation—LSU Graduate History Conference, Baton Rouge, LA, "Quilts and Quilting as a Means of Women's Reaction to the Civil War"
June 10-12, 2010	Conference Presentation—Agricultural History Society, Winter Park, FL, "Quiltmaking in Rural America"
March 31-April 2, 2010	Conference Presentation—Southwest Historical Association, Houston, TX, "Women and Quiltmaking in Rural America, 1910-1940"
October 21-24, 2009	Conference Presentation--Southeastern College Art Conference in Mobile, AL, "Quilted Histories: The Boxtown/Walker Homes Project"

Research in Progress

Oral History: Challenges with "Flexible" Memory

Professional Certifications and Affiliations

- University of Memphis Graduate History Association, Agricultural History Society, Southwestern History Association, Tennessee Historical Society, Southeastern College Art Conference
- American Quilter's Society Research

Honors

- University of Memphis Phi Alpha Theta, Officer

Volunteer Work

Friends of St. Vincents Center, 501c3, Port au Prince, Haiti

- Consultant

West Tennessee/Haiti Partnership--Educational/Medical Team for St. Vincent's School/Orphanage:

- Educational Consultant for teachers of the deaf---"Teaching Teachers"
- Sign Language Interpreter for deaf students and adults in the medical clinic

Alene L. White

6283 S. Manor Cove N.
Olive Branch MS 38654

Phone: 405-445-3902
Text: 662-501-7244
E-mail: AleneTXgal@gmail.com

Profile

Born Deaf and grew up with Deaf Family in Dallas, TX. I taught American Sign Language for more than 22 years, plus working as a tutor to the students and involved Deaf/Hearing Social Club at Oklahoma State University in Oklahoma City. I was voted Adjunct Teacher of the Year twice at OSU OKC. My husband, Larry, is Pastor to the Deaf at Kirby Woods Baptist Church in Memphis, TN. We have three grown Deaf sons and three grandsons.

Education

Oklahoma State University in Oklahoma City — Associates Degree In American Sign Language, May 1997.

University of Central Oklahoma — Bachelors Degree in Liberal Arts, May 1999.

University of Oklahoma — Masters Degree in Higher Education, December 2009.

Awards

Certificate in Sign Language Profession Instructor

Adjunct Teacher of the Year — Oklahoma State University

Work Experience

American Sign Language Tutor and Continuing Education Program ASL teacher

Oklahoma State University, Oklahoma City, O.K.

1995-1998

American Sign Language Teacher

Moore High School, Moore, O.K.

2000-2002

American Sign Language Adjunct Instructor

Oklahoma State University, Oklahoma City, O.K.

2001-2014

American Sign Language Adjunct Instructor

Union University, Germantown; Germantown, T.N.

August 2015 - December 2018

American Sign Language Adjunct Instructor

University of Memphis, Memphis, T.N.

January 2019 – the Present

Courses Taught

ASL I

ASL II

ASL III

Fingerspelling I

Fingerspelling II

Naomi Eichorn, PhD, CCC/SLP, TSSLD

School of Communication Science and Disorders
University of Memphis
4055 N. Park Loop · Memphis, TN 38152
901-678-5825 · neichorn@memphis.edu

EDUCATION

2007-2014	The Graduate Center of the City University of New York (CUNY) PhD in Speech, Language and Hearing Sciences
1998-2000	Brooklyn College MS, Speech-Language Pathology
1995-1998	Touro College BS, Speech Pathology and Audiology Summa cum Laude; Valedictorian, Class of '98

AWARDS

Oct 2018	Community of Research Scholars Award (\$2,500)
June 2018	ASHFoundation Research Travel Grant (Lessons for Success stipend)
Nov 2017	ASHFoundation New Investigators Research Award (\$10,000)
Nov 2016	ASHA Recognition Award for Meritorious Poster Submission
April 2015	3 rd Annual Pace University Research Day Best Presentation Award
March 2014	Symposium on Research in Child Language Disorders Travel Award (\$900)
2013-2014	CUNY Doctoral Student Research Grant (\$600)
2013-2014	Graduate Center Dissertation Fellowship (\$22,000)
May 2012	Arthur J. Bronstein and Elsa Bronstein Fellowship for Excellence in Dissertation Writing (\$2000)
May 2011	Martin R. Gitterman Award for Excellence in Teaching (\$500)
2010-2011	CUNY Doctoral Student Research Grant (\$900)
June 2010	Symposium on Research in Child Language Disorders Travel Award (\$400)
2009-2012	CUNY Graduate Teaching Fellowship

TEACHING EXPERIENCE

2016-	University of Memphis, School of Communication Science and Disorders Assistant Professor
2010-2015	Pace University, Department of Communication Sciences and Disorders (NY, NY) Adjunct Lecturer
2013	City College, CUNY, Psychology Program (New York, NY) Adjunct Lecturer
2012-2013	William Paterson University, Department of Psychology Adjunct Lecturer
2009-2011	Lehman College, CUNY, Speech, Language, & Hearing Sciences (Bronx, NY) Graduate Teaching Fellow and Adjunct Lecturer

CLINICAL EXPERIENCE

2001-2015	Adler, Molly, & Gurland, LLC (Brooklyn, NY) Private practice specializing in language-based learning disabilities Speech Language Pathologist
2000-2007	Saint Vincent Catholic Medical Centers (Staten Island, NY) Senior Speech Language Pathologist
2005-2007	Englewood Hospital and Medical Center (Englewood, NJ) Speech Language Pathologist
2005-2006	Brooklyn College (Brooklyn, NY) Clinical Instructor/Supervisor
1998-1999	New York City Board of Education, P.S. 255 (Brooklyn, NY) Speech Language Pathologist

RESEARCH EXPERIENCE

2016-present	Director, Cognition, Language and Speech Laboratory: School of Communication Sciences and Disorders, University of Memphis
2008-2014	Lab manager, Cognition and Language Laboratory: The Graduate Center of CUNY
2010-2014	Collaborator, Cognition and Language Laboratory and Neurolinguistics Aging Laboratory: The Graduate Center of CUNY
2008-2009	Research Assistant, Hearing Research Laboratory: The Graduate Center of CUNY
2009	Research Assistant, Voice Research: Brooklyn College, CUNY
2000	Research Assistant, Fluency Naturalness Research: Brooklyn College, CUNY

PROFESSIONAL AFFILIATIONS

Member, Tennessee Interprofessional Practice and Education Collaborative, 2018-present
Member, Mid-South Interprofessional Health Collaborative, 2017-present
Affiliate, Institute for Intelligent Systems, 2016-present
Member, Cognitive Science Society, 2015-present
Member, ASHA Research Mentoring Network (ARM, 2015-present)
Member, ASHA Clinicians & Researchers Collaborating (CLARC, 2013-present)
Member, ASHA Student to Empowered Professional Mentoring Program (STEP, 2013-present)
Member, Special Interest Group 4 (Fluency and Fluency Disorders, 2011-present)
Member, American-Speech-Language-Hearing Association, 2000-present
Member, International Association for the Study of Child Language, 2011-2014

SERVICE

ASHA Promoting the Next Generation of Researchers (PROGENY) Faculty-Researcher Partner, 2019
American-Speech-Language-Hearing Association SPARC Application Reviewer, 2019
University of Memphis, Teaching and Learning Advisory Committee (TLAC), 2018-present

Tennessee Interprofessional Educational Consortium, Classroom-Based Instruction (Co-Chair), 2018-present

Memphis Interprofessional Health Education Collaborative: Planning Committee, 2018-present

American-Speech-Language-Hearing Association SIG4 Conference Planning Committee, 2018

University of Memphis, SCSD Honors and Events Committee (Chair), 2017-present

University of Memphis, Interprofessional Education and Practice Committee, 2018-present

University of Memphis, SCSD Council of Academic Accreditation Committee, 2016-2017

University of Memphis, SCSD Speech-Language Pathology Curriculum Subcommittee, 2016-present

University of Memphis, SCSD Speech-Language Pathology Curriculum Committee, 2016-present

University of Memphis, SCSD Admissions Committee, 2016-present

University of Memphis SCSD Library Committee, 2016-2017

Abstract coordinator, National Conference on Undergraduate Research (NCUR), 2017

Ad hoc reviewer, Language and Speech, 2018-present

Ad hoc reviewer, PLOS ONE, 2016-present

Ad hoc reviewer, Journal of Fluency Disorders, 2016-present

Ad hoc reviewer, Journal of Experimental Child Psychology, 2015-present

Ad hoc reviewer, Journal of Speech, Language, and Hearing Research, 2014-present

Ad hoc reviewer, Journal of Communication Disorders, 2015-present

Mentor, Student to Empowered Professional (STEP) Program of the American Speech-Language-Hearing Association, 2013-2014.

PUBLICATIONS

- Eichorn, N.**, Pirutinsky, S., & Marton, K. (2019). Effects of different attention tasks on concurrent speech in adults who stutter and fluent controls. *Journal of Fluency Disorders*, 61, 105714.
<https://doi.org/10.1016/j.jfludis.2019.105714>
- Constantino, C., **Eichorn, N.**, & Manning, W. (under review). The experience of spontaneous speech in adults who stutter. *Journal of Speech, Language, and Hearing Research*.
- Eichorn, N.**, Marton, K., & Pirutinsky, S. (2018). Cognitive flexibility in preschool children with and without stuttering disorders. *Journal of Fluency Disorders*. 57, 37–50.
- Eichorn, N.**, Marton, K., Schwartz, R.G., Melara, R.D., & Pirutinsky, S. (2016). Does working memory enhance or interfere with speech fluency in stuttering and fluent speakers? Evidence from a dual task paradigm. *Journal of Speech, Language, and Hearing Research*, 1-15.
- Marton, K., **Eichorn, N.**, Campanelli, L., & Zakaria, Lilla. (2016). Working memory and interference control in children with specific language impairment. *Language and Linguistics Compass*, 5, 211-224.
- Eichorn, N.** and Marton, K. (2015). When less can be more: Dual task effects on speech fluency. *Proceedings of the 37th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- Yoon, J., Campanelli, L., Goral, M., Marton, K., **Eichorn, N.**, & Obler, L. K. (2015). The effect of plausibility on sentence comprehension among older adults and its relation to cognitive functions. *Experimental Aging Research*, 41(3),272-302.
- Eichorn, N.**, Marton, K., Campanelli, L. & Scheuer, J. (2014). Verbal strategies and nonverbal cues in school-age children with and without specific language impairment. *International Journal of Language and Communication Disorders*, 49(5), 618-630.

- Marton, K. & **Eichorn, N.** (2014). Interaction between working memory and long-term memory: A study in children with and without language impairment. *Zeitschrift für Psychologie*, 222(2), 90-99.
- Marton, K., Campanelli, L., **Eichorn, N.**, Scheuer, J., & Yoon, J. (2014). Information processing and proactive interference in children with and without specific language impairment. *Journal of Speech Language and Hearing Research*, 57(1), 106–119.
- Marton, K., Campanelli, L., Scheuer, J., Yoon, J., & **Eichorn, N.** (2012). Executive function profiles in children with and without specific language impairment. *Rivista Di Psicolinguistica Applicata / Journal of Applied Psycholinguistics*, 12(3), 57-74.
- Leydon, C., Wroblewski, M., **Eichorn, N.**, & Sivasankar, M. (2010). A meta-analysis of outcomes of hydration intervention on phonation threshold pressure. *Journal of Voice*, 24(6), 637-643.
- Schaeffer, N. & **Eichorn, N.** (2001). The effects of differential vowel prolongations on perceptions of speech naturalness. *Journal of Fluency Disorders*, 26(4), 335-348.

