

**Appendix A:**

Deaf Studies Program Assessment Plan

Program goals and learning outcomes (PLO's):

What should Deaf Studies students know, value, and be able to do at the time of graduation?

Program Learning Outcomes	Assessment methods
1. <b>Demonstrate</b> the ability to communicate in American Sign Language with Deaf people.	Tested repeatedly throughout the program in numerous ways but specifically tested in DEAF 51, DEAF 52, DEAF 53, DEAF 154, and DEAF 155.  See the following rubrics for examples: <a href="#">Appendix C</a> : American Sign Language Public Presentation Rubric <a href="#">Appendix D</a> : American Sign Language Video Assignment Rubric <a href="#">Appendix H</a> : Signing Proficiency Exam Rubric
2. <b>Identify</b> major features and issues in the Deaf Community and Deaf Culture.	This is developed throughout the curriculum particularly DEAF 60, 161,162, 163, 165, 166. This is assessed through a variety of written assessments including short reaction papers, essays and research papers.
3. <b>Demonstrate</b> an understanding of the impact of power, privilege, and oppression on the Deaf Community that result in Deaf people's experience of prejudice, discrimination, and inequity.	This is developed throughout the curriculum particularly DEAF 161,162, 166. This is assessed through a variety of written assessments including short reaction papers, essays and research papers.
4. <b>Demonstrate</b> and understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.	
5. Demonstrate an appreciation of the contributions of Deaf people to the arts and humanities.	This is developed in DEAF 162 and DEAF 163 and assessed through exam questions, presentations, essays and short reaction papers. Expanded criteria for this PLO need to be developed and applied across the curriculum
6. <b>Describe</b> and <b>explain</b> how communication between Hearing people and Deaf people is important to society.	An expanded criteria for this learning out come was developed and data collect for a particular capstone assignment. These criteria need further evaluation
7. <b>Analyze</b> critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.	This is developed in DEAF 161 Deaf history and touched on throughout the curriculum in DEAF 162, 165, 166
8. Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and <b>evaluate</b> the level of integration achieved.	This is developed particularly in our upper level ASL skills courses DEAF 154 and 155 as well as in DEAF 165, 166. This is conducted primarily through self reflective exercises both in class discussion and reflection papers.



## Appendix B: Exit Survey

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### **2014 CSUS Deaf Studies Student Exit Survey Questions:**

1. When did you graduate from CSUS?\*Required
2. Did you graduate with a double major? If so, what is the other one?\*Required
3. Did you have a minor? If so, what was your minor?
4. Did you further your education after you graduated? If so, where did you go? What was your field and program (IPP, Teaching Credential, Master's degree etc.)\*Required
5. What is your current job and position? What do you do? Explain how your Deaf Studies degree matters in this context?\*Required
6. In what ways did your Deaf Studies degree prepare you? And what would you recommend to improve the B.A. degree?\*Required
7. Do your goals for your future involve working with the Deaf Community?  
Explain.\*Require
8. Outside of work, do you currently interact with the Deaf Community in any way?  
Describe.\*Required
9. May we have your Name? And email, phone number to follow up with you in the future?

[END OF 2014 EXIT SURVEY]

