

LCB File No. R036-99

PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

Explanation: Matter in *italics* 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. NAC 389 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 question 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 a 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 fluent 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.