BOOK CHAPTERS- 2014-PRESENT

- Eichorn, N.** & Fabus, R. Assessment of fluency disorders in children and adults. (In press). In C. Stein & R. Fabus (Eds.) *A Guide to Clinical Assessment and Professional Report Writing in Speech-Language Pathology*, 2nd Edition. Thorofare, NJ: SLACK, Inc.

PRESENTATIONS – 2014-PRESENT (*STUDENT AUTHORS)

2019

- Eichorn, N.**, Pirutinsky, S., Fulmer, K., & Woodyard, C. (submitted). Attention Switching Performance in School-Aged Children with and without Stuttering Disorders. American Speech, Language and Hearing Association.
- Eichorn, N.**, Zarn, M., Levy, M., Moncrieff, D., Lee, S., Cross, B., Sposto, C., and Caplan, J. (submitted). Cross-Discipline Communication: Using Performing Arts to Train Students in Team-Based Healthcare. American Speech, Language and Hearing Association.
- Warren, S., Moncrieff, D., & **Eichorn, N.** (submitted). No Child is an Island: Applying a Socioecological Model to Pediatric Audiology and SLP Intervention. American Speech, Language and Hearing Association.
- *Long, H., **Eichorn, N.**, Bowman, D., & Oller, K. (submitted). Possible Early Indicators for Speech Impairments in Infants at Risk for Cerebral Palsy. American Speech, Language and Hearing Association.
- Benson, S., Sealey, L., **Eichorn, N.**, Stewart, J., & Dodd, Bucky. (submitted). Sentence diagramming as an instructional method to teach explicit grammar knowledge in self-paced, e-learning modules. American Speech, Language, and Hearing Association.
- Eichorn, N.** & Warren, S. (2019, Feb). Optimizing the Patient Experience with Interprofessional Practice. Presentation at the Mid-South Conference on Communicative Disorders, Memphis, TN.
- *Springer, E., *Simms, L., & **Eichorn, N.** (2019, Feb). Dual Task Effects on Spoken Language in School-Aged Children. Paper presented at the Mid-South Conference on Communicative Disorders, Memphis, TN.

2018

- Eichorn, N.**, & van Mersbergen, M. (2018, Nov). Acoustic Effects of Cognitive Load in Adult Speakers. Paper presented at ASHA, Boston, MA.
- Eichorn, N.**, Pirutinsky, S., *Adams, M., & *Woodyard, C. (2018, Nov). Dual Task Effects on Speech and Language Performance in School-Aged Children With and Without Stuttering Disorders. Paper presented at ASHA, Boston, MA.
- Eichorn, N.**, & Constantino, C. (2018, Nov). Attention and Fluency Shaping: Clinical Application of the Dual-Task Paradigm. Paper presented at ASHA, Boston, MA.
- Benson, S., Sealey, L., **Eichorn, N.**, & Dodd, Bucky. (2018, Nov). An Investigation of Instructional Methodology for Teaching Explicit Grammar Using Self-Paced, E-Learning Modules. Paper presented at ASHA, Boston, MA.

Constantino, C., Manning, W., **Eichorn, N.**, & Buder, E. (2018, Nov). Self-Perceptions of Fluency and Spontaneity during Stuttered Speech. Presentation at ASHA, Boston, MA.

*Swann, A., Roy, Z., & **Eichorn, N.** (2018, Nov). Language Sample Analysis Instruction: What Differences Make a Difference? Paper presented at ASHA, Boston, MA.

Eichorn, N. (2018, Feb). Attention and Stuttering: Applications to Clinical Practice. Presentation at the Mid-South Conference on Communicative Disorders, Memphis, TN.

2017

Eichorn, N., Campanelli, L., Adams, M., & Constantino, C. (2017, Nov). Quantifying stuttering behavior: An exploration of new procedures and measures. Paper presented at ASHA, Los Angeles, CA.

*Constantino, C., Manning, W., **Eichorn, N.**, Buder, E., & Beck, J.G. (2017, Nov). The Experience of Spontaneity during Stuttered Speech. Presentation at ASHA, Los Angeles, CA.

2016

Eichorn, N., Marton, K., & Pirutinsky, S. (2016, Nov). Don't pay attention? Interactions between speech fluency and attention in stuttering and fluent adults. Paper presented at ASHA, Philadelphia, PA.

Eichorn, N., Marton, K., & Pirutinsky, S. (2016, Nov). Cognitive strategies used by preschoolers with & without stuttering disorders on an attention switching task. Paper presented at ASHA, Philadelphia, PA. (*Won ASHA recognition award for meritorious poster submission)

2015

*Sosa, T., *Sugatan, L., *Askew, C., *Morgan, J., & **Eichorn, N.** (2015, April). Reliability of an original coding system for measuring disfluencies. Paper presented at the 3rd Annual Pace University Research Day, New York, NY.

2014

Eichorn, N., Marton, K., Campanelli, L., & Scheuer, J. (2014, June). Verbal strategies and nonverbal cues in school-age children with and without specific language impairment. Paper presented at the Symposium on Research in Child Language Disorders, Madison, WI.

*Erol, D., *Osorio, J., *Paul, J., **Eichorn, N.**, & Marton, K. (2014, April). Working memory capacity in adults with and without stuttering disorders. Paper presented at the 4th CUNY Graduate Center Student Research Poster Day, New York, NY.

INVITED TALKS—2014 TO PRESENT

Eichorn, N. *Overview of childhood communication disorders for early childhood educators.*

Invited talk for undergraduate students in CDFS 4250 "Language Development in Young Children," Dr. Lorraine Meiners-Lovel, University of Memphis, April 2019.

Eichorn, N., Warren, S., Fairbanks, S., & Murchison, J. *Communication for all: Panel discussion.*

SLP representative on faculty panel organized by Jeffrey Houston to educate undergraduate attendees about CSD and how to support students with communication disorders. University of Memphis, March 2019.

Eichorn, N. & van Mersbergen, M. *Acoustic effects of cognitive load in healthy adult speakers.*

Presented at the Communication Sciences and Disorders Ph.D. colloquium, University of Memphis, Memphis, TN, November 2018.

Eichorn, N. *Practical intervention strategies for school-age children who stutter.* Presented at Tipton County In-Service. Covington, TN, August 2018.

Eichorn, N. *Demystifying SLP.* Invited guest lecturer for the graduate Optometry course

"Interprofessional Education and Practice," Dr. Melissa Zarn, Southern College of Optometry, August 2018.

Eichorn, N. *Don't pay attention? Effects of different secondary tasks on concurrent speech production.* Presented at the Communication Sciences and Disorders Ph.D. colloquium, University of Memphis, Memphis, TN, February, 2018.

Eichorn, N. *Intervention overview & updates: Working with school-age children who stutter.* Presented at Tipton County In-Service, Tipton, TN, January 2018.

Eichorn, N. *Cognitive flexibility in preschool children who stutter.* Presented at the Communication Sciences and Disorders clinical research colloquium, University of Memphis, Memphis, TN, March 2017.

Eichorn, N. *Replicability and dual task effects on speech fluency.* Presented at the Cognitive Science Seminar, University of Memphis, Memphis, TN, September 2016.

Eichorn, N. *The role of cognitive and attentional processes in stuttering disorders.* Presented at the Communication Sciences and Disorders clinical research colloquium, University of Memphis, Memphis, TN, March, 2016, November 2016.

Eichorn, N. *Attention switching and stuttering in preschool-age children.* Presented at the Communication Sciences and Disorders Ph.D. colloquium, University of Memphis, Memphis, TN, February, 2016.

Eichorn, N. *PRAAT Scripting: An introduction and tutorial.* Presented at the doctoral program in Communicative Sciences and Disorders, New York University, New York, NY, June, 2015.

MENTORING: DISSERTATION/ADVISING COMMITTEES

Zhamilya Gazman	The Graduate Center, CUNY, SLHS (1 st exam)	2018-
Taylor Lawrence	(Master's thesis), University of Memphis, CSD <i>"The relation between eating disorders and voice disorders"</i>	2018-
Megan Burkhardt-Reed	University of Memphis, CSD	2018
Cydney Woodyard	University of Memphis, CSD (co-mentor)	2017-
Kathleen Durant	University of Memphis, CSD Dissertation: <i>"Language and Literacy Relationships in Spanish-Speaking English-Language Learners from Kindergarten to 2nd Grade"</i>	2016-2017
Valerie McDaniel	University of Memphis, CSD	2016-
Helen Long	University of Memphis, CSD	2016-
Kristin Percy	(Master's thesis), University of Memphis, CSD <i>"The effect of phonatory factors on formant measures and vowel space in patients with Parkinson's disease pre- to post-Lee Silverman Voice Treatment (LSVT-Loud®).</i>	2016
Christopher Constantino	University of Memphis, CSD Dissertation: <i>"The Subjective Experience of Stuttering"</i>	2016-2018
Deepti Wadhera	The Graduate Center, CUNY, SLHS (1 st exam, 2 nd exam, Dissertation Committee)	2016-present

Matthew Hollis, AuD

1405 Estate Dr
Memphis, TN 38119

(931) 624-8949
matthollis@gmail.com

Profile

Audiologist experienced with a variety of patient populations seeking opportunities for growth in leadership, clinical, and technical skills. Strengths include broad experience in diagnostic and rehabilitative audiology as well as patient counseling. Experienced in teaching audiology students and otolaryngology residents. Strong with organization, written expression, and personal interaction. Experienced in software development and surrounding disciplines.

Work History

University of Memphis

School of Communication Sciences and Disorders

Memphis, TN

July 2018 through present

Provided both quality patient care and clinical education to audiology students. Guided students in professionalism with diagnostic technique, communication with patients and other professionals in both oral and written modalities.

Memphis ENT Group

Dept of Audiology

Memphis & Bartlett, TN

Feb 2014 through June 2018

Contract ended when practice was sold and closed provided care to a high-volume, multi-physician clinical practice. Consistently led the department in productivity and patient satisfaction. Instituted protocols to provide best practices in adult hearing aid fittings.

Arbitrage Trade Analytics

Lead Developer

Memphis, TN

Jan 2015 through Dec 2017

Still providing consulting help but only on an as needed basis. Responsible for initial prototyping and development of MVP web application providing information and analysis of market conditions. Developed build pipeline and tests to ensure consistent quality.

LeBonheur Children's Hospital**Dept of Audiology**

Memphis & Germantown, TN

January 2011 through Feb 2014

Adult and pediatric diagnostics including electrophysiology, Adult and pediatric hearing aids

University of Tennessee Medical Group**Dept of Otolaryngology and Audiology**

Memphis & Germantown, TN

Adult and pediatric diagnostics including electrophysiology Adult hearing aids

December 2008 through December 2010 (at which point our department was acquired by LeBonheur)

Methodist University Hospital**Hearing and Balance Center**

Memphis, TN

May 2007 through June 2008

Audiology Externship

Adult and pediatric diagnostics including full vestibular evaluation and electrophysiology

Education

Doctor of Audiology

May 2008

University of Memphis

Memphis, TN

Bachelor of Science

Graduated Cum Laude

December 2003

Middle Tennessee State University

Murfreesboro, TN

Other Clinical Experience

In the course of my education, I rotated through a broad array of clinical settings including hospitals and private practices (e.g. VA Hospital, Baptist Hospital, Family Ear, Nose, and Throat, and Memphis Speech and Hearing Center).