## **CSUS Deaf Studies Student Feedback Survey From 2011**

### **1. Graduation Date: Fall 2010 / Spring 2011**

### **2. What type of student were you when you started at CSUS?**

Transfer from community college = 7 students = 58.3%

Started as a first year at CSUS = 5 students = 41.7%

### **3. How many semesters of ASL had you completed when you decided to major in Deaf Studies?**

None = 23.1% = 3 students

1 semester of ASL = 15.4% = 2 students

2 semesters of ASL = 15.4% = 2 students

3 semesters of ASL = 23.1% = 3 students

4 semesters of ASL = 0

5 semesters of ASL = 23.1% = 3 students

### **4. What motivated you to major in Deaf Studies?**

1. There was not a deaf studies major available when I first got to CSUS. once it became a major I was immediately drawn to it after attending my g/f's ASL1 class. been in the major ever since.
2. My ASL 1 teacher was friendly and encouraging and I really enjoyed learning the language. When I got to CSUS, my teachers blew my mind with their passion and support, and they really captivated me.
3. I had initially been pursuing a career in teaching so I felt that the language and culture knowledge would give me an "edge" in competing in the teaching field. I also was intrigued on seeing the world from a different perspective.
4. When I realized I really loved the language and didn't want to stop even though I had taken all the ASL classes. I also spoke with Dr Egbert and she strongly encouraged me to look into it as a possible major.
5. The language. I absolutely love ASL. I knew I needed to learn more, hopefully become fluent and learn more about Deaf Culture. I knew that if I loved the language I needed to know the background on it. My love just progressed from there.
6. The language was a major aspect. After majoring in Deaf Studies the culture and people played another big role in continuing with the major.
7. I went to an elementary school that had Deaf students in it. I fell in love with the thought of interpreting such a beautiful language. From then on, I always knew I wanted to be a interpreter.
8. I always loved the language and when I started to learn about the culture I wanted to keep learning about it.
9. I grew up in a large Deaf Community and have had many Deaf friends growing up. I was very involved in the Community but did not know why certain things were "Cultural norms" so I became a Deaf Studies major to learn more about that Community.
10. Course work and opportunities for work.
11. The love of languages in general, and also a love for ASL.
12. I fell in love with the language and the more I studied the more I liked the courses.
13. I fell in love with the language and then took some other culture classes and became hooked. I decided this is what I want to be a part of.

### **5. What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?**

1. Networking with all the teachers who truly cared about the students. Learning new vocabulary, meeting people in the deaf community, and meeting peers. volunteer, tutoring, and interpreting.
2. The program really went into depth about the people and the culture in addition to just learning a language. I feel that language majors generally just focus on the language itself, rather than the culture, and I love that this major is not like that.
3. I loved learning the language and getting to meet Deaf professionals. The strengths are professors who are educated in their field.
4. I have learned an extraordinary amount about a culture that when I started I knew very little about. The teachers are all extremely helpful and truly want us to succeed. They each support us in everything that we are doing and having that kind of support is necessary when thinking about higher education. Having people behind you constantly reassuring you that you CAN do this is crucial.

5. I loved the classes that were offered that all somewhat overlapped but still brought new ideas to different topics. I did especially LOVE the one-on-one aspect I was able to have with the professors. They are so willing to help, share and motivate you to do your absolute best. I have not had any teachers on campus as dedicated to their students as I have in the Deaf Studies Program.
6. What I enjoyed most about my experience is the people! Both the students and the professors are amazing!! The strength behind the program is, it has professor that know what they are talking about and are very knowledgeable. They go our of there way to make sure you succeed.
7. I think the strength of the program is that it is small and that the students truly feel supported by the staff. I only had one instance where I was turned away when I had a question. I felt there is a genuine desire for the students to succeed. The professors actually CARE! Wow! That is a crazy concept in a college class.
8. I loved the close community dynamics and the bonds we formed with each other, and I liked the close comfortable dynamic with the professors. In other programs there is a huge divide in the dynamics of professor and student, and in this program there isn't and professors always make you feel welcome.
9. The best thing about the Deaf Studies program is how well you get to know your Professor because of how small the ratio of students to teachers there are. The program itself as well as the Professors have a very collectivist appeal to it.
10. Access to the professors for assistance.
11. I most liked the language skills and knowledge that I gained and the people I met who shared support in my goals.
12. I really liked how close I became to other students. we had most of the same classes together so we really helped and supported each other.
13. I like being able to approach my professors and ask questions or have a discussion about everything we are learning. Some professors can be intimidating or stand offish but this department is pretty accommodating.

**6. What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?**

1. Repetition is a huge problem in the program. the classes should be far more diverse in the fields and areas it studies. I feel like each class is a mirror of itself. There was so little I learned in each class as I moved up because we had covered the same exact topics. Each book we had talked about audism, deafhood, and deaf community. I feel like we never left these topics.
2. I felt like most of the classes blended together because they all focused heavily on Deaf culture. I feel like some of the classes could have expanded on topics that are more significant to the specific class, rather than all connecting the content to culture, especially because one class is devoted to doing just that.
3. I strongly feel that there needs to be more language classes that don't necessarily focus solely on teaching from the textbook (Signing Naturally) but consider the benefit of having more interaction and conversational skills. I think some classes could be combined and still have the same effect, such as Deaf History and Deaf Culture. There has been too much repetition in what we have learned in classes. I want to say that we need more professors so we get more of a variety, but I know that's a hard request to make because of budget limitations.
4. Budget cuts were my personal issue and I know that can't be changed. Most of my struggles were a result of those.
5. I would like to see a little bit of expansion in some of the topics because we had to rush through some semesters because of the amount of content. I would have liked to have had 2 classes for Culture because of the amount of content. I also was disappointed for ASL 5 because it seemed like we did not improve in that class. Mainly we just reviewed a lot of signs but there was nothing to really help us increase our knowledge of ASL and that is your final class for learning it.
6. Things that I would like to see change is all the major classes should be in ASL. Other language departments teach in the language they are majoring in and I believe that should be the same for Deaf studies
7. We absolutely need more language classes. The last two semesters of the program have a large emphasis on the culture, which I believe is wonderful and should not be eliminated. However, students need more experience with signing. It does not necessarily have to be an ASL 6 or 7 based off of a textbook but instead just everyday life sorts of things.
8. would like to see more structure in some of the professor's courses. The weakness is that there needs to be more variety between the subjects of the program. There was such a major overlap of the course content it felt like we were taking the same course semester after semester just with different names and a slightly more in depth focus respectively.

