

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Sep-15** Curriculum Bulletin _____
 Effective Date **Fall 2016** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **BS - Bachelor of Science**
 Program Name **American Sign Language/English Interpreting** Program Banner Code **ASEI**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

The purpose of this proposal is to elevate the current ASL/English Interpreting concentration in the Special Education major to a stand-alone degree program within the Bachelor of Science degree. The Special Education major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered.

Does proposed revision change program's total credit hours? Yes No

Current total credit hours: **123** Proposed total credit hours **124**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There will be minimal impact on other programs. Before these proposals, the ASL/English concentration shared 6 credit hours with Special Education. Those courses will continue to be required, but the major will become a stand-alone program. One course has been removed (Education in a Democratic Society). Since the ASL/English Interpreting program does not lead to teacher licensure, that is not a concern.

Units consulted (other departments, programs or campuses affected by this proposal):

SPED was consulted and advised that the ASEI students would not be taking some of the SPED courses. ASL was also consulted and they were amenable to the change.

REQUIRED ENDORSEMENTS

R. DeMauro-Jordan _____ 10/23/2015
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) / /

Debra K. Crow _____ 10/23/2015
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) / /

 Provost and Senior Vice President for Academic Affairs (or designee) / /



**Department of
Higher Education**

John R. Kasich, Governor
John Carey, Chancellor

**INITIAL INQUIRY FORM
REQUEST TO OFFER A NEW PROGRAM**

Date of submission: *Date to come*

Name of institution: Kent State University

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Executive Director of Curriculum Services
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Name of new program: American Sign Language/English Interpreting major within the Bachelor of Science degree. Program is presently a concentration in the Special Education major.

For institutions that are already approved/authorized by the chancellor

- New degree designation
 New program within an existing degree (e.g., major, minor, concentration)
 New technical certificate program
 New licensure/endorsement area (educator preparation)

Delivery options (check all that apply):

- Campus-based
 Online/hybrid delivery
 Flexible or accelerated delivery
 Offering the program at a new offsite location
 Offering the program at an existing offsite location
 Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

- No Yes

Kent State is in the early process of obtaining accreditation from the Commission on Collegiate Interpreter Education (CCIE), which is a member of the Association of Specialized and Professional Accreditors and is the accreditation board for interpreter education programs. Presently, the CCIE accredits four associate degree programs and 12 bachelor's degree programs, none of which are in Ohio.

To be eligible for CCIE accreditation, the program must be administered by a regionally accredited institution, include a capstone/practicum experience in the curriculum and have graduated three cohorts of students. (Kent State's ASL/English Interpreting program has graduated students since 2002.)

Provide a brief description of the request.

Kent State University proposes elevating the current ASL/English Interpreting concentration in the Special Education major to a stand-alone degree program within the Bachelor of Science degree. The Special Education major presently has six concentrations,¹ and that major and its remaining five concentrations will continue to be offered.

The ASL/English Interpreting program is also offered as a Special Education concentration at the master’s degree level. A separate proposal will be submitted in the near future to establish a distinct degree program at that level.

Explain the academic unit’s rationale for making the request.

Kent State began offering the ASL/English Interpreting concentration in 2000 (previously titled Educational Interpreter until 2013). Student enrollment in the undergraduate program has steadily increased each year, with 63 students enrolled in fall 2015 (15th day enrollment census).

Since the establishment of the concentration, faculty members have strived to ensure that students meet the eligibility criteria for national certification and state interpreting licensure, a necessity to work as an interpreter. As a result, the dissimilar nature between the major and concentration has become visibly apparent. The ASL/English Interpreting program does not share the same mission, career goals and expectations and licensure requirements as the Special Education program, see chart below:

	Special Education Concentrations			
	ASL/English Interpreting	Deaf Education	Mild/Moderate	Moderate/Intensive
Career Preparation	To interpret for deaf and hard-of-hearing individuals in a variety of educational and community settings (e.g., medical, legal, social services, video relay)	To teach deaf and hard-of-hearing students in preschool to high school settings	To teach students with learning disabilities, mild cognitive delay and emotional and behavioral disorders in elementary to high school settings	To teach students with motor or sensory impairment, significant cognitive delays, autism spectrum disorders or multiple disabilities in elementary to high school settings
Licenses and/or Certifications	State of Ohio preK-12 interpreting licensure NAD-RID Joint Certification (National Association of the Deaf-Registry of Interpreters for the Deaf) Educational Interpreter Performance Assessment Certification, licensure, quality assurance requirements vary by state	State of Ohio preK-12 teacher licensure	State of Ohio K-12 teacher licensure	State of Ohio K-12 teacher licensure