Audiologic Experience

Comprehensive hearing evaluations for adult and pediatric populations

Otoacoustic Emissions (DPOAE)

Hearing aid evaluations and dispensing

Videonystagmography (VNG)

Auditory Brainstem Response (ABR)

Electrocochleography (ECochG)

Auditory Steady State Response
(ASSR)

Rotational Chair Testing

Licensure / Certification

Licensed to practice within the state of
Tennessee

Certificate of Clinical Competence - Audiology

American Speech-Language & Hearing Assoc.

Relevant Skills and
Experience

Very strong background in computers and technology with experience in Windows, Apple OSX, Linux, and a broad base of software packages for each. Also have experience in software development (primarily with web applications using PHP and Javascript).

Strong background in writing both technical reports and business communication.

Strong background in mathematics and general sciences.

Interests in health policy and related politics.

5. WUMR FCC License

For Approval

Presented by Tom Nenon and Anne Hogan

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Topic: Assignment of WUMR License

Presented by: Dr. Tom Nenon, Provost

Background:

After a year long study into the feasibility of continuing operation of the WUMR radio station on the University's campus, College of Communication and Fine Arts leadership, along with the Provost's office, determined there were two options for the station: cease operations altogether, or establish a relationship with outside partners to keep the station alive. In choosing the latter, we have put a priority on continued student involvement and opportunity.

Committee Recommendation

The Academic, Research Student Success Committee recommends approval of the FCC license transfer to the Crosstown Radio Partnership, Inc.



WUMR

Dean Anne Hogan
December 4, 2019

Challenges that were Facing WUMR

- Fiscal sustainability
- Minimal student involvement
- Not affiliated with an academic program
- Limited audience due to scope of music programming

Review Phase of WUMR

- Worked with WUMR Advisory Board
- Formed WUMR Review Committee
- Worked with University of Memphis Student Affairs to solicit student input
- Consulted community partners

WUMR Review Conclusions

Option 1. Maintain status quo.

Option 2. Cease operating in 2020 due to a financial and organizational model that is unsustainable

Option 3. Reorganize WUMR to enhance student involvement, attain long term fiscal sustainability, and be more broadly the voice of the U of M.

Overall Deal Structure: Office of Legal Counsel

- A yearlong study was conducted to determine the feasibility of continuing operations of the WUMR radio station on the University's campus.
- College leadership, in consultation with the Provost's Office, determined two courses of action: Cease operations or engage community partners to keep the station alive.
- Discussions led to a proposed partnership with Crosstown Redevelopment Cooperative Association, Inc. and the Daily Memphian.
- The FCC license for the station will be assigned to the Crosstown Radio Partnership, Inc. and will now be operated by that entity with opportunities for student participation offered in conjunction with the University and content developed along with The Daily Memphian.
- The physical location will move to the Crosstown Concourse.
- The University will also contribute funds each year to assist with the operation of the station and will hire an Instructor Coordinator who, in addition to its faculty duties, will work with the Executive Director of the radio station on programming and student involvement.

Benefits of New Partnership

- Increased student participation in radio with instructional supervision
- More broadly appealing music programming that will include jazz
- Source for relevant and timely Memphis news
- Live music broadcast from Crosstown and Scheidt Family Center
- Cost savings for UofM of approximately **\$66,000**

6. First-year Student Residency Requirement

For Discussion

Presented by Raajkumar Kurapati

The University of Memphis Board of Trustees

Recommendation

For Discussion

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Topic: First-Year Housing Residency Requirement

Presented by: Raaj Kurapati, Chief Financial Officer

Background:

At the September 2019 Board meeting we presented our intent to require first-year, full-time freshman students to live on-campus. This initiative is in support of our strategic plan as living on campus promotes student success and academic excellence.

After further review, benchmarking, data analysis, and discussions with the Student Government Association, we'd like to provide an update to the Board on this proposal.

Rules of
University of Memphis

Chapter 0240-10-02
Student Housing
Amendment

Rule 0240-10-02-.02 Eligibility paragraph (3) is amended and shall read as follows:

0240-10-02-.02 Eligibility

(1) To be eligible to reside in University residence halls students must be fully admitted to the University or conditionally admitted students in a degree program at the University.

(2) Applicants for Graduate and Student Family Housing must be either:

- (a) married and/or a single parent (have legal custody of a dependent); or
- (b) a single graduate student.

(3) All students shall have an equal opportunity to reside in student residence halls regardless of race, sex, marital status, creed, color, national origin, or disability.

(4) No person who is registered, or required to register, as a sex offender will be eligible to reside in University residence halls.

(5) All students under the age of twenty-two (22) who reside in University residence halls must provide proof of adequate immunization against meningococcal disease as required by state law unless they have a valid exemption.

(6) Students who fail to provide proof of adequate immunization will not be allowed to reside in University residential halls unless they have a valid exemption.

(7) First year full-time freshmen attending the University's Memphis campus will be required to live in University residence halls for their first two consecutive semesters unless granted a waiver by the Director of Residence Life or designee. This requirement may be applied to other University campuses at the discretion of the Director of Residence Life. Students may request a waiver of the requirement for any of the following non-exclusive reasons:

- (a) The student lives with a parent or guardian whose current permanent primary place of residence is not more than 50 miles from the campus where the student is primarily enrolled;
- (b) Students with disabilities who have an approved housing accommodation through Disability Resources for Students;
- (c) The student is married;
- (d) The student has custody of dependent child(ren) who reside with the student;
- (e) The student is twenty-one (21) years of age by the first day of class of the semester;
- (f) The student is a United States military veteran who has completed two (2) years of active military service; or
- (g) Other circumstances as determined by the Director of Residence Life or designee.

Documentation sufficient to procure a waiver may include mortgage documents, utility bills, certificates of marriage, birth certificated, or other proof deemed appropriate by the Director of Residence Life and allowed by state law or regulation.

(8) Any exceptions to the eligibility requirements must be approved by the Director of Residence Life or their designee.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D); T.C.A. § 49-7-124; T.C.A. § 49-7-162.

First-Year Housing Residency Requirement

Academic, Research, and Student Success Committee

*Raaj Kurapati
Chief Financial Officer*

December 4, 2019
Wilder Student Union
UofM Lambuth



DECEMBER 2019

Occupancy Data

- UofM housing needs are at 105% without added leased space at The Gather
- Current occupancy total is 98% with added leased space at The Gather

UofM Regular Student Housing	Assignable	Occupied
Carpenter Complex Apts	317	99%
Carpenter Complex Townhouses	148	94%
Centennial Place Apartments	144	99%
Centennial Place Double	613	97%
LLC Doubles	434	94%
LLC Singles	39	100%
Rawls Doubles	272	91%
Rawls Singles	16	94%
Rawls Singles w/o Sink	4	100%
Smith Doubles	138	90%
Smith Singles	11	100%
South Doubles	160	93%
Park Ave. A	15	100%
Park Ave. B	51	98%
UofM Owned Total Fall 2019	2362	96%
UofM Leased Student Housing	Assignable	Occupied
Gather II Apts	106	99%

As of 11-01-19, Subject to cancellations

- ✓ First year full-time freshmen attending the University's Memphis campus will be required to live in University residence halls for their first two consecutive semesters unless granted a waiver by the Director of Residence Life or designee.

- ✓ The student lives with a parent or guardian whose current permanent primary place of residence is not more than 50 miles from the campus where the student is primarily enrolled
- ✓ Students with disabilities who have an approved housing accommodation through Disability Resources for Students
- ✓ The student is married
- ✓ The student has custody of dependent child(ren) who reside with the student
- ✓ The student is twenty-one (21) years of age by the first day of class of the semester
- ✓ The student is a United States military veteran who has completed two (2) years of active military service, or
- ✓ Other circumstances as determined by the Director of Residence Life or designee

Fall 2019:

- 1448 of 2617, or 55%, of first-time full-time freshmen live on campus
- Under the proposed rule, an additional 74 freshmen would meet the proposed residency requirement

55.1% - UofM's 6-year graduation rate for students living on campus

Actions Taken:

- ✓ Draft policy presented to Student Government Association

Next Steps:

1. Additional internal vetting of the proposed policy
2. Approval by Policy Review Board
3. File Notice of Rulemaking Hearing with Secretary of State
4. Hold public hearing
5. Approval by Board of Trustees
6. File Rulemaking Hearing Rules with Attorney General and wait for approval and return
7. File Rulemaking Hearing Rules with Secretary of State
8. Joint Gov Ops hearing on rule (approximately 60 days after filing)
9. Effective date of rule (90 days after filing with Sec of State assuming that Joint Gov Ops approves)
10. Targeted Implementation - Fall 2021

Questions?

7. Transfer Students

Presentation

Presented by William Akey

The University of Memphis Board of Trustees

Recommendation

Presentation

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Topic: Transfer Students

Presented by: William Akey, Vice Provost of Enrollment Services and Eric Stokes, Director of Admissions
Background:

Drs. Akey and Stokes will provide information related to the transfer student population at the UofM.