9. The program itself is constantly changing. Sometimes it is difficult to remember which are old catalog rights and which are new. Sometimes the professors disagree with each other regarding them or the requirements.
10. More consistency and standards in classroom instruction.
11. A lot of the classes have overlapping content. Some teachers are challenging to work with.
12. I think the faculty needs to get more involved. there are one or two who are involved in the club and support students but others seem to teach and go home. they need to support the students if the students are to support their culture.
13. This might sound weird but I would like a couple more classes added. I feel like I could have taken another ASL class with more vocabulary and practice. Also to have the same teachers teaching the courses consistently rather than one semester Dr. Vicars teaches Linguistics and the next Dr. Grushkin. I think it makes them better teachers and the students get more out of it.

### **7. What specific suggestions do you have to improve the program?**

1. diversify the classes. stop teaching the same info in each class. SIGN in all classes, there are way too many students in the higher level classes who cannot fully understand ASL. do not let those who are not fluent go further, make them work to become better so they can understand the content going forward. try and help students graduate instead of making it so difficult, so many students last semester had to petition tons of times to get what was fair. make us write papers on things that really matter and that we care about and that we can relate to. not just pick a topic in the deaf community and away you go.
2. I think that a little more prep on certain topics before the class dives deep into the subject would have helped me a lot. For instance, ASL Lit should have explained the basics of poetry (hearing and Deaf) before we began reading and discussing it. I may have learned about poetry back in grade school but that was a long time ago, so it was difficult for me to understand certain topics. ASL Linguistics was very similar. Had I not taken a linguistics class a few years back I feel that I would have been struggling to understand the class. I also think that the fingerspelling and numbers class could have been more interactive, because I know that is the area that I need most help with and I don't feel like we were really challenged in that class.
3. The combination of classes (like Culture and History) in order to provide more language classes. Bring in Deaf community members for interaction in ASL classes. Create different projects in the language classes, such as; having students conduct a class survey in ASL, give a short speech, give a short "how to" lesson, instead of the usual signing of a story.
4. One thing that I have had an issue with is hearing ASL teachers speaking in classes. It doesn't help prepare the students for the next class when their teacher might be Deaf and won't speak at all. All the ASL classes should be run similarly in that there is NO TALKING done by the teacher. Also reinforcing the department policy of no students talking in class unless specifically given the OK by their teacher. The ASL classes have had a lot of issues with that this semester and it's disrespectful to the teacher as well as the other students. Also I was told that certain classes had prereqs when in reality they didn't. I don't feel it is right for a teacher to make up prereqs for classes and not have it be legit. I was told on multiple occasions that I couldn't take one of the classes I wanted because I hadn't taken the "prereq" which didn't actually exist. This set me back and was extremely frustrating.
5. I also would have liked to have more information on becoming an interpreter. We had guest speakers but I wish there might have been a portion of lecture devoted to the different avenues you could potentially go into.
6. Maybe have more information about job opportunities. I know for me I want to continue working with Deaf people and signing.
7. Bring in Deaf people so the students can communicate with them! Add more language classes.
8. I think the professors need to work together to change the structure of the program, and to give it an actual solid structure.
9. I think the program is such a new major that it really just needs time to become a more solid study.
10. Agree upon curriculum and standardize for all teachers of each subject. Offer more flexibility for students who need certain classes to graduate.
11. as I said in number 6, teachers need to get more involved and supportive of the students.
12. Same in question number 6.