¹ Concentrations within Special Education major: (1) Deaf Education; (2) ASL/English Interpreting; (3) Moderate/Intensive Educational Needs; (4) Mild/Moderate Mathematics and Reading; (5) Mild/Moderate Social Studies and Reading; and (6) Mild/Moderate Language Arts and Reading

	Special Education Concentrations		
	Deaf Education	Mild/Moderate	Moderate/Intensive
Curriculum Overlap with ASL/English Interpreting Program	9 courses (33%)	2 courses (6%)	2 courses (7%)

With the ASL/English Interpreting program hidden within a major to which it has little relationship, prospective students cannot find it easily. Many do not find the current program attractive because they do not want to graduate with a special education major or do not want to be in a teacher education major. Students have also expressed concern that required courses in the major are more teacher-oriented rather than interpreter-oriented. Interpreting students have also complained about the excessive focus on the teacher performance assessments that do not apply to interpreting.

The ASL/English Interpreting program also differs from the American Sign Language major, offered through Kent State’s College of Arts and Sciences. The American Sign Language major prepares graduates for bilingual work in community-based settings or for graduate studies in foreign language instruction in higher education. Students who pair the American Sign Language major with the Education minor are eligible to sit for state licensure to teach American Sign Language in preK-12 educational settings. However, the American Sign Language major does not prepare students for the state’s associate license to be an interpreter in the preK-12 classroom as does the ASL/English Interpreting program.

Additionally, after a standard academic program review of graduate and undergraduate programs conducted in 2014, the appropriateness of the interpreting program billed as a concentration under Special Education was challenged. External reviewers said the program was an outlier that needed to be separated from special education.

Indicate whether additional faculty and staff will be needed to support the proposed request.

Presently, the ASL/English Interpreting program has one full-time faculty member. One additional full-time faculty position will be needed to support the proposed request. The interim dean of the College of Education, Health and Human Services, in which the program is housed, supports this hire, planned for the fall 2016 semester. This full-time faculty member will teach courses and oversee student placements for the required three practicums (two for 30 hours and one for 500 hours). The program has seen burgeoning enrollment that necessitates the need for accessible instructors and the offering of multiple sections of each course a semester.

Indicate whether additional resources (e.g., facilities, technology) will be needed to support the proposed request.

The program is functioning well and that is documented by the growing enrollment. Additional resources are not essential.

**MEMORANDUM****VACCA OFFICE OF STUDENT SERVICES**

TO: Mary Dellman-Jenkins, School Director, LDES, members of curriculum committees and the Ohio Board of Regents

From: Joanne Arhar, Associate Dean, EHHS

RE: Proposal to change ASL/English Interpreting from a concentration to a major

Date: June 29, 2015

ASL/English Interpreting is currently a concentration within the Bachelor of Science Degree Special Education major in the College of Education, Health, and Human Services at Kent State University. The faculty in ASL/English Interpreting are proposing to elevate the concentration to its own Major: ASL/English Interpreting within the Bachelor of Science Degree. The move to a major is timely for several reasons.

The program now has a full-time Non-Tenure Track faculty member, Assistant Professor Jamie McCartney who also serves as the program coordinator. Dr. McCartney has been interpreting for 22 years, has three national certifications, and has been an interpreter educator for 19 years. She has been very involved at the State and local levels. An increase in enrollment from 33 full time students in fall 2002 to 68 full time students in fall 2014 has justified the hiring of her as a full time faculty member and there is already consideration of hiring a second full time faculty member within two years.

From a curricular perspective, it makes sense to detach this program from Special Education. ASL/English Interpreting prepares students for careers in fields other than education. While some graduates may work as interpreters in K-12 schools, many work in non-school settings. Educational Interpreters do not receive a teaching license so coursework required of education majors intending to earn a teaching license is not relevant. Rather, ASL/Education Interpreting students need coursework that will prepare them for National Interpreter Certification from the Registry of Interpreters for the Deaf, Inc.

Finally, while the program is growing, it is anticipated that it would grow further if it were accredited by the Commission on Collegiate Interpreter Education (CCIE). All of the programs that are accredited are ASL/English Interpreting majors. An independent major would lend the program status and also make it easier for students to find on the University website with the potential of increasing enrollment. I am in total support of the proposal to elevate ASL/English Interpreting from a concentration to a major.