Transfer Undergraduate Admissions Data

Enrollment Services & Admissions

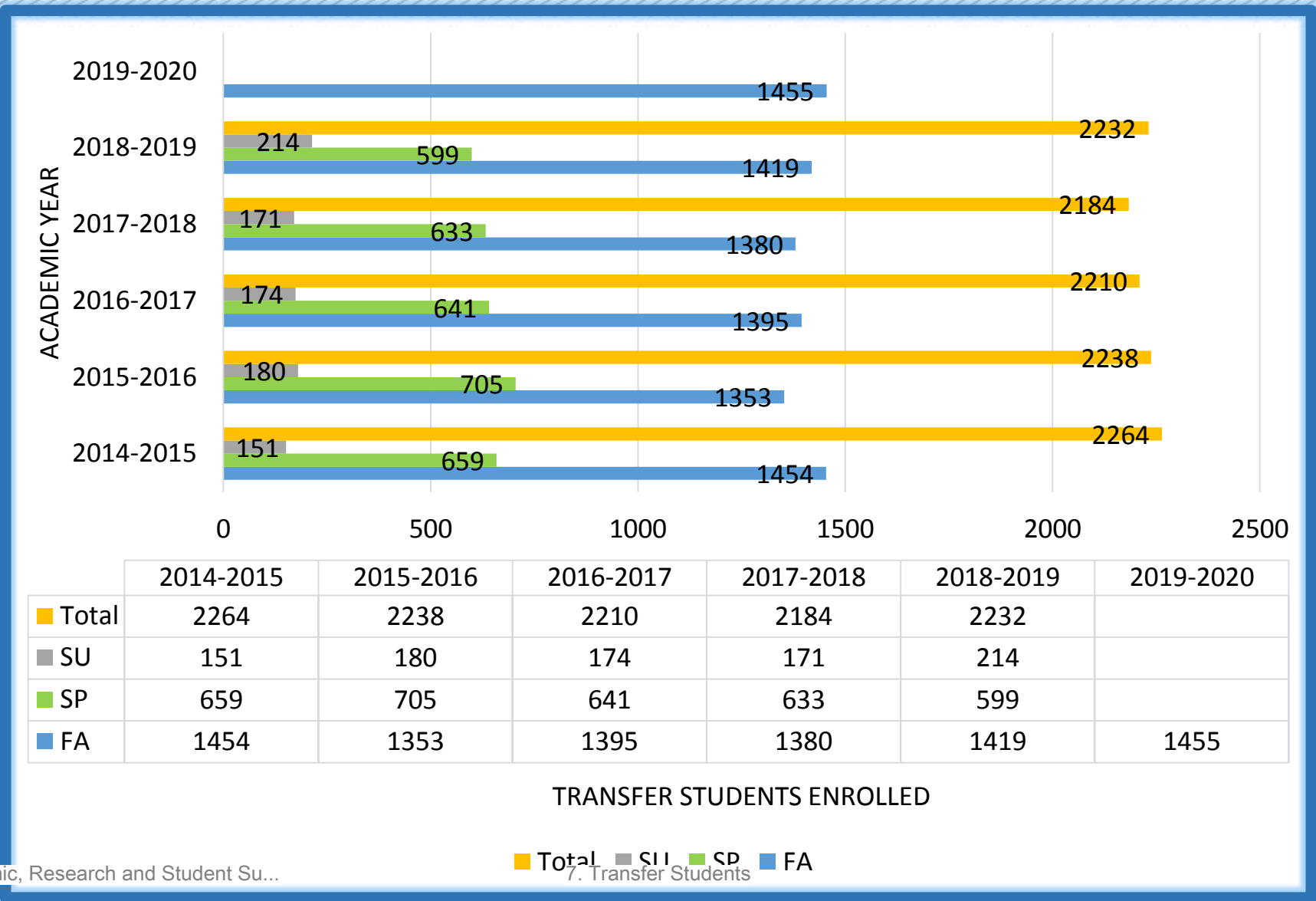
William Akey, Vice Provost of Enrollment Services
Eric Stokes, Director of Admissions

December 4, 2019
Wilder Student Union
UofM Lambuth

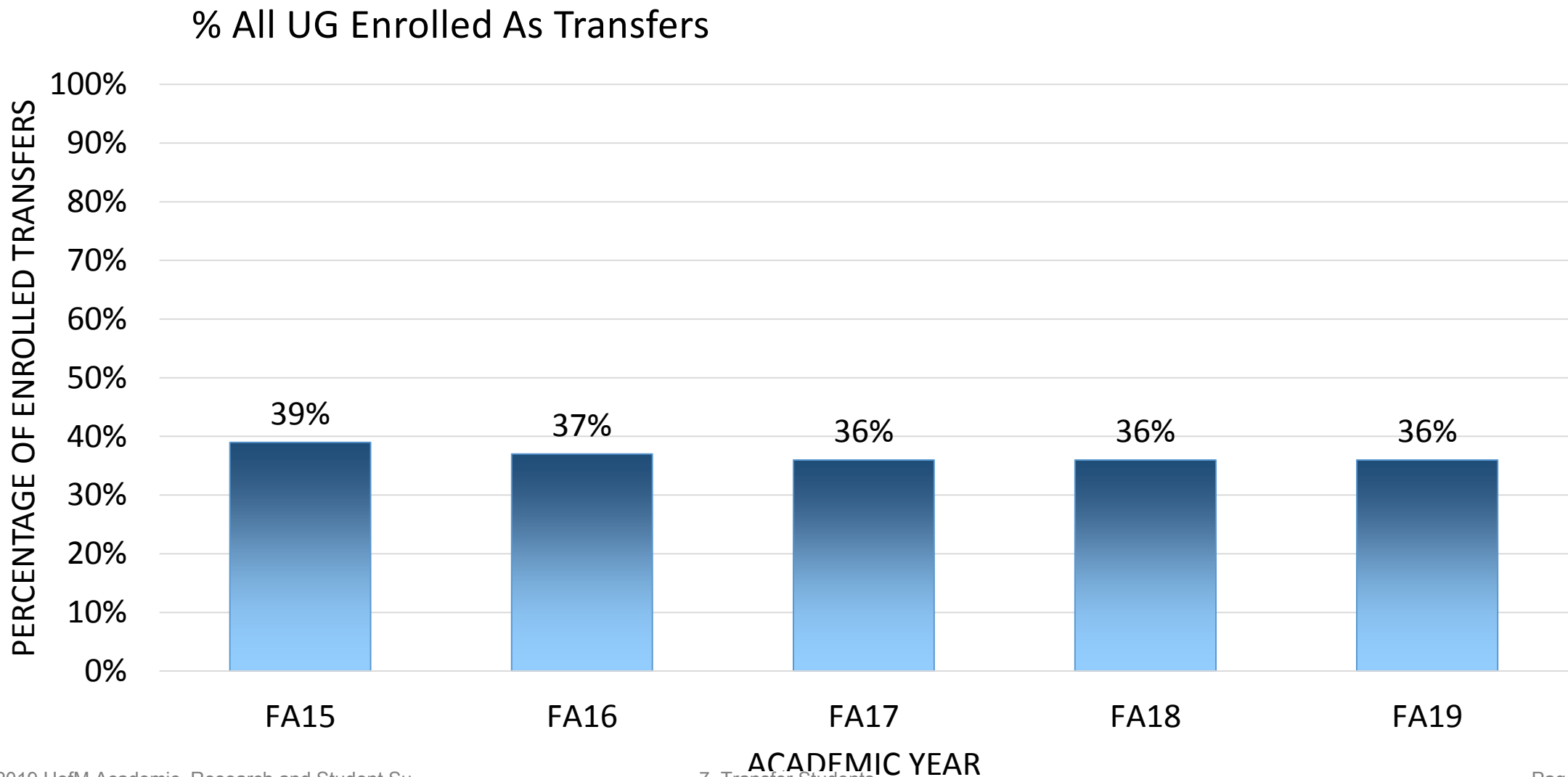


DECEMBER 2019

Undergraduate Transfer Enrollment

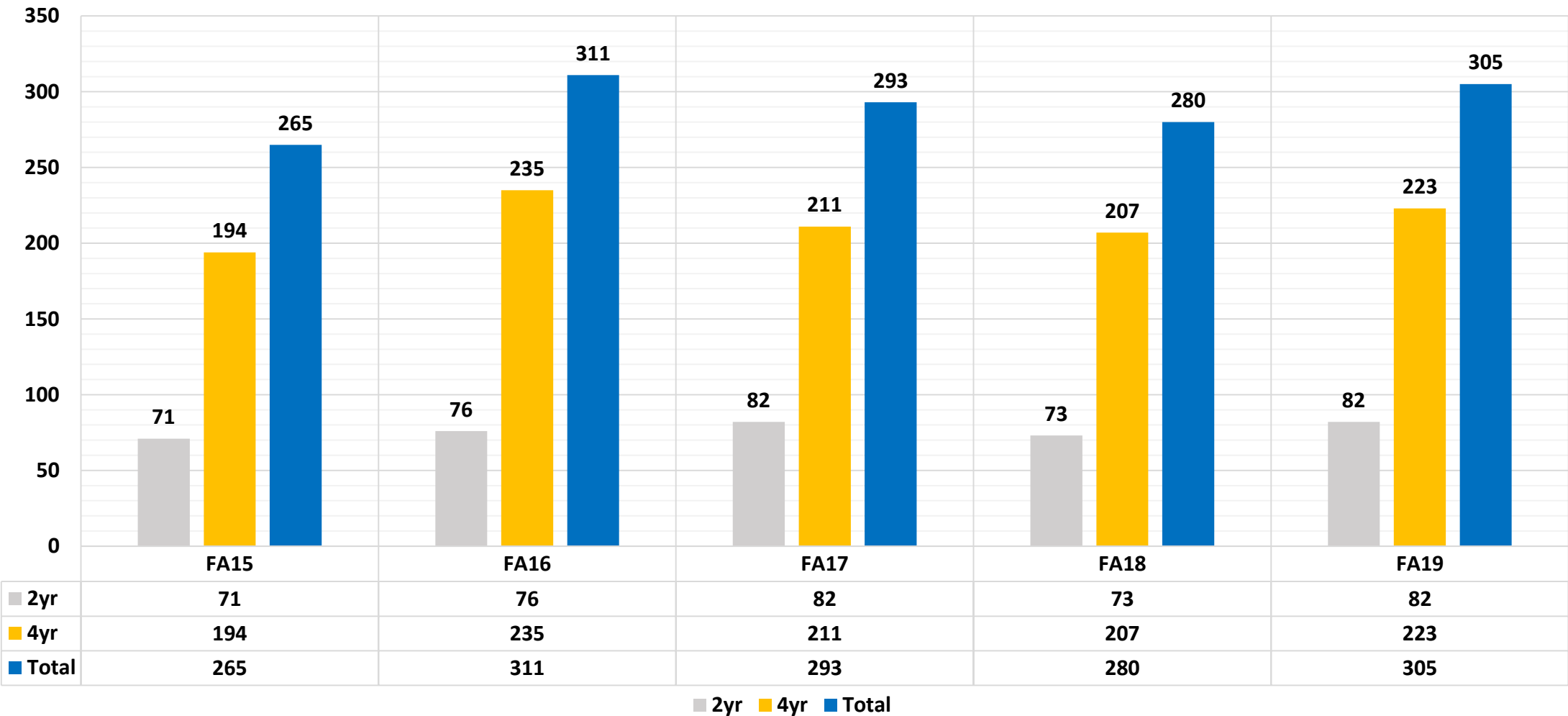


Percentage of All Undergraduate Enrolled as Transfers



Number of Unique Transfer Institutions

2YR vs 4YR



First-Time Transfer by Overall Cumulative Hours

FALL

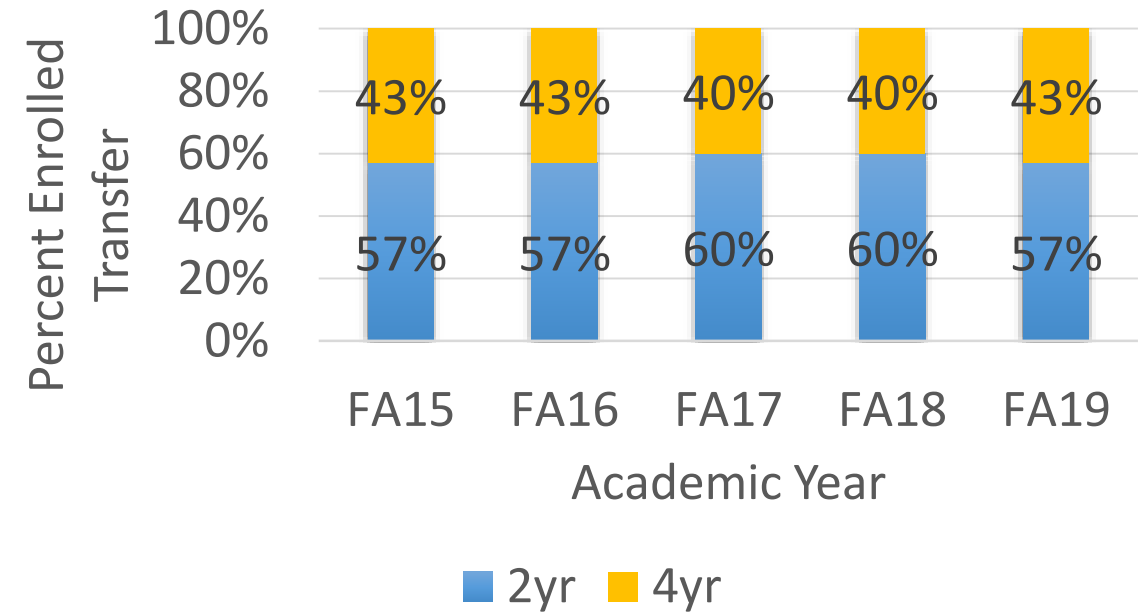
	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19
90+	155	165	151	160	178
60-89	384	400	416	417	469
31-59	476	499	511	537	514
0-30	338	331	302	305	294
Total	1353	1395	1380	1419	1455