### **8. What topics would you have liked to have explored in more depth as a full seminar class?**

1. new vocabulary, ASL interpreting, passing the NIC, Teaching, Education, parent education, more volunteering in the deaf community throughout the entire program.
2. I'm not sure. I really enjoyed focusing on Deaf Education and I think that that should actually be a class or should at least be a common seminar choice, because access to and lack of education is a big topic in the Deaf community.

This topic was something that I was completely oblivious to, so I feel that there are probably other topics out there like that which would enrich the students.

3. Applying your Deaf Studies degree to the real-world/workplace and taking a broader approach, not just focusing on education or interpreting.

4. Personally I would have liked to learn more about Deaf Education. I tried to take that seminar class but was told that I couldn't. I also wanted to take the Deaf in the Media class but that was cancelled due to lack of enrollment.

5. I would have liked to learn more about Deaf Institutes. I know about them but we focused so much on how kids are forced into oralism and speech that I don't know the actual teaching methods in Deaf Institutes. I think that would have been very interesting to learn.

6. Deaf Education.

7. How to apply your major to the real world! Finding jobs, what jobs are out there, how can you get them, what do you need to do, what kind of obstacles will you face, tools to succeed, etc.

8. I would like to discuss more about the differences between the ethnicities within the Deaf culture, such as Hispanic American Deaf, Black Deaf, Asian American Deaf, etc.

9. How hearing people fit in in the Deaf community. I feel, this topic was covered briefly but there is such controversial as to where the line needs to be drawn as far as hearing people in the Deaf community.

10. I would like to have explored more about what kinds of jobs my Deaf Studies degree can be used in. It would be helpful to talk about that throughout the entire program rather than just at the end.

11. Deaf art would have been interesting. I think it would have been nice to have an into to interpreting class since a lot of students plan on becoming interpreters.

12. Deaf Art! That would be an interesting class, some classes touch on it but it would be interesting to get more into depth.

[END OF 2011 EXIT SURVEY]

## Appendix C: (For possible use next year)

### American Sign Language Public Presentation Rubric

Adapted from a rubric produced by the Gallaudet University Office of Bilingual Teaching and Learning -  
- which was based on the Association of American Colleges and Universities' "Public presentation VALUE Rubric."

#### Definition

A Public presentation is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

#### Purpose

Public presentation takes many forms. This rubric is specifically designed to evaluate public presentations of a single presenter at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each presenter be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization.

#### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the presentation, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Language Use:** Vocabulary, terminology, and ASL structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Delivery techniques:** Posture, gestures, eye contact, and use of ASL. Delivery techniques enhance the effectiveness of the presentation when the presenter stands and moves with authority, looks more often at the audience than at his/her materials/notes, uses sign language expressively, and uses few language fillers ("um," "uh," "like," "you know," etc.).

• **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the



presenter's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the presenter as a credible Shakespearean actor.

American Sign Language Public Presentation Rubric

	<b>4 (Exceptional)</b>	<b>3</b>	<b>2</b>	<b>1 (Developing)</b>
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language Use</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery Techniques</b>	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation compelling, and presenter appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation interesting, and presenter appears comfortable.	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation understandable, and presenter appears tentative.	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) detract from the understandability of the presentation, and presenter appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

**Appendix D: (For possible use next year)**

## **American Sign Language Video Assignment Rubric**

Adapted from a rubric developed by the Gallaudet University Office of Bilingual Teaching and Learning

### **Definition**

An ASL Video Assignment is the development and expression of ideas in American Sign Language recorded through digital means. A video assignment involves learning to work in many genres and styles. It can involve working with many different visual technologies, and mixing texts, data, and images.

### **Purpose**

ASL Video Assignments are used to record a variety of academic work in American Sign Language and textualized through digital means. Types of assignments being developed depends on genre and disciplinary requirements of a course, major or program. Skills in producing video assignments develop through iterative experiences across the curriculum.

### **Glossary**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Organization:** The ways in which the assignment explores and represents its topic in relation to its audience and purpose.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic video essays, poetry, webpages, or personal video essays.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Signers will incorporate sources according to disciplinary and genre conventions, according to the signer's purpose for the assignment. Through increasingly sophisticated use of sources, signers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to viewers.
- **Language Use:** Vocabulary, terminology, and ASL structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Working with Sources:** Source material that is used to extend, in purposeful ways, signers' ideas in a text. Texts (written, oral, behavioral, visual, or other) that signers draw on as they work for a variety of purposes – to extend, argue with, develop, define, or shape their ideas, for example.
- **Formatting:** Technical elements of production (pre, during, and post) that supports the overall quality of the assignment. Pre-production elements involve the selection of proper

background, lighting, clothes, jewelry, and camera placement. Post-production elements are editing skills by incorporating titles, transitions, and credits to ensure a finished product.

