



## **Graduate Certificate and non-Award Certificate in Auslan Studies**

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**Faculty of Education**

**Centre for Applied Studies in Deafness**

Project Proposal for Queensland Government  
Department of Education and the Arts

*Graduate Certificate in Auslan Studies*

*And*

*Non-Award Certificate in Auslan Studies*

## 1.0 Introduction - Auslan Studies

Using Auslan in teaching Deaf students at all levels has become increasingly emphasised at both state and federal levels. Both policy and practice demand that teachers and support staff have an understanding of Deaf culture and specifically of the use of Auslan for educational purposes. Application of this understanding will ensure that signing Deaf students are supported in their learning and have appropriate levels of access and participation in their learning experiences.

This proposal responds to an enquiry from Clare Grant of the Staff College, Inclusive Education in the Department of Education, Training and the Arts for the provision of the *Graduate Certificate in Auslan Studies* and *non-award Certificate in Auslan Studies* to be delivered in Semester two, 2007; Semesters one and two, 2008 and Semester one, 2009 as explained below.

### 1.1 Graduate Certificate in Auslan Studies

The purpose of the *Graduate Certificate* is to enable teachers to understand the role of Auslan in communicating with deaf students to further their educational, personal and social development, to provide them with an understanding of Auslan as a community language and to develop foundational competence in using Auslan for instructional and general communicative purposes in educational settings.

On successful completion of the program students may take out the Graduate Certificate and/or apply its 40 CP credit towards the Master of Education or the Master of Special Education. It requires another 40 CP of approved courses to complete either Master's degree. Courses are available on campus and in distance mode.

### 1.2 Non-Award Certificate in Auslan Studies

The purpose of the *non-award Certificate* is to enable non-graduates (e.g., teacher aides) to understand the role of Auslan in communicating with deaf students to further their educational, personal and social development, to provide them with an understanding of Auslan as a community language and to develop foundational competence in using Auslan for instructional and general communicative purposes in educational settings.

The content of this Certificate will be essentially the same as the Graduate Certificate but the assessment requirements will be appropriate to the level of the award and will be less than those of the Graduate Certificate.

On successful completion of the program students will be awarded a Griffith University Certificate in Auslan Studies. This Certificate is not formally articulated for credit in further Griffith courses, but the completed studies may be used by the participants for credit applications within bachelors' degree programs at universities. No guarantee of credit is inferred here for specific programs, however.

### 1.3 Auslan Studies Overview

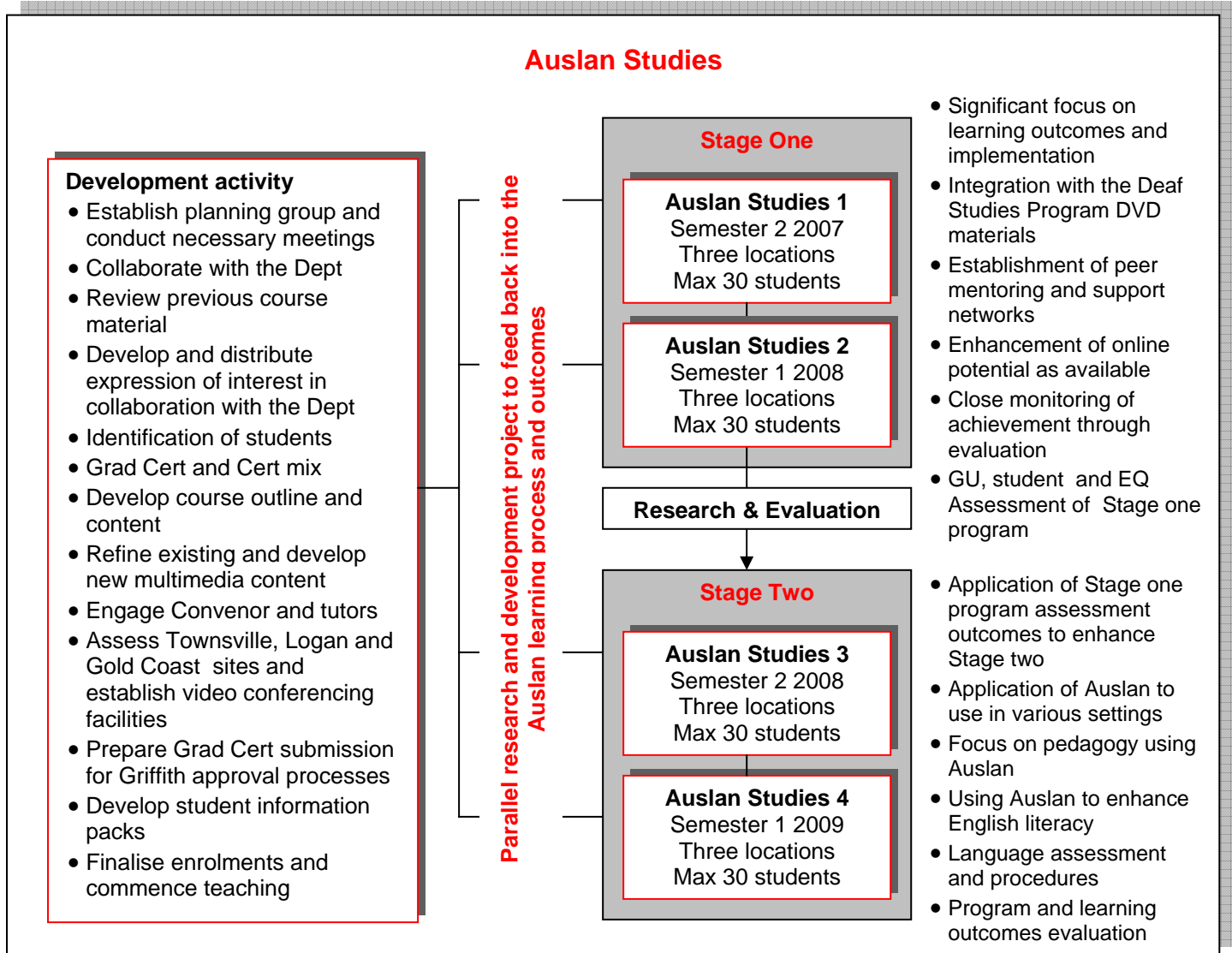
The new 2007 / 2009 *Auslan Studies* program at Griffith University will use the experience gained from *Auslan 2005 / 2006* and include a number of significant enhancements:

