



Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Request for Approval

Submitted by
Kent State University

Establishment of a
Bachelor of Science Degree
In
American Sign Language/
English Interpreting

Date to Come
(after Board of Trustees approval)



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REQUEST

Date of submission: *date pending*

Name of institution: Kent State University

Degree/degree program title: American Sign Language/ English Interpreting major within the Bachelor of Science degree

Primary institutional contact for the request

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Date that the request was approved by the institution's governing board:
Approved by the Kent State University Board of Trustees on *date pending*

Proposed start date: Fall 2017

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's, doctoral levels; undergraduate and graduate certificates (total 326 majors in 44 degrees and 67 certificates as of fall 2015)

Educator Preparation Programs:

Program leads to licensure	No ¹ *
Program leads to endorsement	No

* Program is approved for State of Ohio preK-12 interpreting licensure, but not teacher licensure.

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes elevating the current ASL/English Interpreting concentration in the Bachelor of Science in Education degree in Special Education degree program to a stand-alone degree program within the Bachelor of Science degree. The American Sign Language/English Interpreting program does not share the same mission, career goals and expectations, and licensure requirements as the Special Education program; it needs to achieve its own identity to continue to align with licensure and certification requirements and to meet eligibility for accreditation from the Commission on Collegiate Interpreter Education (CCIE).

¹ Kent State's ASL/English Interpreting program is approved for State of Ohio preK-12 interpreting licensure.

In addition to ASL/English Interpreting, the Special Education major consists of concentrations in Deaf Education, Mild/Moderate Education and Moderate/Intensive Education. The Special Education major and its remaining concentrations will continue to be offered.

Since the establishment of the ASL/English Interpreting concentration in 2000, student enrollment has steadily increased each year, from 26 students in spring 2009 to 43 in spring 2012 to 65 in spring 2016. Enrollment increases have been the result of a combination of efforts, including curricular changes that shifted the focus of the program from strictly educational to one that combines education and community focuses; a program name change (from Educational Interpreting to ASL/English Interpreting in 2013); respected faculty in the profession; strong practicum placements and jobs for recent graduates; the hiring of a full-time faculty member to assist current students and recruit new students; and a redesigned website to showcase the program.

Faculty members have strived to ensure that students meet the criteria for national certification and state interpreting licensure, a necessity to work as an interpreter. As a result, the dissimilar nature between the Special Education major and American Sign Language/English Interpreting concentration has become visibly apparent.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1915
Date of last review:	2014-2015
Date of next review:	2022-2023

2.2 Results of the last accreditation review

Kent State University's accreditation was reaffirmed by the Higher Learning Commission on 26-27 January 2015.²

2.3 Notification of appropriate agencies

Notification to and approval by the Higher Learning Commission will occur after the Ohio Department of Higher Education has approved the program. Notification to the Council for the Accreditation of Educator Preparation (CAEP) will occur once final approval has occurred. In addition, once final approval has occurred, Kent State will begin the process to secure accreditation with the Commission on Collegiate Interpreter Education.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment (www.kent.edu/mission).

² Correspondence from HLC President Barbara Gellman-Danley (4 February 2015). Retrieved from <http://hlcommission.org/download/ActionLetters/Kent%20State%20University%20AQIP%20Reaffirmation%20Action%20Letter%201-27-15.pdf>.

3.2 Organizational structure

Kent State University's administration and academic organizational charts can be found at www.kent.edu/administration.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The proposed BS degree in American Sign Language/English Interpreting will be administered by the School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services. This reflects the same structure that administers the current program as a concentration within the Special Education major.

The School of Lifespan Development and Educational Sciences is one of four schools in the College of Education, Health and Human Services, each led by an academic director who reports to the dean of the college. The dean, in turn, reports to Kent State University's senior vice president for academic affairs and provost.