Proposal Summary

Establish New B.S. American Sign Language/English Interpreting Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new Bachelor of Science American Sign Language/English Interpreting major [BS ASEI] housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH]. This action will elevate the current ASEI concentration in the Special Education [SPED] program to a stand-alone major. The Special Education major presently has six concentrations; that major and its remaining five concentrations will continue to be offered.

The ASL/English Interpreting program is also offered as a Special Education concentration at the master's degree level. A concurrent proposal is being submitted to establish a stand-alone degree program at that level.

Along with the learning outcomes for the new major, the proposed program description, admission requirements, graduation requirements, course requirements, and roadmap will be submitted with the full proposal. The current SPED ASEI curriculum includes some coursework that is specific to the needs of teacher education students in other concentrations of the SPED major. Instead, this will be revised to reflect the needs of interpreting students. Course requirements will consist of 124 total credits. (see justification at the end of this document)

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

There will be minimal impact on other programs. Before these proposals, the ASL/English concentration shared 6 credit hours with Special Education. Those courses will continue to be required, but the major will become a stand-alone major. TAG courses will no longer be required, since the ASL/English Interpreting major does not lead to teacher licensure. This may result in a reduction of enrollment in these courses; the impacted program areas are being notified.

Current SPED courses that are exclusively used by ASEI will be revised to the ASEI subject designation.

Fiscal, Enrollment, Facilities and Staffing Considerations

Due to burgeoning enrollment, a non-tenure track assistant professor position has been requested and approved. When the program is approved as a stand-alone major, the search will begin.

Evidence of Need and Sustainability if Establishing

This program had 62 majors as of Spring 2015. When the program was created, there was no one hired to work in the position on a full time basis. In recent years, the enrollment had grown to a level that necessitated the hiring of a full time assistant professor. Even with a person filling that position, the need is still great.

In a 2007 needs assessment conducted by the National Consortium of Interpreter Education Centers (NCIEC), the following results were reported upon: They concluded many things, but regarding education, they deduced the following:

- There will be more interpreters retiring from the field in the next 10 years than entering it
- More interpreters will seek a bachelor's degree than there are programs and educators available to offer those degrees.

Researchers speculate that, in the near future, interpreters will be required to have a bachelor's degree in

American Sign Language and a master's degree in interpreting. The Registry of Interpreters for the Deaf lists 79 associate degrees, 41 bachelor's degrees and four master's degrees in the United States (one of which is Kent State University). Gallaudet University (the only liberal arts university for Deaf people) offers a Ph.D. program.

The Commission on Collegiate Interpreter Education has stopped accrediting associate degree programs, indicating a shift to a required bachelor's degree. A follow up needs assessment by the NCIEC in 2013 stated that roughly 60% of associate degree programs have articulation agreements with bachelor's degree programs, so the goal for many associate-degree students is a bachelor's degree.

Job prospects

The Bureau of Labor Statistics says that "Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations" (2015). It goes on to say that "Demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services, which allow people to conduct online video calls and use a sign language interpreter." "Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification ... Interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills."

Sign Language Interpreters can work through an agency or as independent contractors/ freelance interpreters. They are needed in the following areas: K-12, post-secondary, and community settings. Community settings include medical and mental health appointments, legal, social services, video relay service and video remote interpreting (which are both open 24/7), employment-related, religious, performing arts, vocational rehabilitation, and family/personal. The national organization has over 16,000 members and 325 are listed from Ohio. There are more than 500 interpreters who have a license to interpret in K-12 schools. In 2009-2010, there were 2,641 deaf/hard of hearing children in Ohio schools. (https://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Operational-Standards-and-Guidance/Ohio-Guidelines-for-Educational-Interpreters/Interpreter-Guidelines_Revision_7-2011.pdf.aspx)

A complete Needs Analysis and Faculty Credentials will be submitted with the full proposal.

Provisions for Phase-Out if Inactivating

NA

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. The following is the anticipated schedule:

- SPED program approval: August 28, 2015
- LDSES SCC approval: September 16, 2015
- presented to EHHS for approval: October 23, 2015
- presented to EPC for approval: November 16, 2015
- Faculty Senate: December 7, 2015
- Board of Trustees: Spring, 2016
- Ohio Board of Regents: Spring, 2016