

LCB File No. T009-99

TEMPORARY REGULATION OF THE STATE BOARD OF EDUCATION

**ADOPTED REGULATION OF THE
NEVADA STATE BOARD OF EDUCATION**

Explanation: Matter underlined is new; matter in brackets [] is material to be omitted.

AUTHORITY: NRS 385.080 and NRS 389.083

COURSE OF STUDY FOR AMERICAN SIGN LANGUAGE (ASL)

Section 1. Chapter 389 of NAC is hereby amended by adding thereto new regulations as follows:

A. After the 1st year of instruction, the student must demonstrate the following learning outcomes:

1. Receptive

(a) Can comprehend simple statements and questions in standard dialect.

(b) Has both general and detailed understanding of short, discrete expressions.

(c) Comprehends the main idea of extended but simple messages and conversations.

(d) Can require repetition for comprehension even when watching persons who are used to signing with non fluent signers.

2. Expressive

(a) Can express basic personal needs and compose statements, questions, and short messages.

(b) Although errors in sign production and grammar can occur, signing can be understood by fluent ASL signers used to dealing with non fluent ASL signers.

3. Interactive

(a) Can initiate and respond to simple statements and engage in simple face-to-face conversations within the vocabulary and structure appropriate to the communicative situations and functions of this level.

(b) Can be understood, with repetitions and rephrasing, by fluent signers used to a non fluent signer attempting to communicate with their language.

4. Cultural

(a) Has knowledge of taught aspects of the deaf culture and is aware of the existence of cultures other than his/her own.

(b) Is able to function in authentic, common, everyday situations but makes cultural errors that impede communication even with ASL fluent signers accustomed to dealing with non fluent ASL signers.

(c) Be familiar with important current events and prominent persons in the country of the culture being studied.

(d) Be familiar with the location and geographical signs of the area in which the ASL class is taken.

B. After the 2nd year of instruction, the student must demonstrate the following learning outcomes:

1. Receptive

(a) Can comprehend short conversations in standard dialects based on region, age, and educational differences.

(b) Limited vocabulary range necessitates repetitions and/or rephrasing for understanding.

(c) Can understand frequently used grammatical features and can utilize word order patterns into simple sentences.

(d) Has a basic understanding of longer conversations and messages within familiar communicative situations.

(e) Can sustain comprehension through contextual inferences in short communications with fluent signers who are aware of student's lack of fluency.

2. Expressive

(a) Can use intermediate vocabulary and commonly encountered structures.

(b) Can express present, future, and past ideas comprehensively.

(c) Major errors still occur in expressing more complex thoughts.

(d) Begins to develop sequential relationships.

(e) Signing is comprehensible to affluent ASL signers used to dealing with non fluent signers.

3. Interactive

(a) Initiate and sustain conversation, but limited vocabulary range necessitates hesitation and paraphrasing.

(b) Can use the more common grammatical features but still makes many errors in formation and selection.

(c) Can use word order accurately in conversation in more complex patterns.

(d) Can sustain coherent structures in short communication.

(e) Extended communication is cohesive.

(f) Can sign comprehensively but has difficulty producing certain features in certain positions or combinations.

(g) Signing can be labored and may need to be repeated to be understood by fluent ASL signers.

4. Cultural

(a) Shows understanding of cultures as systems of values that evolve with time.

(b) Able to show how certain values are associated with certain behavior patterns in his/her culture as well as the deaf culture.

(c) Can distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors.

(d) May continue to show misunderstandings in applying this knowledge.

(e) May miscommunicate sometimes with fluent ASL signers not accustomed to non fluent signers.

(f) Continue to demonstrate an awareness of important current events and prominent persons in the country of the culture being studied.

(g) Continue to demonstrate familiarity with the location and geographical signs of the area in which the ASL class is taken.

C. After the 3rd year of instruction the student must demonstrate the following learning outcomes:

1. Receptive

(a) Can comprehend intermediate length conversations in standard dialects based on region, age and educational differences.

(b) Has extended vocabulary range which necessitates fewer repetitions and/or rephrasing for understanding.

(c) Continues development of frequently used grammatical features and word order patterns into intermediate sentences.

(d) Has an advanced understanding of longer conversations and messages within familiar communicative situations.

(e) Can sustain comprehension through contextual inferences in short communications with fluent signers.

2. Expressive

(a) Continues development of advanced vocabulary and commonly encountered structures.

(b) Has advanced proficiency in expressing present, future, and past ideas comprehensively.

(c) Improves command in expressing more complex thoughts.

(d) Continues development of sequential relationships.

(e) Demonstrates signing that is comprehensible to fluent ASL signers.