## American Sign Language Video Assignment Rubric

	<b>4 (Exceptional)</b>	<b>3</b>	<b>2</b>	<b>1 (Developing)</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the video assignment cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the video assignment.
<b>Genre / Disciplinary Conventions</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or assignments including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or assignment(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or assignment(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
<b>Language Use</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the video assignment. Language in video is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in video is not appropriate to audience.
<b>Working with Sources</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the assignment.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.
<b>Formatting</b>	Background, clothes, and jewelry are appropriate choices with no distractions. Camera placement is appropriately sized. Correct brightness of light on camera. Editing is excellent and shows a completed product.	Background, clothes, and jewelry are good choices with few distractions. Mildly close or far from camera; few signs are out of picture. Mildly dark or too bright to see signing. Editing is adequate and acceptable.	Background, clothes, and jewelry are average choices with some distraction. Little too close or too far from camera; some signs are out of the picture. Little too dark or too bright to see signing. Editing is choppy and unfinished.	Background, clothes, and jewelry are poor choices and often distracts. Too close or too far from camera; many signs go off the screen. Too dark or too bright to see signing.

**Source:** Gallaudet University Office of Bilingual Teaching and Learning . Some content in this rubric was adapted from the Association of American Colleges and Universities Public presentation VALUE Rubric and reformatted to satisfy expectations involving American Sign Language.

**Appendix E:**

**Deaf Culture Research Paper Rubric**

Name:		Points:				
<b>Required Elements / Point Deductions</b>						
Turned in on time. (Each <b>day</b> late decreases by )	-10	-15	-20	-25	-30 +	
Minimum of Three (3) References/ Works Cited	-0				-10	
Has a Works Cited Page / Sources cited fully	-0		-5		-10	
Used APA or MLA formatting (Outline NOT required)	-0		-5		-10	
Topic approval signed off by instructor	-0				-10	
Minimum of 1800 words. (Not including citations).	-0				-10	
Majority of sources Current (within last 5 years)	-0		-5		-10	
Solid sources. (No Wikipedia or About.com, etc.).	0	-10	-20	-30	-40	
<b>Total Points for Content: _____ - Deductions: _____ = Total for Research Paper:</b> _____						

Criterion	A: 100 points	B: 85 points	C: 75 Points	D: 65 Points	F: Below 60	Points
Depth and Breadth 30%	Fully researched and examined topic	Several major points were brought up	A few major points were brought up	Several points were left out of research or discussion	Obvious points were left out of research or discussion	30
Perspective 10%	Full looked at the Deaf Community as a Cultural and Linguistic Minority	Partially looked at the Deaf Community as a Cultural and Linguistic Minority	Sometimes looked at the Deaf Community as a Cultural and Linguistic Minority	Overlaying theme of the Deaf Community as disabled/Pathological Perspective of Deaf Community	Used a Pathological Perspective of the Deaf Community	10
Readability 10%	Very well prepared and easy to read.	Had some errors, but could understand intent	Had several errors, had difficulty understanding intent	Difficult to understand intent	Very difficult to understand intent of author	10
Objectivity / Third Person 5%	Did not insert personal opinion in body of paper. Body of paper was written objectively	May have alluded to personal opinion in body of paper. Body of paper was written objectively	Had some personal opinion in body of paper or Body of paper was not written objectively	Had personal opinion in body of paper. Body of paper was not written objectively	Paper was written with little or no objective research	5
Audience 5% Wrote to an audience that does not know	Fully explained Acronyms and specialized terms	Most of the time explained Acronyms and specialized terms	Sometimes explained Acronyms and specialized terms	Rarely explained Acronyms and specialized terms	Did not explain Acronyms and specialized terms	5