- A revised and specific *Graduate Certificate in Auslan Studies* at post-graduate level, now consisting of four courses (40CP)
- A revised *Certificate in Auslan Studies*, non-award, now consisting of four courses (20CP)

- Greater focus on developing receptive and expressive competency in Auslan from the outset of the program and throughout all four courses
- Increased face-to-face delivery mode for those participants in the Brisbane and Gold Coast regions and close monitoring of achievement via enhanced assessment processes for both course content and Auslan competence development.
- Enhanced online delivery of course and tutorial materials; including video-streaming and possible pod-casting and other supportive modes of offer for all students with particular relevance to students in Townsville
- Development of peer mentoring and support procedures, where possible in schools and regions
- Program to be managed by the Centre for Applied Studies in Deafness

The following model outlines the Auslan Studies framework and content and the development activities required to establish and deliver the Auslan Studies 2007 / 2009 program.

An important additional aspect of the 2007 / 2009 program is the proposed parallel research and development project to feed back to the Auslan learning process and its pedagogical outcomes in educational settings. This concurrent research and evaluation program will enable evaluation of the outcomes of the courses in teacher and aide practice in determined education settings in regular and special education contexts.



#### **1.4 Parallel research and development project**

It is planned to conduct a concurrent evaluation and research project along with the implementation of the programs and courses of study. This evaluation would have several objectives, including documenting the initial aspirations, attitudes and skills levels of participants and measuring change among these features as studies are attempted and completed. A particular focus will be on the use of Auslan in classrooms and other school settings and how pedagogy and communication patterns may change with the introduction of this bilingual element into the school curriculum.

This would involve the use of reflective diaries, classroom observations, interviews, focus groups and informal and formal instruments to observe and measure Auslan proficiency. This important aspect of the project would provide ongoing and timely feedback into the program and also summative data and conclusions about the outcomes of the project at each stage. These would be reported to the contractor and in professional literature, as agreed by both parties.

## 2.0 Getting Started - Auslan Studies Critical Timeline

The following table outlines the activity required to develop and deliver Auslan Studies in Semester 2 2007.