The school includes approximately 48 full-time faculty members in seven program areas: counselor education and supervision, educational psychology, human development and family studies, instructional technology, rehabilitation counseling, school psychology, and special education. The school presently administers two undergraduate majors, eight majors at the master's degree level, and four majors at the doctoral level. In addition, it oversees three undergraduate minors and eight certificate programs.

While the university's academic structure includes a Department of Modern and Classical Language Studies, housed in the College of Arts and Sciences, Kent State's College of Education, Health and Human Services has been determined to be a better fit for the American Sign Language/English Interpreting major. Modern and Classical Language Studies' programs include American Sign Language and Translation majors, which prepare students to learn a language and/or become language translators. The American Sign Language/English Interpreting major, in contrast, prepares students to become interpreters performing a service for the deaf and hard-of-hearing, predominantly in education.

This determination of academic home is reflected nationwide: Of the 33 universities listed in the Registry of Interpreters for the Deaf that offer a bachelor's degree in American Sign Language interpreting, the majority (17 or 52%) administer the program through their education, health or human services department. Only three universities (9%) administer the program through their linguistics or languages department. (See Appendix A for full listing of interpreter preparation programs.)

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

Jamie L. McCartney, PhD, is the coordinator of the American Sign Language/English Interpreting program (see Appendix B for Dr. McCartney's curriculum vitae). In that role, she is responsible for teaching a 4/5 load; advising students; fielding inquiries from prospective students; directing the administrative, instructional and operational aspects of the program; establishing and/or revising components of the program; hiring part-time faculty; submitting pertinent reports; and pursuing accreditation from the Commission on Collegiate Interpreter Education.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

The proposed new major was approved by the curriculum committee of the School of Lifespan Development and Educational Sciences on March 18, 2016. That committee consists of all full-time faculty members within the school, representing each of the seven program areas. The committee meets once each month, with the option to schedule emergency meetings as necessary.

The program was approved by the curriculum committee of the College of Education, Health and Human Services on March 18, 2016, which is co-chaired by the associate college deans and includes tenured/tenure-track faculty from each of the three schools and regional campuses. The term of office is two years. Elections are conducted at the end of the spring semester, and members assume office at the beginning of the fall semester. The committee meets once each month, with the option to schedule emergency meetings as necessary.

Also voicing support for the proposed major is the Interpreting Collaborative, a group comprising Ohio faculty members who are affiliated with either an associate or bachelor's degree programs in interpreting education at their respective institutions. This group meets for the sole purpose of discussing curricular ideas and sharing current mandates set forth by the Registry of Interpreters for the Deaf, Ohio Department of Education and the Ohio Department of Higher Education. The group meets once or twice a year. Please see Appendix C for letters of support.

Interpreting Collaborative

Institution / Agency	Name
Cincinnati State Community and Technical College	Dawn Caudill, program chair
Columbus State Community College	Christine Evenson, coordinator and assistant professor
Cuyahoga Community College	Donna Liebenauer, program manager
Ohio School for the Deaf	Erin Biehl, public information specialist
Ohio School for the Deaf	Lynda McChesney, interpreter
Ohio School for the Deaf	Lori Woods, instructor
Ohio University at Chillicothe	Becky Brooks, program coordinator
Sinclair Community College	Phyllis Adams, chair and professor
University of Cincinnati	Suzanne Ehrlich, field service assistant professor
University of Cincinnati	Elizabeth Jean-Baptiste, assistant professor
Wright State University	Barb Dunaway, lecturer

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

Students in the American Sign Language/English Interpreting program are discovering more about another language, culture and themselves as a future practitioner. They learn how to create interpretations that are effective for various deaf and hard-of-hearing individuals who function with different modes of the language due to the way they were raised, their education or their experience. In addition, the program cultivates students' ethical and humanitarian values so that they may then, in turn, further enrich those characteristics in others. One of the goals of the program is develop interpreters who will then interact and hone their craft with colleagues at the local, state, regional, national and international levels.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