SPRING

	Spring 16	Spring 17	Spring 18	Spring 19
90+	77	93	76	93
60-89	176	143	156	162
31-59	242	225	218	191
0-30	210	180	183	153
Total	705	641	633	599

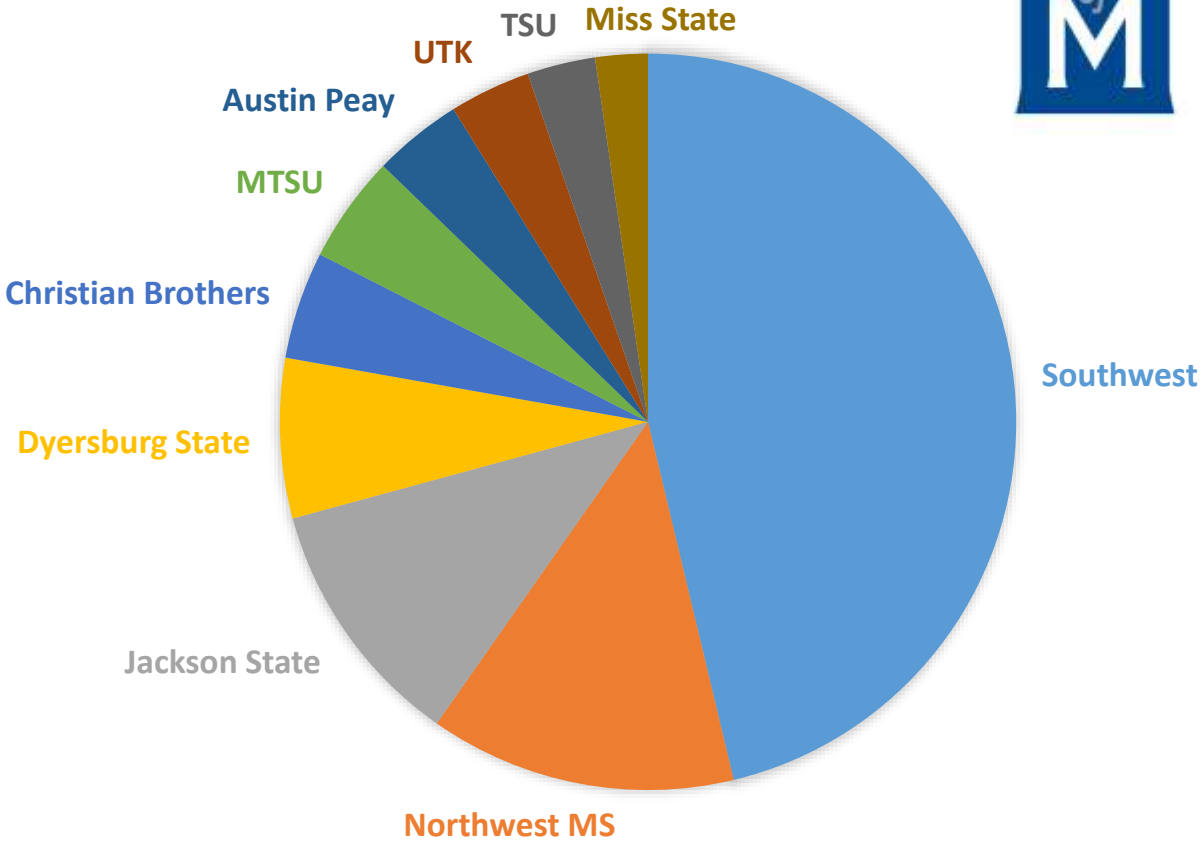
2yr vs 4yr Institution Transfers

Average GPA and Cumulative Hours					
	FA15	FA16	FA17	FA18	FA19
2yr - GPA	2.85	2.85	2.86	2.9	2.9
2yr - Cumulative hours	55	54	54	55	57
4yr - GPA	2.7	2.68	2.75	2.85	2.78
4yr - Cumulative hours	56	57	56	59	59



Fall 2019 10 Most Common Transfer Institutions

FALL 2019 10 MOST COMMON TRANSFER INSTITUTIONS



Fall 2019 10 Most Common Transfer Institutions*

Institution	#
Southwest	402
Northwest MS	117
Jackson State	96
Dyersburg State	61
Christian Brothers	41
MTSU	41
Austin Peay	34
UTK	31
TSU	26
Miss State	20

*Uses most recent transfer institution

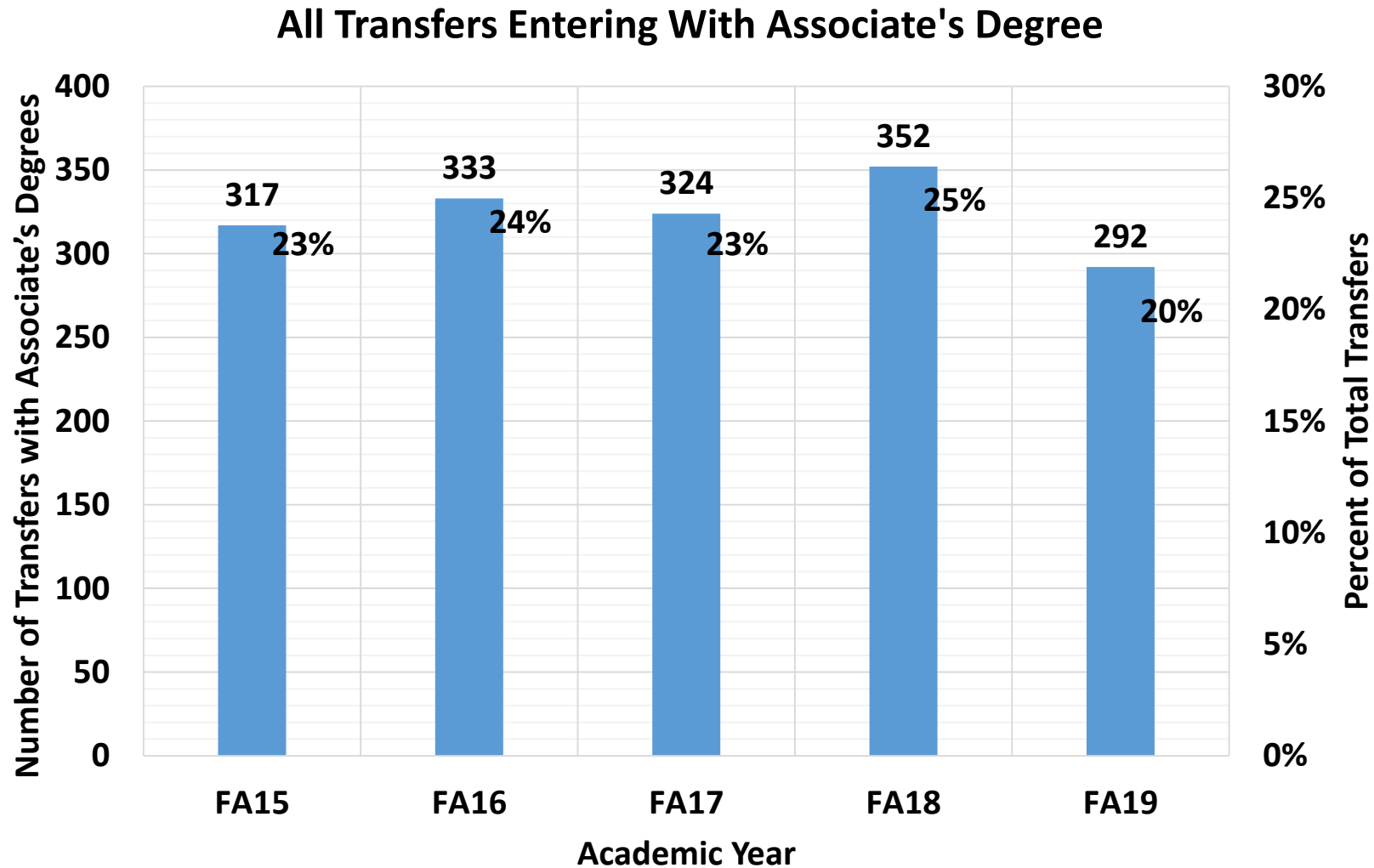
Fall 2019 Student Profiles

Avg Transfer GPA	2.85
Avg Cumulative Hours	58
Avg Age	25
Median Age	22
% 25YO+	30%
Age Range	18-67
Avg Prior Inst	1.6
Prior Inst Range	1-8
PELL	722 (49.6%)
PELL Avg Amt	\$2,442
Inst Aid	63 (4.3%)
Inst Aid Avg Amt	\$4,048



DECEMBER 2019

Transfers Entering with Associates Degree



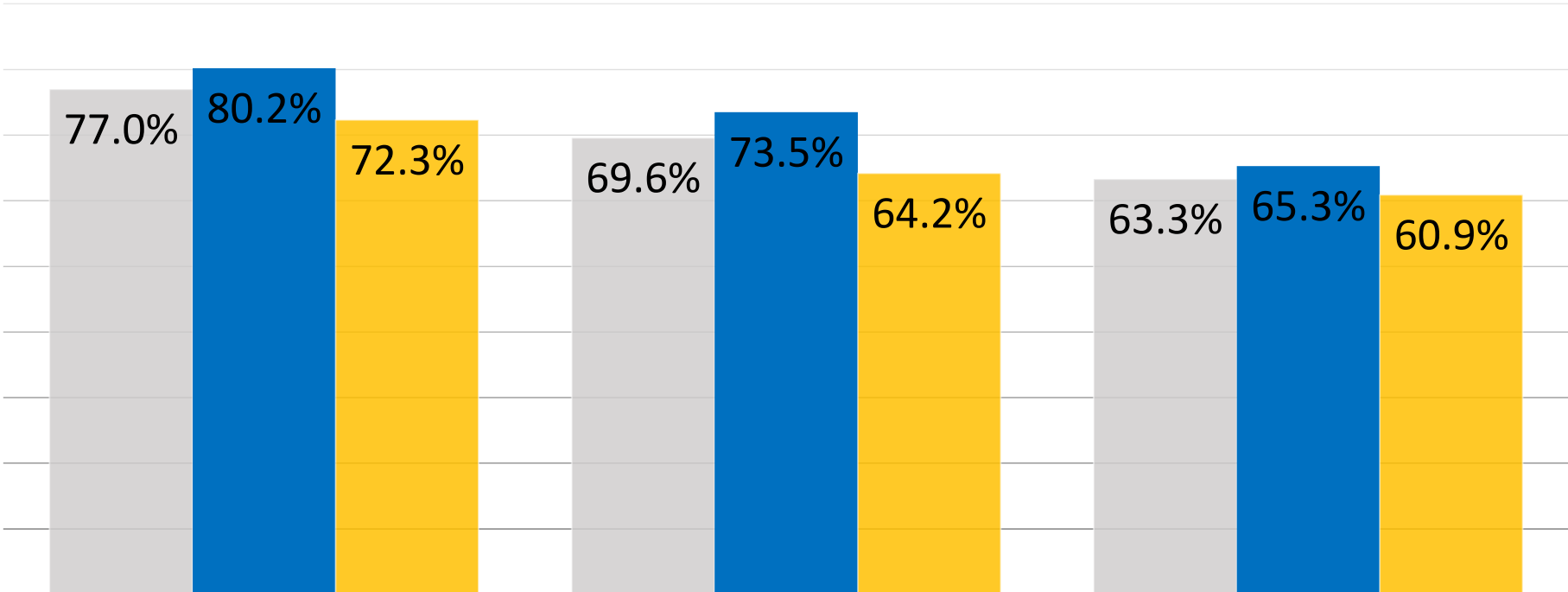
Top Majors and Enrollment Among New Transfers

