

## NEAG SCHOOL OF EDUCATION (UEDUC)

## UNIVERSITY OF CONNECTICUT (UCONN)

### AMERICAN SIGN LANGUAGE EDUCATION PROGRAM GUIDELINES BACHELOR OF SCIENCE IN EDUCATION (ASL2\_BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in American Sign Language Education (4-12) for students following the 2024-2025 requirements.

#### DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2024-2025, which include two W courses (one must be 2000-level or above and associated with the student's major), two Q courses (one Q course must be from Mathematics or Statistics), an Environmental Literacy course, and courses in Content Areas 1-4 (see catalog.uconn.edu for more information). In addition to the General Education Requirements, students must take a course in U.S. History (HIST 1501 or 1502) and PSYC 1100.

2. Complete a SUBJECT AREA MAJOR in AMERICAN SIGN LANGUAGE consisting of a minimum of thirty-six (36) credits in courses at the 2000-level or above in the field of concentration. A minimum of twenty-four (24) credits in American Sign Language and up to twelve (12) related credits. Up to six (6) credits in 1000-level courses may be included with prior consent of the faculty advisor.

Requirements include the following proficiency development courses or equivalents: ASLN 1101, 1102, 1103 and 1104. And, at least nine credits of the following literature courses or equivalents: ASLN 3650, ASLN 3360, and ASLN 3254. And, at least twelve credits of the following culture and civilization courses or equivalents: LING 2850, ASLN/WS 3254, ASLN 3298, ASLN/LING 3800, LING 3850.

It is strongly recommended that students complete a maximum number of courses in their major language, proactively seek out multiple opportunities to develop control of ASL, and pursue meaningful placement in an ASL rich environment at the earliest possible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3215 – Teaching World Languages to Elementary-Age Student: Seminar and Clinic	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4205W – Teaching World Languages to the Secondary-Age Student (7-12)	3 credits
EPSY 3125 – Classroom and Behavior Management	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

#### **MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction, including a minimum of thirty (30) credits (two full-time semesters) of graduate level coursework. Requirements are anticipated to include at least:

Content Pedagogy: LING 6160 – Second Language Acquisition; LCL 5030–Methods & Approaches to Second Language Acquisition (3 cr.)

Curriculum Electives and/or Graduate Liberal Arts: (6 credits)

Language and Cultural Diversity in Education: (3 credits): *Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5705 – Curricular Issues in Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5830 – Theory & Practice of Intercultural Education, EDCI 5875 – Multicultural Education, EDCI 5885 – Introduction to Critical Pedagogy, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, GERM/ALDS/CLCS 5324 – Teaching for Intercultural Citizenship & Human Rights, GERM/ALDS/CLCS 5325 – Teaching for Intercultural Citizenship & Human Rights II

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Technology: EPSY 5221 – Wise Integration of Technology into Teaching and Learning Environments (1 credit)

**WORLD LANGUAGE EDUCATION AMERICAN SIGN LANGUAGE  
SAMPLE SEMESTER SEQUENCE**

**SUMMER SESSION**

\*ASLN 1101 and 1102 - Intro to ASL I and II 8

**SEMESTER 1**

ASLN 1103 – Intermediate ASL I 4  
ENGL 1007 or 1010 or 1011 or 2011 4  
Content Area 2 3  
PSYC 1100 – Psychology (Also fulfills CA 3) 3  
Content Area 4 3

**SEMESTER 2**

ASLN 1104 – Intermediate ASL II 4  
Content Area 4 3  
Q Course (STAT 1000Q or 1100Q suggested) 4  
HIST 1501 or 1502 – US Hist (Also fulfills CA1) 3  
Content Area 2 3

**SEMESTER 3**

Content Area 3 Lab Course (BIOL/CHEM/ERTH/PHYS) 3 or 4  
LING 2850 – Intro to Sociolinguists of the Deaf Comm. 3  
ASLN 3100 – Advanced ASL I 3  
\*\*EPSY 3010– Educational Psychology 3  
Environmental Literacy (E Course) 3

**SEMESTER 4 (ASL RICH ENVIRONMENT)**

ASLN 2000 Level or above 3  
ASLN 2000 Level or above 3  
ASLN 2000 Level or above 3  
ASLN 2000 Level or above, Culture & Civilization 3  
ASLN 2000 Level or above, Literature 3  
LING 3850 Cultural and Ling. Var. in the Deaf Comm. 3

**SEMESTER 5**

EPSY 3110 - Exceptionality (fall or spring junior year) 2  
EDCI 3100/W – Multicultural Education 3  
EGEN 3100 – Seminar/Clinic 3  
ASLN 3266 – Methods of Teaching ASL 3  
ASLN 3298 – Variable Topics 3  
Q Course 3

**SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year) 2  
EDCI 3215 – Teaching WL, Elem.-Age: Seminar/Clinic 3  
EDCI 4010 – Teaching Reading and Writing in the CA 2  
ASLN/WS 3254 – Women and Gender in the Deaf World 3  
ASLN 3306W – Advanced ASL II 3  
ASLN/LING 3800 Structure of ASL 3

**SEMESTER 7**

EPSY 3125 – Classroom and Behavior Management 3  
EDCI 4205W – Teaching WL Secondary-Age Student 3  
EGEN 4100 – Seminar/Clinic 3  
ASLN 3650 – Deaf Writers and ASL Literature 3  
ASLN 3360 - Deaf Art & Artists 3

**SEMESTER 8**

EPSY 4010 – Assessment of Learning 2  
EDCI 4250 – Directed Student Teaching 9  
EGEN 4110 – Seminar/Clinic 3

\*If less than three years of ASL in high school, the student must complete an ASL placement exam.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6.

Lower division requirements have been selected to assist students with completing the general education requirements, including courses in content area 1-4, two W courses (one must be 2000-level or above in student’s major) and two Q courses (one in Mathematics or Statistics).

**SEMESTER 9 (Master’s)**

EDCI 5092 – Practicum 3  
EDCI 5094 – Seminar 3  
EPSY 5195 – Research course 1  
EPSY 5221 – Wise Technology (either F/S) 1  
Diversity course (either F/S) 3  
EDLR 5015 – Leadership (either semester) 3  
Elective (e.g., EDCI 5170, Literacy & Deafness) 3-6  
Content Pedagogy course (either semester) 3

**SEMESTER 10 (Master’s)**

EDCI 5093 – Practicum 4  
EDCI 5095 – Seminar 3  
EPSY 5195 – Research 1  
EPSY 5221 – Wise Technology (either F/S) 1  
Diversity course (either F/S) 3  
EDLR 5015 – Leadership (either semester) 3  
Elective 3-6  
Content Pedagogy course (either semester) 3

In some instances, students will be expected to complete an extended or additional placement in an ASL rich environment to improve language proficiency in preparation for certification exams. Teacher candidates in ASL are required to pass the American Sign Language Proficiency Interview (ASLPI) before they can be recommended for state certification. To meet State expectations, the Neag School will make every effort to ensure that candidates reach the passing score level 3+(170). If a candidate does not score at this level, candidates will be required to participate in remediation activities that may include communicating with native and nonnative target language users of ASL, additional time in an ASL rich environment, proficiency-based courses, and collaborating with instructors specifically on proficiency goals, and participation in target language club activities in the Department of Linguistics. Candidates will be required to retake the ASLPI following the completion of their remediation plans.