

# ASL AND DEAF COMMUNITIES - BA

The ASL and Deaf Communities major at St. Kate's allows students to gain a deeper understanding of the cultural intricacies and necessities of Deaf and Hard-of-Hearing individuals. This knowledge will equip learners for rewarding careers in education, government services, community services, and beyond while strengthening their advocacy for social justice and equity within these communities. All courses bearing the ASL prefix enjoy the enriching benefit of being conducted entirely in ASL by Deaf faculty, thus fully immersing students in the language without the interference of spoken English. ASL and Deaf Communities majors complement their studies with a minor or double major in fields like communication studies, critical studies of race and ethnicity, psychology, sociology, leadership, longevity and aging, or international studies. In the course of the degree journey in ASL and Deaf\* Communities, students will have the chance to participate in meaningful critical service-learning experiences. This involvement fosters direct interaction and collaboration with several organizations such as the Minnesota State Academy for the Deaf, Metro Deaf School, Thompson Hall Deaf Club, Minnesota Commission of the Deaf, DeafBlind & Hard of Hearing, Deaf Mentor Family Services, Minnesota Deaf Muslim Community, among others. These partnerships enhance the learning experience and further our commitment to social justice and equity. In addition to local involvement, ASL and Deaf Communities majors have demonstrated their commitment to community engagement on a national scale. Those earning a degree in ASL and Deaf Communities will find a broad spectrum of professional arenas where their skills can be utilized to promote social justice, equity, allyship, partnership, support, and access. These fields often include community organizations, education, government, or healthcare, where our graduates excel as administrators and service providers.

During their time at St. Catherine University, students are presented with a multitude of avenues to apply and augment their knowledge, both within the campus and in the wider community. On-campus, the ASL Club serves as a dynamic platform where students can participate in diverse cultural and social events, such as ASL poetry recitations or theatrical enactments. For those seeking an immersive language experience, the ASL Living and Learning Community (LLC) presents an intriguing option. As a residential floor dedicated to fostering an environment conducive to the consistent use of ASL, the LLC is an ideal setting for those deeply interested in the language and its associated culture. Moreover, the Assistantship Mentoring Program provides students with the chance to engage in research, program management, and teaching roles, thereby enhancing their practical skills and academic understanding. Off-campus, students can explore a plethora of community service and volunteering opportunities at local Deaf schools, governmental bodies, theatrical venues, community organizations, and political entities. Nationally, students have gained rich insights by volunteering at conferences, while on an international level, they have contributed to volunteer initiatives in countries such as Kenya and Jamaica. These experiences expand their global perspective, fostering an understanding of ASL and Deaf culture in diverse social and cultural contexts, further highlighting the intersectionality of Deaf identities and the importance of social justice advocacy within these communities.

In the culminating year of their studies, students have the opportunity to undertake a community-engaged internship, offering them the chance to apply their theoretical knowledge within a practical, real-world setting. The possible placements span numerous sectors,

such as education, government, non-profit organizations, linguistics and human services. Such internships are a crucial component in understanding and addressing issues of social justice, as they provide students with first-hand experience of the diverse societal structures and circumstances that impact Deaf communities. Internships facilitate the bridging of theory and practice, fostering a deeper understanding of the complexities within these sectors and the role of ASL as a tool for fostering communication, inclusivity, and equity. Students play an active role in their placement selection, aligning their internship with their individual career aspirations and interests. This approach ensures that the chosen setting provides a meaningful, impactful experience where ASL is actively employed. This experiential learning not only enhances their language skills but also deepens their understanding of social justice issues within Deaf communities, equipping them to be proactive advocates and professionals in their future careers.

The ability to communicate in ASL and in English is critical to both professional responsibilities and personal relationships, therefore:

A minimum grade of B- (2.667) is required for all prerequisite courses to be considered for admission into the major.

A minimum grade of B- (2.667) is required for an ASL or INTP course to be counted toward the major.

If a student does not receive a minimum grade of B- (2.667), credit toward the major may be gained only by repeating the course and not by proficiency exam. Courses may be repeated once.

A minor in ASL and Deaf Communities is also available.

**See also: ASL and Interpreting (<https://catalog.stkate.edu/undergraduate/humanities-arts-sciences/american-sign-language-interpreting/interpreting-ba/>).**

This major is offered in the College for Women only. Students are prohibited from majoring in both ASL & Deaf Communities and ASL Interpreting.

## Curriculum

| Code                            | Title                                                                            | Credits   |
|---------------------------------|----------------------------------------------------------------------------------|-----------|
| ASL 2010                        | Multicultural Deaf Lives                                                         | 4         |
| INTP 2020                       | Working with Interpreters                                                        | 2         |
| ASL 2200                        | Applied ASL Skills                                                               | 4         |
| ASL 3110                        | Advanced American Sign Language I                                                | 4         |
| ASL 3120                        | Advanced American Sign Language II                                               | 4         |
| ASL 3340                        | Systemic Barriers to Disability Equity                                           | 4         |
| INTP 3050                       | American Sign Language and English Text Analysis                                 | 4         |
| INTP 4200W                      | Work Readiness                                                                   | 4         |
| ASL 4602                        | ASL Internship                                                                   | 2         |
| <b>Prerequisite Course Work</b> |                                                                                  |           |
| ASL 1110 & ASL 1120             | Beginning American Sign Language I and Beginning American Sign Language II       | 8         |
| ASL 2110 & ASL 2120             | Intermediate American Sign Language I and Intermediate American Sign Language II | 8         |
| <b>Total Credits</b>            |                                                                                  | <b>48</b> |

American Sign Language majors satisfy the Writing Requirement for Majors and the fourth writing requirement by completing INTP 4200W

Work Readiness and the writing-intensive supporting English course. They complete the Liberal Arts and Sciences Core Writing Requirement with two other writing-intensive courses (CORE 1000W The Reflective Woman and CORE 3990W Global Search for Justice).

| Code                 | Title                                            | Credits   |
|----------------------|--------------------------------------------------|-----------|
| <b>Fall Term</b>     |                                                  |           |
| ASL 1110             | Beginning American Sign Language I               | 4         |
| <b>Spring Term</b>   |                                                  |           |
| ASL 1120             | Beginning American Sign Language II              | 4         |
| <b>Fall Term</b>     |                                                  |           |
| ASL 2010             | Multicultural Deaf Lives                         | 4         |
| ASL 2110             | Intermediate American Sign Language I            | 4         |
| <b>Spring Term</b>   |                                                  |           |
| ASL 2120             | Intermediate American Sign Language II           | 4         |
| ASL 2200             | Applied ASL Skills                               | 4         |
| INTP 2020            | Working with Interpreters                        | 2         |
| <b>Fall Term</b>     |                                                  |           |
| ASL 3110             | Advanced American Sign Language I                | 4         |
| INTP 3050            | American Sign Language and English Text Analysis | 4         |
| <b>Spring Term</b>   |                                                  |           |
| ASL 3120             | Advanced American Sign Language II               | 4         |
| ASL 3340             | Systemic Barriers to Disability Equity           | 4         |
| <b>Fall Term</b>     |                                                  |           |
| INTP 4200W           | Work Readiness                                   | 4         |
| <b>Spring Term</b>   |                                                  |           |
| ASL 4602             | ASL Internship                                   | 2         |
| <b>Total Credits</b> |                                                  | <b>48</b> |