Fall 2019 Top Majors and Enrollment Among New Transfers

Acad Focus- Health Professions	129
Health Studies	129
Professional Studies	129
Psychology	98
Nursing	91
Biology	64
Accounting	53
Criminology and Criminal Justice	51
Computer Science	46
Teaching All Learners	40
Acad Focus- Social Sciences	39
Management	36

2019 Transfer Retention Rates

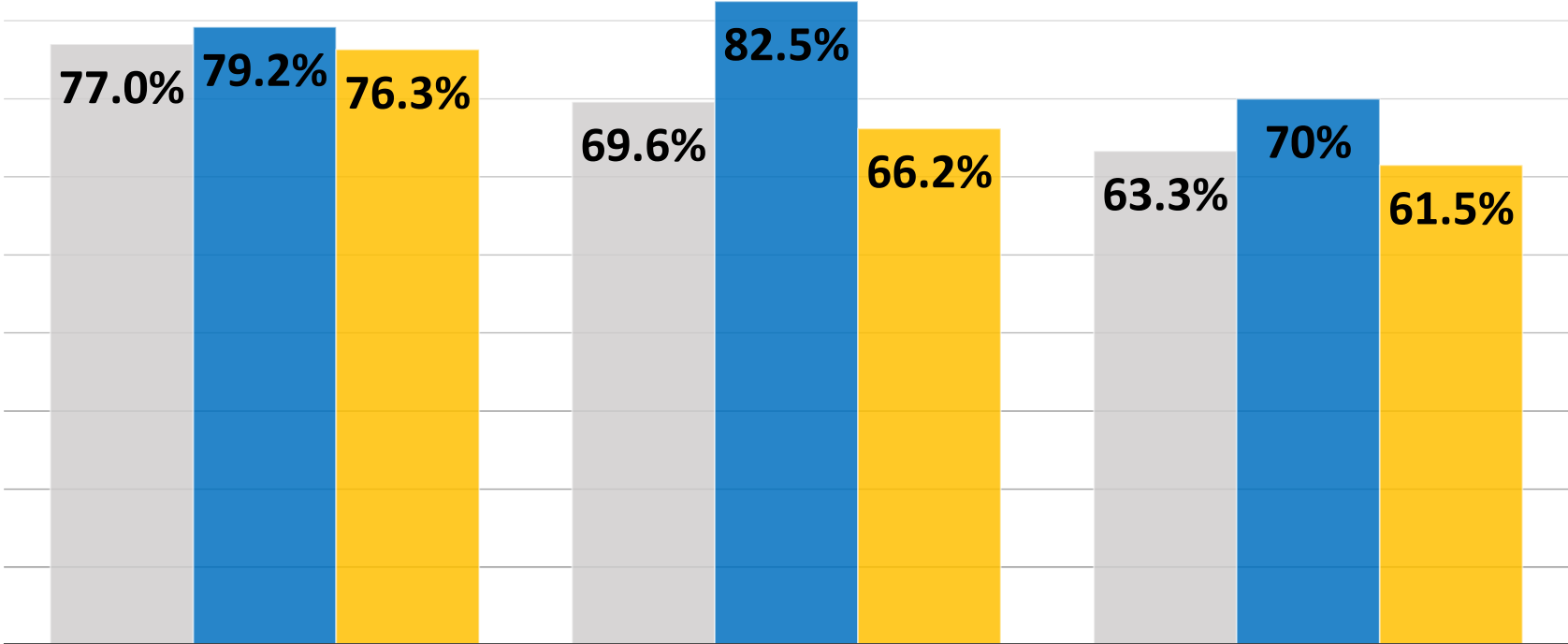
2019 Retention Rates - Institution Type



	1yr Ret	2yr Ret	3yr Ret
Total	77.0%	69.6%	63.3%
From 2yr	80.2%	73.5%	65.3%
From 4vr	72.3%	64.2%	60.9%

2019 Transfer Retention Rates

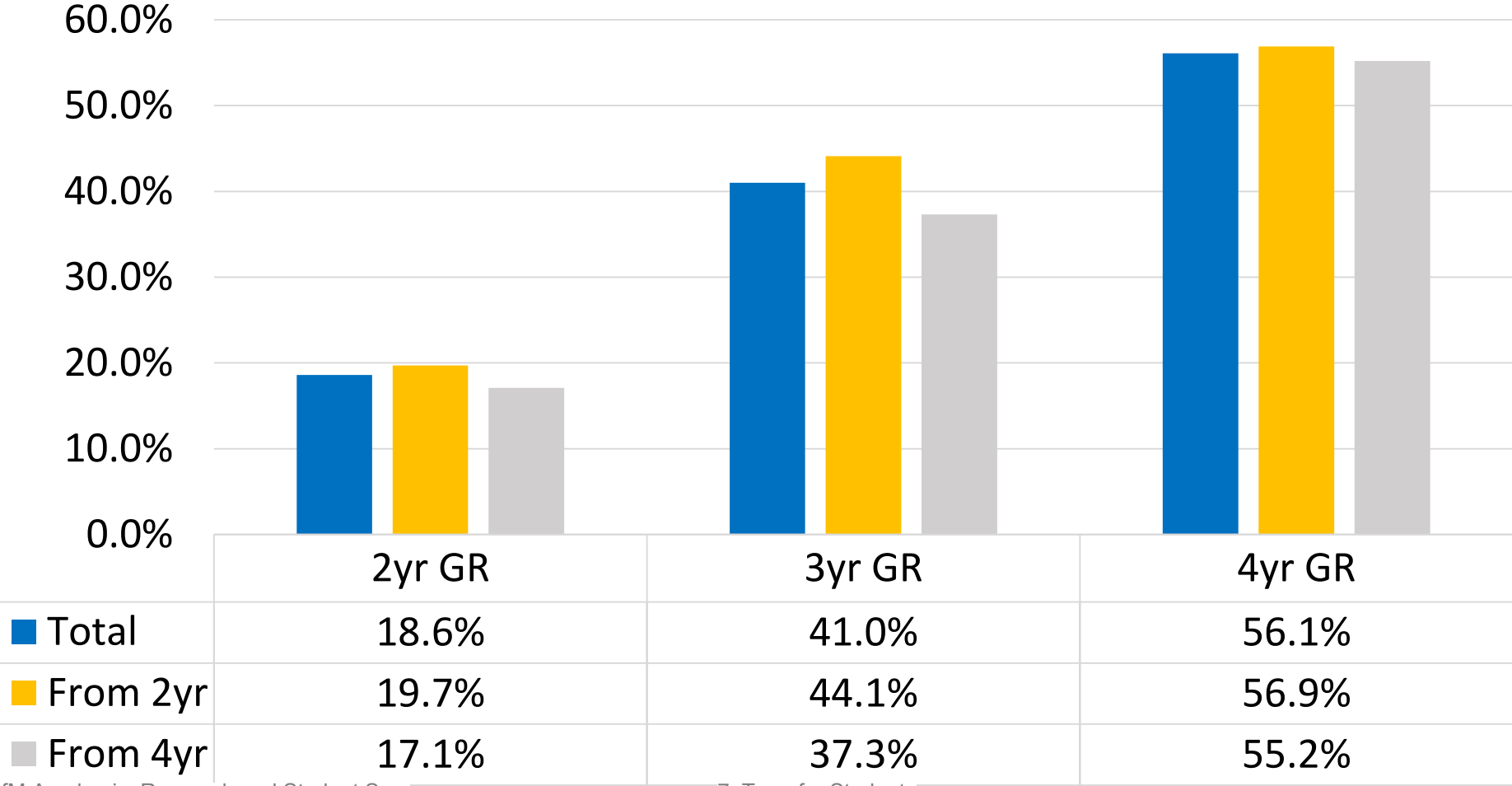
2019 Retention Rates - Associate's Status



	1yr Ret	2yr Ret	3yr Ret
Total	77.0%	69.6%	63.3%
With Associate's	79.2%	82.5%	70%
W/O Associate's	76.3%	66.2%	61.5%