Student interest in American Sign Language/English Interpreting has grown in recent years at Kent State University (see table below), just as it has flourished nationwide. In 2000, U.S. institutions offered approximately 100 associate, 15 bachelor's and two master's degrees in American Sign Language/ English Interpreting. Today, there are 79 associate (21% decrease), 41 bachelor's (173% increase) and four master's degree programs.³

Table: Spring Semester Enrollment in the ASL/English Interpreting Program at Kent State University

2009	2010	2011	2012	2013	2014	2015	2016
26	29	30	43	57	39	68	65

These developments are due to several reasons. As legislation passed in the 1960s, 1970s, and 1990s that allowed Deaf people to have an interpreter provided for their own school education, the demand for sign language interpreters increased. Interpreters can now be seen in preK-12 and post-secondary settings, along with numerous community settings. The training of interpreters became more rigorous after a national certifying body, Registry for Interpreters for the Deaf, was established in 1964 and a code of professional conduct was developed.

After the passage of the Americans with Disabilities Act and revisions in 2008, the need for interpreters was firmly established. The ADA legislation consisted of five areas where interpreters were required, including employment, telecommunications public services and public accommodation. In 2000, when the Federal Communications Commission included video relay service (which allows people to conduct online video calls and use a sign language interpreter) as another acceptable way of providing telecommunication services for the hearing impaired.⁴ This provision has led video relay services providers to increase the hiring of interpreters.

³ Registry of Interpreters for the Deaf, Inc. (2014) Find an Interpreter Education Program. Retrieved from myaccount.rid.org/Public/Search/Organization.aspx.

⁴ Federal Communication Commission. Video Relay Services. Retrieved from www.fcc.gov/consumers/guides/video-relay-services.

Chris Wakeland, vice president for interpreting services at Sorenson Video Relay Service—the largest private employer of sign language interpreters in the nation—stated in his letter of support (see Appendix C) that “Every year, we see a need to increase our pool of qualified interpreters by 20 percent, and this need is not going away. We expect this trend to continue for a minimum of five years. Our need is great, and so is the need in local communities.”

In agreement with that trend is the Bureau of Labor Statistics⁵, which projects a 29 percent increase in employment of interpreters and translators between 2014 to 2024—considered “much faster than the average for all occupations”—and states that rapid-growing demand for ASL interpreters is driven by the use of video relay services. “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.”

A 2007 *New York Times* article⁶ on shortages of sign language interpreters in the states’ courts of law stated that “a study from Nebraska...said 65 percent of all assignments for American Sign Language interpreters in that state’s courts went unfilled.”

At the state level, Ohio is ranked sixth in the nation with the highest employment level in interpreting and translation.⁷ Interpreting and translating is considered one of Ohio's fastest-growing occupations, with a 47 percent increase between 2012 and 2022.⁸ With the passage of House Bill 216 in 1990 that recognized American Sign Language as a foreign language that could be taught in Ohio middle and high schools, more students in Ohio are being introduced to deaf culture and American Sign Language at an earlier age. That has led to many of these students graduating with this skill and interest in a related career path in which to apply it.

In a 2012 needs assessment⁹ conducted by the National Consortium of Interpreter Education Centers, the following results were reported upon:

- 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.

The training for interpreters has grown more rigorous in response to the needs of the Deaf community. Certification given by the national certifying body, the Registry of Interpreters for the Deaf, Inc., has become much more demanding, with a recent decision that only interpreters with a bachelor’s degree will be eligible to sit for the national certification test.

⁵ Bureau of Labor Statistics, U.S. Department of Labor (December 17, 2015). *Occupational Outlook Handbook, 2016-17 Edition*, Interpreters and Translators. Retrieved from www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm.

⁶ Feuer, A. (2007, August 10). Judge spotlights shortage of interpreters for the deaf. *The New York Times*. Retrieved from www.nytimes.com/2007/08/10/nyregion/10deaf.html.

⁷ Bureau of Labor Statistics, U.S. Department of Labor (May 2015). Occupational Employment and Wages, Interpreters and Translators. Retrieved from www.bls.gov/oes/current/oes273091.htm.