Course development for Semester 2 2007		Who	Apr 2007				May 2007				June 2007				July 2007			
Key activities			10-13	16-20	23-27	1-4	7-11	14-18	21-25	28-31	4-8	11-15	18-22	25-29	2-6	9-13	16-20	23-27
Establish program <b>planning group</b>	GU and EQ																	
Develop program proposal and budget	GU																	
First meeting of <b>planning group</b>	GU and EQ			M														
Submit program proposal and budget	GU																	
Review and edit previous contract	GU																	
Submit edited contract	GU																	
Discuss proposal and contract	GU and EQ																	
Program proposal approval	EQ																	
Budget approval	EQ																	
Review previous course materials	GU																	
Identification of students	EQ																	
Develop and dist expression of interest	GU and EQ																	
Confirm Grad Cert and Non-Award mix	EQ																	
Advise students to enrol and how	EQ and GU																	
Engage course convenor and tutors	GU																	
Develop new course outlines	GU																	
Refine multimedia aspects	GU																	
Delivery modes	GU																	
Second meeting of <b>planning group</b>	GU and EQ																	
Feedback to GU on contract	EQ																	
GU legal office review	GU																	
Final contract approval	GU and EQ																	
Preparation of Grad Cert submission	GU																	
Grad Cert submission to Faculty Board	GU																	
Revise Grad Cert program as advised	GU																	
Grad Cert submission to Programs Comm	GU																	
Revise Grad Cert as advised	GU																	
Third meeting of <b>planning group</b>	GU and EQ																	
Final approval of Grad Cert	GU																	
Remind students to enrol and how	EQ																	
Inclusion of program on PeopleSoft system	GU																	
Enrolment cut off date week	GU																	
Student info packs sent out	GU																	
Finalise student enrolment	GU																	
Fist week of Semester	GU																	

Planning Group
  Contract and budget
  Program

### 3.0 Budget

The Graduate Certificate and non-award Certificate program budget is in three parts as requested:

#### Stage One

3.1 Program development

3.2 Auslan Studies stage 1 – Semesters 2 – 2007 and 1 – 2008

#### Stage Two

3.3 Auslan Studies stage 2 – Semesters 2 – 2008 and 1 – 2009

3.4 Budget summary

### 3.1 Program Development

Program development involves review and modification of existing resources; creation of new resources; development of multimedia applications; development of detailed course content and associated course outlines.

#### Graduate Certificate and Non-Award Certificate in Auslan Studies

Overall Program Development Activities			
	Days	Project day rate	Total
<b>Salary costs</b>			
Professor Merv Hyde	25	800	20,000
Emeritus Professor Des Power	12	800	9,600
Dr Maree Madden	20	480	9,600
Research assistance and admin support	20	348	6,950
Professor Claire Wyatt-Smith	2	1,200	2,400
Development of parallel research plan – Hyde, Power, Madden, Wyatt-Smith	20	800	16,000
<b>Non-salary costs</b>			<b>Cost</b>
Multimedia development @ \$4,000 per course			16,000
Conversion of resources to DVD			2,525
Meetings x 10 @ \$40 each			400
Reference materials			1,167
Consumables			500
		<b>Sub total</b>	85,142
		<b>GST</b>	8,514
		<b>Total</b>	93,656

#### Development budget notes:

- Special project day rate of \$800 for Professors Hyde and Power for involvement in the Auslan project. Usual rate is \$1,800.
- Special project day rate of \$1,200 for Professor Claire Wyatt-Smith. Usual day rate is \$2,400.
- Total in-kind support from Griffith University is \$49,800.

### 3.2 Auslan Studies Stage 1 (Semester 2 – 2007 and Semester 1 – 2008)

#### Program Delivery - Stage 1

Semester 2 2007	Students	Rate	Total
Enrolment includes provision of teaching, resources, video conferencing - Brisbane, Gold Coast and Townsville, assessment, and reports (max 10 students per site)	30	1200	36,000
Video conferencing specialist support			600
Admin support for Convenor and tutors			2,350
Two flights to and travel in Townsville			600
4 nights accommodation and meals in Townsville			560
Local travel by car Gold Coast / Brisbane return			400
		<b>Sub total</b>	40,510
		<b>GST</b>	4,051
		<b>Total</b>	44,561

Semester 1 2008	Students	Rate	Total
Enrolment includes provision of teaching, resources, video conferencing - Brisbane, Gold Coast and Townsville, assessment, and reports (max 10 students per site)	30	1250	37,500
Video conferencing specialist support			675
Admin support for Convenor and tutors			2,400
Two flights to and travel in Townsville			650
4 nights accommodation and meals in Townsville			580
Local travel by car Gold Coast / Brisbane return			420
		<b>Sub total</b>	42,225
		<b>GST</b>	4,223
		<b>Total</b>	46,448