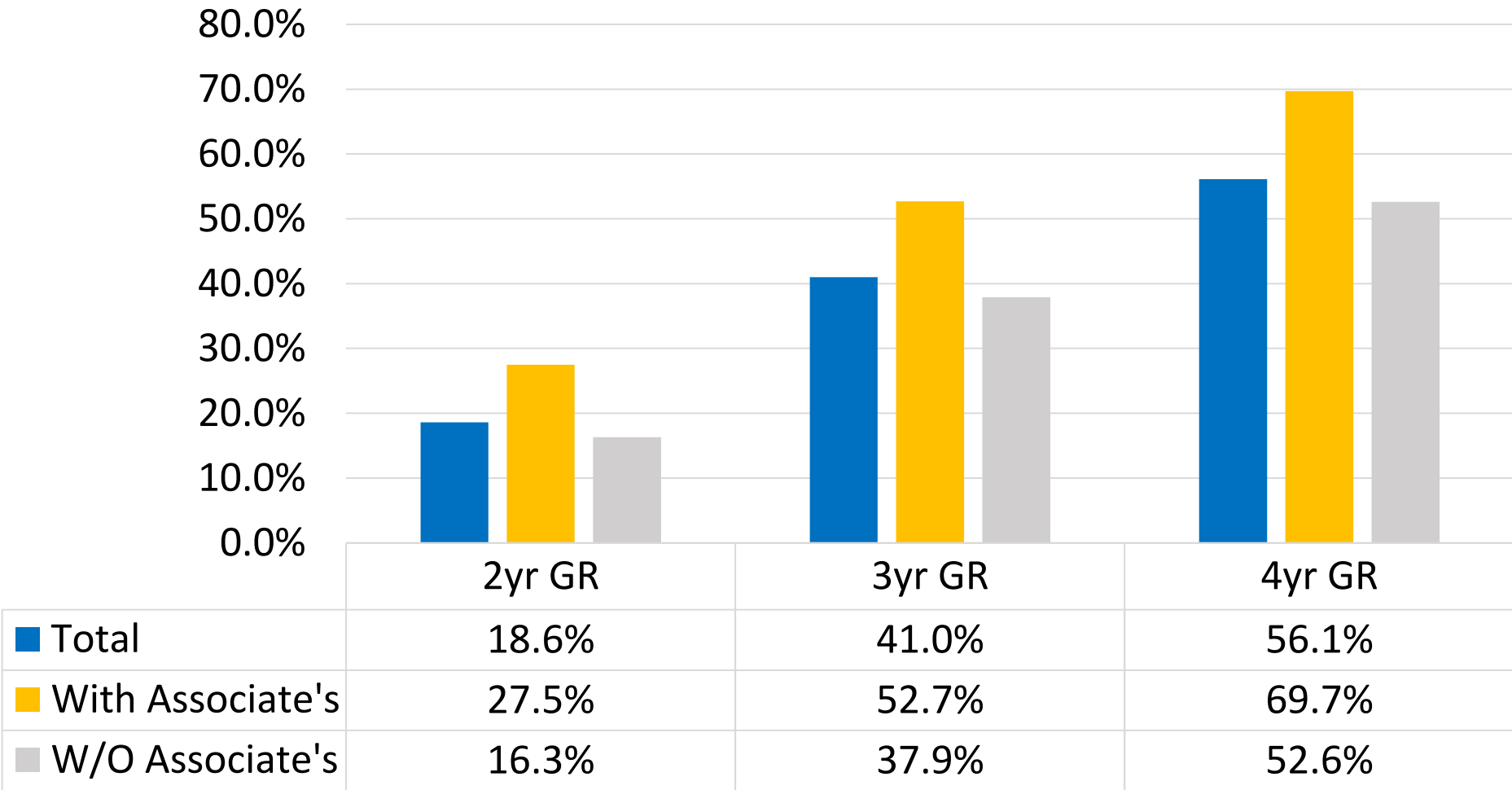
2019 Transfer Graduation Rates

2019 Graduation Rates - Institution Type

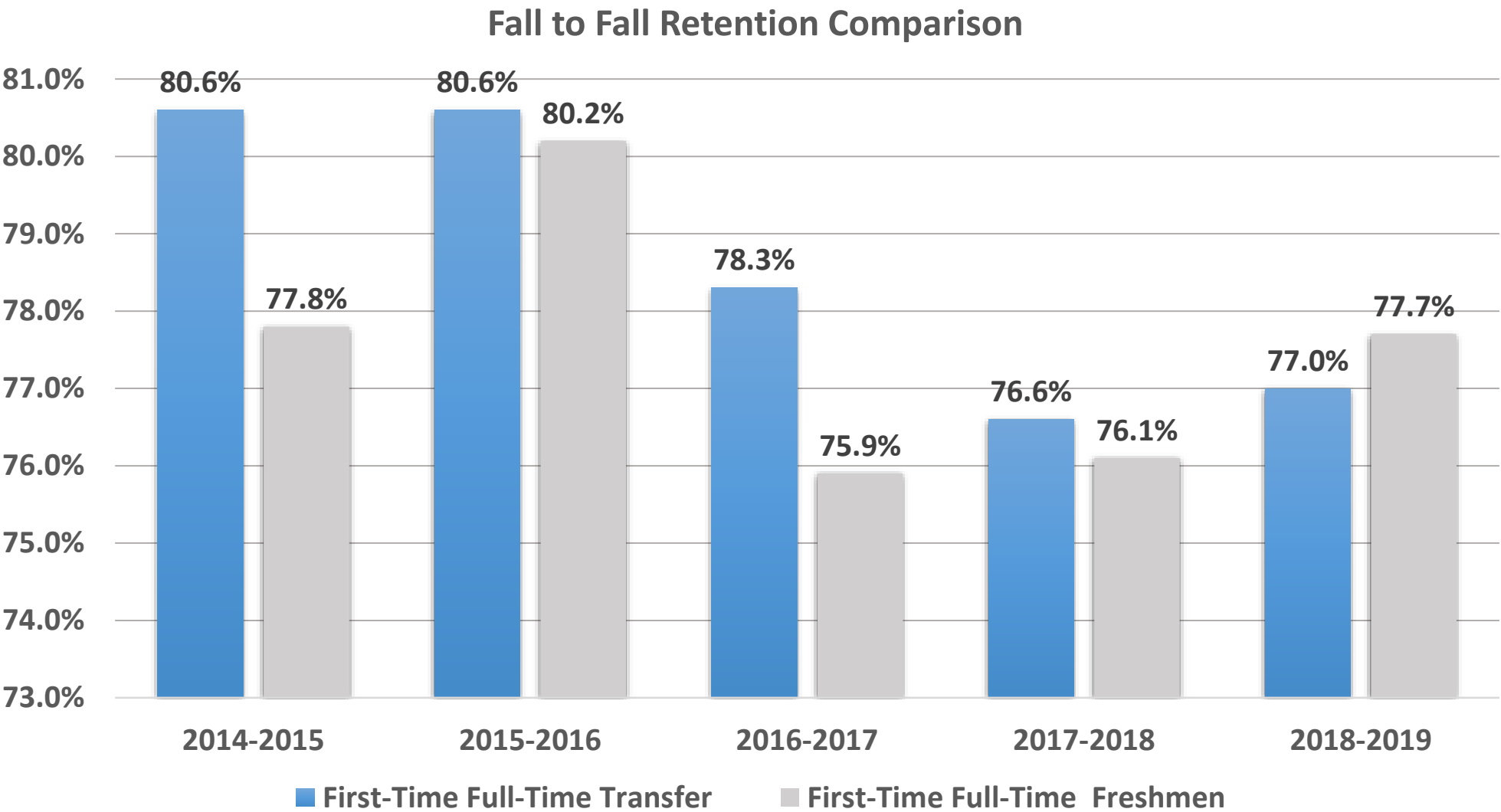


2019 Transfer Graduation Rates

2019 Graduation Rates - Associate's Status



Fall-to-Fall Retention Comparison



QUESTIONS?



DECEMBER 2019

8. Faculty Athletic Committee

Presentation

Presented by K. B. Turner

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Presentation Title: Faculty Athletic Committee Overview

Presented by: Dr. K. B. Turner, Chair of the Department of Criminology and Criminal Justice

Dr. Turner will provide an overview of the role and activities of the Faculty Athletic Committee.

The 2019-2020 Faculty Athletics Committee (FAC)

Faculty Athletics Committee

Dr. KB Turner

Associate Prof., & Chair, Dept. Criminology &
Criminal Justice & Chair, FAC

December 4, 2019

Wilder Student Union



DECEMBER 2019

To Highlight the Role of the FAC

- The Faculty Athletics Committee serves as the faculty advisory group to the President on institutional issues related to intercollegiate athletics. It fosters the University's commitment to academic integrity within the athletic department, strives to ensure that the athletic department operates in consonance with the University's educational mission and actively promotes the welfare and educational success of our student-athletes.

Activities of the FAC

- Review and assist in the development of policies for the intercollegiate athletic programs of the University.
- Review and assist in the development of policies for the Center for Athletic Academic Services. Provide external review of this Center on a periodic basis.
- Review and make recommendations for policies regarding academic eligibility of student athletes.
- The chair or designee shall be consulted regarding searches for head coaches and senior administrators.
- If the President so directs, review and make recommendations regarding any other matters arising from the intercollegiate athletic programs of the University.

FAC Membership

- KB Turner-Associate Prof. & Chair, Dept. of Criminology & Criminal Justice
- Tom Banning- Associate Prof. College of Engineering & Faculty Senate President
- Brennan Berg - Associate Prof. Kemmons Wilson School of Hospitality and Resort Management
- Lynda Wray Black- Associate Prof. Humphrey School Law & Faculty Athletics Representative (FAR)
- Niki Bray- Clinical Assistant Prof. School of Health Studies
- Kensha Clark- Assistant Prof. Dept. of Chemistry
- Tracy Mason Collins- Clinical Associate Prof. Loewenberg College of Nursing
- Melloni Cook-Associate Prof. Dept. of Psychology
- George Deitz- Associate Prof. Dept. of Marketing & Supply Chain Management
- William Hunter- Associate Prof. Instruction and Curriculum Leadership
- Esra Ozdenerol-Prof. Dept. of Earth Sciences
- Antonio de Velasco- Associate Prof. Dept. of Communication

FAC Meetings

- Monthly meetings held on the last Tuesday of the month at 4:45 pm.
- Reports presented by various representatives from the Athletics Office, including the Athletic Director.

Upcoming Initiative

- Currently exploring issues related to athletics and mental illness for our first annual initiative.

Annual report

- The Annual Report shall be prepared by the Chair on or before the start date of the fall semester. It shall contain, at least, copies of all approved minutes of the meetings of the Faculty Athletics Committee and those recommendations adopted by the committee for the President's consideration.

Questions?

9. Global/FedEx Life Update

Presentation

Presented by Richard Irwin

The University of Memphis Board of Trustees

Recommendation

Presentation

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Topic: UofM Global Update

Presented by: Richard Irwin, Executive Dan, UofM Global and College of Professional and Liberal Studies

Background:

Dr. Irwin will provide an overview of UofM Global and discuss the partnership between FedEx and the program and the benefit to the FedEx employees. Dr. Irwin will also discuss new program with Methodist LeBonheur Healthcare.

UofM Global Update

Dr. Richard Irwin
Executive Dean, UofM Global and
College of Professional & Liberal Studies

December 4, 2019
Wilder Student Union
UofM Lambuth



DECEMBER 2019

- 2017: Rebranded as **UofM Global** to **expand and centralize services**
 - **Comprehensive student success services** including 24/7 tutoring, virtual advising
 - 412 Global applications F17
- High **quality online programming**
 - **#1** Online College in **Tennessee**
 - **#58** in US News and World Report **Online Bachelor's Degree ranking**
 - 40+ **Nationally Ranked** Programs
 - 50%+ taught by **tenured/full time faculty**
 - **100 fully online programs** as of Spring 2020

- **Global enrollment** has increased **15% annually**
 - **3400+** fully online students Fall 2019
 - **1300 Graduate** Students
 - **2100 Undergraduate** Students
 - Student Advocates dedicated to assisting UofM Global students from **inquiry**, through **admission**, and after **enrollment**
 - UofM Global undergraduate applications increased to 1200+ Fall 2019
- **Credit Accumulation**
 - **28%** of all credits were **completed online** Fall 2019
 - **More than half** of summer students took **at least one class online**
 - **79%** of Spring 2019 **graduates** took at least **one online class**



Learning inspired by FedEx (LiFE)

- **Innovative partnership** between **FedEx** and **UofM Global** to expand the educational benefits of FedEx employees
- **Over 2000 active LiFE students** engaged in all educational levels: high school equivalency, earning admission to the UofM, or enrolled in UofM Global coursework
 - LiFE enrollment **doubled** from **Spring 2019** to **Fall 2019**
 - **Spring 2020** enrollment on track to **double** once again



December 2019 UofM Academic, Research and Student Su...