anything about Deafness.						
Conclusion 10% Synthesis of Research/your concluding opinions	Fully pulled together sources and connected them with your thoughts and analyzed them.	Pulled together sources and analyzed them with your opinion/what you learned on the topic	Connected somewhat with your opinion/what you learned on the topic	May have connected with your opinion/what you learned on the topic	Did not discuss your sources or connect them to your opinion/what you learned. Or did not have a conclusion.	10
Grammar 15%	Perfect/Near perfect grammar	Good grammar with some mistakes, but intent is clear	Grammar has several mistakes, but intent is clear	Grammar has several mistakes, and it is hard to understand the intent of writing	Many mistakes in grammar. Can not understand paper easily	15
Works Cited 15% Fully cite works in paper and in Works Cited page	Full names and authors in works cited page. Fully cited specific information throughout paper.	Partial names and authors in works cited page or partially cited specific information throughout paper.	Several errors in works cited page and/or in citing throughout paper	Many errors in works cited page and/or in citing throughout paper	May not have had a works cited page or may not have cited specific information consistently throughout paper	15
<b>Total</b>						
Comments:						

**Appendix F: ASL Linguistics Rubric: Language Variance and Change**

Quiz 22 Rubric: Student is able to recognize, define, or demonstrate knowledge of / or skill in using:			
	Yes	No	Score
Context			
Pragmatics			
Language Variation			
Accent			
Lexical variation			
Historical language variation			
		<b>Total:</b>	

**Sample Questions and Answers:**

Question 1: Meaning which comes from the situation in which the sentence is produced?

Answer: Context

Question 2: The area of linguistics that investigates the role of context in understanding meaning is called? Answer: Pragmatics

Question 3: People in one geographic area may use a language differently from people in another geographic area? Answer: Language Variation

Question 4: “Regional, social, ethnic, gender, and age” are all categories of? Answer: Language Variation

Question 5: Regional differences can be found in the phonological system of a language. Those differences may be referred to as? Answer: Accents

Question 6: The fact that there are many different signs for PICNIC, BIRTHDAY, and SOON is considered to be an example of? Answer: Lexical Variation

Question 7: What is the likely reason that ASL seems somewhat more standardized than other sign languages such as Italian Sign Language? Answer: Many teachers came to the American School for the Deaf in Hartford Connecticut

Question 8: What reason is given as likely for why Black and White signers have been observed signing certain words differently? Answer: Segregated education (prior to 1978)

Question 9: Changes in an existing form of a sign may be introduced. The two forms may coexist for a while. Then the older form may disappear. Answer: Historical change

Question 10: The sign DIE? Answer: Has changed from one hand to two hands

**2014 Assessment Statistics:**

Count: 31

Minimum Value: 5.00

Maximum Value: 10.00:

Range: 5.00:

Average: 9.19

Median: 10.00

Standard Deviation: 1.15

Variance: 1.32

When and where assessed: Fall 2013 as part of the DEAF 164 course.

Assessed by: William Vicars

Audience: All majors



**Appendix G: ASL Linguistics: Rubric / Language Discourse and Norms**

Quiz 23 Rubric: Student is able to recognize, define, or demonstrate knowledge of / or skill in using:			
	Yes	No	Score
Historical Language Change:			
Metathesis			
Morphosyntactic Variation			
Language Discourse			
Language Norms			
Constructed Dialogue			
Register Variation			
Maintained bilingualism			
		<b>Total:</b>	

**Sample Questions and Answers:**

Question 1: The sign for “change channels on a television”? Answer: Has changed to look like (iconic representation of) using a remote control

Question 2: The sign for “DEAF”? Answer: Is commonly signed either “ear to chin,” “chin to ear,” or “contact cheek”

Question 3: The older form of the sign HOME? Answer: Was a compound consisting of EAT and SLEEP

Question 4: The sign DEAF? Answer: Is an example of metathesis.

Question 5: The dropping of a subject pronoun with verbs that usually require s subject (such as FEEL, KNOW, or LIKE) is an example of? Answer: Morphosyntactic Variation

Question 6: Use of language that goes beyond the sentence. How language is organized in conversations or in written texts. Answer: Discourse

Question 7: How many people can sign at once, how much one person should sign, what can be signed about, and so forth? Answer: Norms

Question 8: Conversations that tell someone about a conversation that has already taken place? Answer: Constructed Dialogue

Question 9: Language appropriate for a certain occasion? Answer: Register Variation

Question 10: Two languages used in the same location and both stay? Answer: maintained bilingualism

**2014 Assessment Statistics:**

Count: 29

Minimum Value: 5.00

Maximum Value: 10.00

Range: 5.00

Average: 9.31

Median: 10.00

Standard Deviation: 1.09

Variance: 1.18

When and where assessed: Fall 2013 as part of the DEAF 164 course.