<b>Auslan studies 1 and 2 sub-total</b>	167,877
<b>Less development cost advance</b>	-18,000
	149,877
<b>GST</b>	14,988
<b>Total</b>	164,864

*NB The Department will be invoiced for a minimum of 30 students per semester; additional students (if relevant) will be included on relevant invoices as a separate item.*



### 3.3 Auslan Studies Stage 2 (Semester 2 – 2008 and Semester 1 – 2009)

#### Program Delivery - Stage 2

Semester 2 2008	Students	Rate	Total
Enrolment includes provision of teaching, resources, video conferencing - Brisbane, Gold Coast and Townsville, assessment, and reports (max 10 students per site)	30	1250	37500
Video conferencing specialist support			675
Admin support for Convenor and tutors			2400
Two flights to and travel in Townsville			650
4 nights accommodation and meals in Townsville			580
Local travel by car Gold Coast / Brisbane return			420
		<b>Sub total</b>	42,225
		<b>GST</b>	4,223
		<b>Total</b>	46,448

Semester 1 2009	Students	Rate	Total
Enrolment includes provision of teaching, resources, video conferencing - Brisbane, Gold Coast and Townsville, assessment, and reports (max 10 students per site)	30	1300	39,000
Video conferencing specialist support			750
Admin support for Convenor and tutors			2,450
Two flights to and travel in Townsville			700
4 nights accommodation and meals in Townsville			600
Local travel by car Gold Coast / Brisbane return			440
		<b>Sub total</b>	43,940
		<b>GST</b>	4,394
		<b>Total</b>	48,334

<b>Auslan Studies 3 and 4 sub-total</b>	86,165
<b>GST</b>	8,682
<b>Total</b>	95,497

*NB The Department will be invoiced for a minimum of 30 students per semester; additional students will be included on relevant invoices as a separate item.*

### 3.4 Budget summary

In summary the overall cost of the Graduate Certificate and Non-Award Certificate in Auslan Studies program is \$236,042 (ex GST).

The following table provides a summary of the cost of stages one and two as detailed in the above section.

<b>Auslan Studies Budget Summary</b>	
<b>Stage One – 2007 / 2008</b>	
Auslan Studies Program development	85,142
Delivery Semester 2 - 2007	40,510
Delivery Semester 1 - 2008	42,225
<b>Sub total ex GST</b>	<b>167,877</b>
<b>Less development cost advance</b>	<b>-18,000</b>
<b>Stage One total ex GST</b>	<b>149,877</b>
<b>Stage Two – 2008 / 2009</b>	
Delivery Semester 2 - 2008	42,225
Delivery Semester 1 - 2009	43,940
<b>Stage Two total ex GST</b>	<b>86,165</b>
<b>Overall Auslan Studies Project cost</b>	
<b>Total ex GST</b>	<b>236,042</b>

## 4.0 Project Personnel

### **Professor Merv Hyde AM PhD**

#### **Director, Centre for Applied Studies in Deafness**

Professor Hyde is an internationally experienced and recognised researcher and teacher in the field of deaf education. He is a reviewer for the Editorial Boards of the *American Annals of the Deaf*, *The Journal of Deaf Studies and Deaf Education*, and *Deafness and Education International*. He has conducted reviews of literature and practice for the World Bank and for many governments, schools, colleges and universities.

He is highly published in the field of deaf education in journal and books and has recent, extensive experience in working in Scandinavian countries where instruction in sign languages and development of the sign language competence of teachers and parents are major features of their programs. With Professor Power, he conducted the first and only population study of the use of sign language by Deaf people in Australia. This study was most influential in the development of the National Language Policy and many associated research, resource and staff development programs in Australia. Professor Hyde was made a Member of the Order of Australia for his services to deafness.

### **Emeritus Professor Des Power AM PhD**

Professor Power is a widely experienced researcher in matters to do with deafness, language, and communication, especially as regards the teaching and learning of language. He has used both print sources and the internet to seek and collate material for review reports on a number of issues in this field. He has written many reports and papers on this research for both government and non-government bodies and scholarly publications.

He had major input to the discussion of Auslan in the National Language Policy and has done much to make the community aware of Auslan's use in the Deaf community. He has produced audiovisual materials and assessment tasks which will be of value to the project. He has extensive contacts in the Deaf community and among scholars in the field of deafness and communication who can be drawn on for information and comment. Professor Power was made a Member of the Order of Australia for his services to deafness.

#### **For further information on the program**

##### **Professor Merv Hyde**

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