9. Global/FedEx Life Update

- New program launched November 2019 in partnership with **Methodist Le Bonheur Healthcare** and **UofM Global** to deliver career pathways to MLH employees
- Personalized options for **upskilling MLH employees**
 - Certifications in **high need areas** of **Certified Nursing Assistant** and **Surgical Technicians**
 - **Bachelor's Degree** options via UofM Global for non-clinical **career pathways**

10. Carnegie R1 Research Goal: Progress Update

Presentation

Presented by Jasbir Dhaliwal

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 4, 2019

Committee: Academic, Research & Student Success Committee

Presentation Title: Carnegie R1 Research Goal – Progress Update

Presented by: Dr. Jasbir Dhaliwal, Executive Vice President for Research and Innovation

Dr. Dhaliwal will provide an update related to the UofM's progress towards Research I status.

Carnegie R1 Research Goal: Progress Update

Academic, Research & Student Success

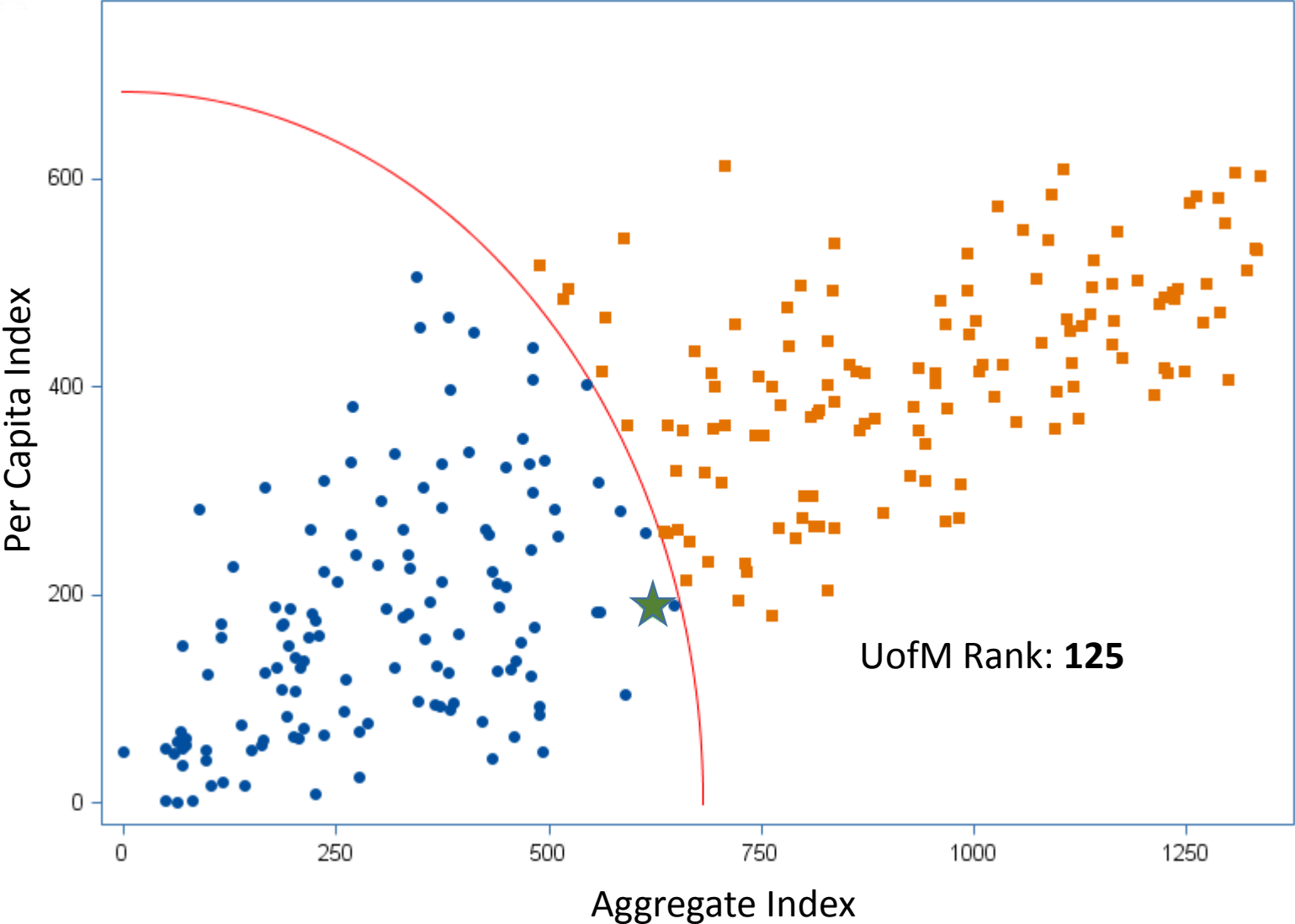
Jasbir Dhaliwal
EVP for Research & Innovation

December 4, 2019
Wilder Student Union
UofM Lambuth



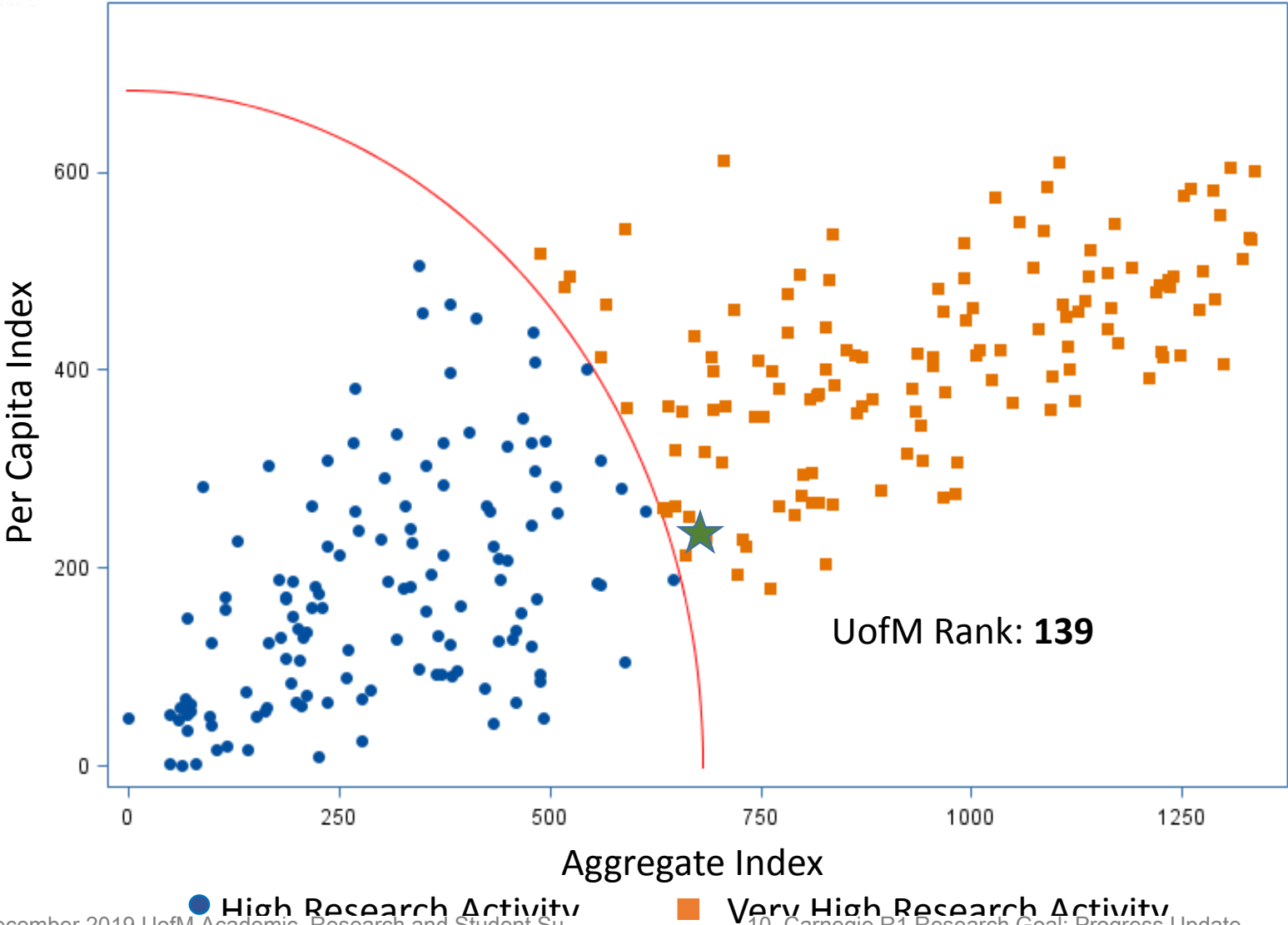
DECEMBER 2019

Last Carnegie Classification



Metric	2017 Values
Science & Engineering Expenditures	\$ 41,192
Non-Science & Engineering Expenditures	\$ 8,503
Post Docs/Research Staff	28
Humanities Doctoral Degrees	33
Social Science Doctoral Degrees	23
STEM Doctoral Degrees	35
Other Doctoral Degrees	71
Instructional Faculty	727

Carnegie Classification with 2019 UofM Data



Metric	2019 Values
Science & Engineering Expenditures	\$ 50,819
Non-Science & Engineering Expenditures	\$ 13,478
Post Docs/Research Staff	40
Humanities Doctoral Degrees	42
Social Science Doctoral Degrees	20
STEM Doctoral Degrees	36
Other Doctoral Degrees	70
Instructional Faculty	710

All other schools are 2017 data, except for UofM, which was updated to 2019 expenditures and estimated degrees.

Research Grants & Contracts Update

Sept 1 – Nov 30, 2019

Learner Data Institute Vasile Rus (<i>Computer Science</i>)	<i>NSF</i>	\$2,584,309.00
Public Safety Institute (<i>SUAPP/CAS</i>)	<i>City of Memphis</i>	\$1,575,000.00
Rehabilitation Counselor Training Program Steve Zanskas (<i>CEPR</i>)	<i>Dept of Ed</i>	\$1,000,000.00
Collaborative Research: Immune mechanisms and epidemiological consequences of tolerance in a naturally occurring host-pathogen system James Adelman (<i>Biology</i>)	<i>NSF</i>	\$423,407.00
CPS: Small: Inkjet Printed Flexible Electronic CPS with Context-aware Events of Interest Detection Bashir Morshed (<i>EECE</i>)	<i>NSF</i>	\$499,841.00
ETS Sponsored Research Engagement (<i>IIS</i>)	<i>Private Sponsor</i>	\$186,660.00
Smithsonian Science in the Classroom: Improving Student Achievement Across State Borders and State Standards Christine Bertz (<i>CREP</i>)	<i>Smithsonian Institute</i>	\$149,992.00
Bluff City Snapshot Program tracking blight in Memphis Brian Waldron (<i>CAESER</i>)	<i>City of Memphis</i>	\$149,992.00
The Impact of Stress and Resilience on Obesity-Related Metabolic Complications in Adolescents (<i>SOAR</i>) Kathryn Howell (<i>Psychology</i>)	<i>Texas A&M (Sub)</i>	\$116,754.00

Total awards during period: \$7,571,476.25

11. Additional Committee Business

12. Adjournment