Assessed by: William Vicars

Audience: All majors

**Appendix H:**

**Signing Proficiency Rubric:**

[Adapted from Alice Omaggio's "Teaching Language in Context" text.]

	- 0	-4	-8	-12	-16	-20	score
Fluency	Signing is natural and continuous. No unnatural pauses.	Signing is generally natural and continuous. Only slight stumbling or unnatural pauses.	Some definite stumbling but manages to rephrase or continue.	Signing is frequently hesitant and jerky, sentences may be left uncompleted.	Signing is very slow and uneven except for short or routine sentences.	Signing is halting and fragmentary, long unnatural pauses or phrases left unfinished	
Vocabulary	Rich and extensive vocabulary; very accurate usage	Occasionally lacks basic signs; generally accurate usage.		Often lacks needed signs and often displays inaccurate usage.		Inadequate, lacks basic signs; inaccurate usage.	
Structure	Signed phrases almost always correct.	Most signed phrases rendered correctly with some minor structural errors.	Many correctly signed phrases but with definite structural problems.	Some signed phrases rendered correctly but major structural problems remain.	Very few signed phrases structurally correct	No signed phrases structurally correct.	
Comprehensibility	Almost entirely comprehensible.	Some errors but still very comprehensible.		Many errors mostly comprehensible but may need to back track and clarify.	Mostly incomprehensible, occasional phrases can be understood.	Almost entirely incomprehensible.	
						Sub-total:	

<p>Notes:</p>	<p><b>100 Points possible</b></p> <ul style="list-style-type: none"> <li>- ____ [Sub total from above]</li> <li>- ____ Negative headshake for negation</li> <li>- ____ Yes/no question expression</li> <li>- ____ "Wh" question expression</li> <li>- ____ Indexing / use of space referent</li> <li>- ____ Indexing / use of space absent referent</li> <li>- ____ Horizontal (or vertical) sweep for plurality:</li> <li>- ____ Incorporation of number</li> <li>- ____ Inflection for degree</li> <li>- ____ Directionality (subject / object)</li> <li>- ____ Depictive verb usage ("classifiers"):</li> </ul> <p>____ SCORE</p>
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**Appendix I: CSUS Deaf Studies Curriculum Map:**

**Curriculum Map:**

Note: “I” stands for "Introduced", “D” for "Developed" and “M” for "Mastered"

Classes \ Outcomes	1. Demonstrate the ability to communicate in American Sign Language (ASL) with Deaf people.	2. identify major features of and issues in the Deaf Community and Deaf Culture.	3. Demonstrate an understanding of the impact of power, privilege, and oppression on the Deaf Community that result in Deaf people's experience of prejudice, discrimination, and inequity	4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.	5. Demonstrate an appreciation of the contributions of Deaf people to the arts and humanities.	6. Describe and explain how communication between Hearing people and Deaf people is important to society.	7. Analyze critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.	8. Reflect critically on one's abilities to interact with Deaf individuals socially, and professionally, and evaluate the level of integration achieved.
DEAF 51 (ASL sem 1)	I	I						
DEAF 52 (ASL sem 2)	I	I						
DEAF 53 (ASL sem 3)	D	I						
DEAF 56 (ASL fingerspelling & numbers)	D							
DEAF 57 (ASL classifiers)	D							
DEAF 60 (Intro Deaf Studies)		I	I	I	I	I		
DEAF 154 (ASL sem 4)		I						
DEAF 155 (ASL sem 5)	D/M	I						
DEAF 161 (History)		D		D	D		D	
DEAF 162 (Community & Culture)		D	D	D	D	D	D	I
DEAF 163 (Literature)	D	D	D	D			D	
DEAF 164 (Linguistics)	D	D			D, M	D	D	
DEAF 165 (Seminar)	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic
DEAF 166 (Service Learning as Community Allies)	D, M	M	D, M	D, M	D, M	M	D, M	D, M

## Appendix J:

### CIVIC ENGAGEMENT VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

#### Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

#### Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

# CIVIC ENGAGEMENT VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

## Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone: 4</b>	<b>Milestone: 3</b>	<b>Milestone: 2</b>	<b>Benchmark 1</b>
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

	clarified sense of civic identity and continued commitment to public action.	civic identity and commitment.	identity.	
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>