⁸ Ohio Department of Job and Family Services, Bureau of Labor Market Information (December 2014). 2022 Ohio Job Outlook. Retrieved from ohiolmi.com/proj/Projections/Ohio_Job_Outlook_2012-2022.pdf.

⁹ National Consortium of Interpreter Education Centers (January 2013). Interpreting Practitioner National Needs Assessment of 2012 Final Report. Retrieved from www.interpretereducation.org/wp-content/uploads/2013/02/Practitioner_FINAL_REPORT_021513.pdf.

See Appendix D for needs assessment.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

In the processing of elevating the existing concentration to a separate degree program, faculty surveyed (via Qualtrics) current students, former graduates, employers of interpreters, coordinators of interpreting services and coordinators of interpreter preparation programs across the United States. An additional survey was conducted by the National Consortium of Interpreter Education Centers (NCIEC).

In the first survey, of current and former students, 82 percent responded that they felt extremely positive about the change to an independent major. Seventeen respondents felt positive, while one was neutral. When asked why they chose Kent State's program, 35 percent stated that it was the best program out of all the ones they considered, and 29 percent stated location was a determiner; 12 percent stated the program's reputation helped in their selection. Some comments from respondents:

"It was a combination of reasons: instructor's background, expertise, passion, and location."

"It was closest to home and I was already attending the KSU Trumbull branch, but the interpreting program's reputation was also a big factor in why I came."

"It is the only school that offered a 4 year bachelor's degree."

"It's the only school close to my area that has ASL."

Both location and reputation."

"I originally majored in deaf education but then grew interested in the interpreting program. At the time (almost 15 years ago) Kent State was one of the only bachelor's degree interpreting programs in the country."

"I didn't know what I was going to major in. I took an ASL class at KSU and then later found out about the program."

In the second survey, of employers of interpreters and coordinators of interpreting services, 60 percent felt extremely positive about the proposed American Sign Language/English Interpreting major; 29 percent felt positive about it, while only four responded neutrally. No one stated that it was a negative or extremely negative decision.

When asked if demand for interpreting would decrease in the next three years, 74 percent felt the demand would increase, while 23 percent felt the demand would remain the same. The four highest arenas in which respondents were employers were in post-secondary education, social services, business and industry and medical/mental health.

The survey found that employers hired and/or coordinated interpreters mostly in Northeast Ohio, but also responded from the rest of the state, with Central and Northwest Ohio being the second most frequently occurring after northeast Ohio. When asked how many interpreters were employed within their organization, response rate was the following: 0-25 interpreters (66% response), 26-50 (20%), 51-75 (3%) and 76-100 (3%).

In the third survey, of coordinators of 39 American Sign Language/English Interpreting programs, twenty-two respondents (56%) felt a bachelor's degree was the optimal level a future graduate will need to be a successful interpreter, while nine (23%) felt a master's degree was optimal. Only four respondents (10%) felt an associate's degree was sufficient.

The information below is from the fourth survey, which was a national survey conducted by the National Consortium of Interpreter Education Centers.

Table 1: 2012 Survey staff interpreter median annual salary by organization where position held

Type of Employment Setting	All Staff Interpreters		Full-Time w/Full Benefits	
	# of Respondents	Mean Salary	# of Respondents	Mean Salary
Legal	16	\$55,000	13	\$64,000
Video Relay Services	225	\$42,000	102	\$57,000
Private Referral Agency	90	\$46,000	48	\$55,000
Medical	62	\$38,000	23	\$52,000
Vocational Rehabilitation	22	\$35,000	10	44,000
Post-Secondary Education	272	\$29,000	129	\$41,000
Public Referral Agency	56	\$35,000	36	\$40,000
Vocational/Technology Education	24	\$35,000	12	\$39,000
Commission/Center on Deafness	26	\$32,000	15	\$37,000
Secondary (K-12) Education	465	\$29,000	388	\$31,000
Total	1,386		848	