3. Interactive

(a) Continues development in initiating and sustaining conversation.

(b) Improves vocabulary range, paraphrasing, and use of the more common grammatical features will produce less errors in formation and selection.

(c) Can use word order accurately in conversation in more complex patterns.

(d) Can sustain coherent structures in intermediate communications.

(e) Demonstrates extended communication which is cohesive.

(f) Can sign comprehensively with little or no difficulty.

(g) Demonstrates signing which is less labored and less repetitious for comprehension by fluent ASL signers.

4. Cultural

(a) Shows continued understanding of cultures as systems of values that evolve with time.

(b) Demonstrates how certain values are associated with certain behavior patterns in his/her culture as well as the deaf culture.

(c) Can distinguish culturally authentic patterns of behavior from idiosyncratic behaviors.

(d) Demonstrates advanced ability in applying this knowledge.

(e) Demonstrates development of knowledge of major current and historical events and persons of the culture.

(f) Develops a greater understanding of location and geographical signs used in the area in which the ASL class is taught.

(g) Become familiar with signs systems derived from ASL.

D. After the 4th year of instruction, the student must demonstrate the following learning outcomes:

1. Receptive

(a) Can understand a wide variety of registers delivered with little or no repetition and paraphrasing by fluent signers.

(b) Can understand most points of discussions or presentations on familiar topics; continued development and mastery of more advanced signed communication.

2. Expressive

(a) Can organize presentations on everyday topics and complex ideas with advanced vocabulary to express himself/herself clearly.

(b) Demonstrates advanced control of the morphology of the language and of most of the frequently used syntactic structures.

(c) Signing in ASL is comprehensible to a fluent signer.

3. Interactive

(a) Can handle most communicative situations with confidence.

(b) Continued development towards mastery of complicated or difficult material; advanced control of more complex structures.

4. Cultural

(a) Shows understanding of most culturally determined behaviors of the deaf community.

(b) Demonstrates a general appreciation for the deaf culture.

(c) Is generally able to avoid misunderstandings in everyday situations.

(d) Is able to use the context to guess at the meaning of some unfamiliar cultural behaviors.

(e) Shows initiative and ease in using culturally appropriate behaviors acquired by observation of authentic needs.

(f) Development of knowledge of major current and historical events and persons of the culture.

(g) Develops a greater understanding of location and geographical signs used in the area in which the ASL class is taught.

(h) Become familiar with the signs systems derived from ASL.

**NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION**

**LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
NAC 389, American Sign Language Course of Study**

IMPACT STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) 389, American Sign Language Course of Study:

- 1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.**

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately one-hundred twenty-five individuals and educational organizations. One workshop was held December 11, 1998. There were comments from the public. No written comments from the public were received.

The Notice of Intent to Act Upon a Regulation for public hearing on the proposed revisions was sent to approximately one-hundred twenty-five individuals and educational organizations. Two public hearings were conducted on December 12, 1998, and January 19, 1999, to provide the opportunity for comments by affected parties and the public. There were comments from the public. No written comments from the public were received.

- 2. The Number of Persons Who:**

a) **Attended Each Hearing:** Workshop: 23 First Hearing: 27 Second Hearing: 14

b) **Testified at Each Hearing;** Workshop: 1 First Hearing: 1 Second Hearing: 3

and,

c) **Submitted Written Statements:** Workshop: 0 First Hearing: 0 Second Hearing: 0

A copy of any written comments may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (702) 687-9225, or by writing to the Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

- 3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.**

Comment was solicited through the workshop notice of November 9, 1998, and public hearing notices of November 9, 1998, and December 15, 1998.

At the December 11, 1998, workshop, a parent came forward and stated that her daughter is being taught sign language in school and would like to see the program continued.

At the December 12, 1998, public hearing, Richard Cawley, President, Commission on Professional Standards in Education, advised that the commission held its first public hearing on proposed licensure for a teacher of American Sign Language; a second hearing for possible adoption is scheduled for their January meeting.

At the January 19, 1999, public hearing, three individuals came forward to support the proposed language: Catherine Black, Instructor/Interpreter and member of the American Sign Language Task Force; Todd Butterworth, Services Coordinator, Rehabilitation Division, Department of Human Resources; and, Maureen Fradiani, TTY Coordinator, Telecommunications of the Deaf.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (702) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The temporary regulation was adopted by the Nevada State Board of Education at the public hearing on January 19, 1999, without change to the proposed language.

5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:

There is no economic effect on the school districts. There is no estimated economic effect on the public.

6. The estimated cost to the agency for enforcement of the adopted regulation.

There is no additional cost to the agency for enforcement of this regulation.

7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

- 8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

- 9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.