Table 2: 2012 Survey respondent demand for services over previous three years

CATIE*	Less Demand	More Demand	No Change
Illinois	11	55	11
Indiana	4	38	5
Iowa	3	17	5
Kansas	0	6	4
Michigan	2	42	15
Minnesota	5	52	15
Missouri	2	11	6
Nebraska	0	6	3
Ohio	20	42	16
Wisconsin	9	26	13
Regional Total	56 (13%)	295 (66%)	93 (21%)
Do Not Reside in U.S.	Less Demand	More Demand	No Change
Other Than State Total	1 (7%)	10 (67%)	4 (26%)
Total Respondents	372 (17%)	1,285 (59%)	522 (24%)

* Collaborative for the Advancement of Teaching Interpreting Excellence (CATIE)

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The American Sign Language/English Interpreting program is aligned with the standards of the Registry of Interpreters for the Deaf, Inc. and the National Consortium of Interpreter Education Centers. The consortium comprises six federally funded centers that offer expertise, leadership and other tools toward the shared goal of enhancing sign language interpreting education.

The proposed major is also based on the standards of the Commission on Collegiate Interpreter Education. Presently, the commission accredits four associate degree programs and 12 bachelor's degree programs, none of which are in Ohio. To be eligible for 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).

There are four steps in the the accreditation process: (1) apply for candidacy and submit an application fee, (2) complete a self-study report, (3) conduct a peer review of the self-study report and (4) participate in a site visit from the accreditor. Kent State is on the second step. It is anticipated that an accreditation site visit will occur in fall 2016/winter 2017.

4.3 Collaboration with other Ohio institutions

Indicate whether any University System of Ohio institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

There is no institution within 30 miles of any Kent State campus to offer the proposed bachelor's degree program. Kent State's program is the only baccalaureate approved for preK-12 interpreting licensure in Ohio. Kent State and Wright State University are the only two universities in Ohio to offer a bachelor's degree in interpreter education that is recognized by the Registry of Interpreters for the Deaf (RID). The University of Cincinnati offered an undergraduate program in signed language interpreting until recently. Kent State University offers the only entry-level bachelor's degree in American Sign Language/English Interpreting in state.

Four community colleges in Ohio offer a RID-recognized associate degree: Cuyahoga Community College, Sinclair Community College, Columbus State Community College and Cincinnati State Technical and Community College.

Kent State has partnered with Sorenson Video Relay Service to offer the Synergy Program, whereby American Sign Language/English Interpreting students obtain community observation hours at the Sorenson Video Relay Center. Kent State University is one of five institutions to collaborate with Sorenson Video Relay Service.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with any other institution in Ohio.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

Freshman admission to the university is selective and is based on: (a) ACT and/or SAT scores, (b) cumulative high school GPA, (c) grade trends, and (d) the strength of the college preparatory curriculum. Students must have a 2.75 high school GPA for direct admission into the American Sign Language/English Interpreting major.

Additionally, students in the American Sign Language/ English Interpreting program must meet specific requirements to be eligible for the Professional Phase of the program (typically in the fourth semester). To be eligible for the Professional Phase, students must have the following:

- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in Kent Core Composition (College Writing courses), ASL 19201 Elementary American Sign Language I, ASL 19202 Elementary American Sign Language II and ASEI 43102 Interpreting Processes I
- Minimum B- grade in ASEI 43100 Survey of the Interpreting Profession

This admission process is more selective than some programs' initial admission requirements due to the program's high-level progression. Students must show a certain measure of academic success as defined by the progression requirements. Once students advance into the Professional Phase, they must maintain these minimum GPA requirements every semester until graduation. Graduation requirements are established to prepare students to meet eligibility criteria for state interpreting licensure and national interpreting certifications. In addition to the being admitted to the Professional Phase, students must also pass the Sign Language Proficiency Interview at the intermediate level (or a minimum Level 2 on the American Sign Language Proficiency Interview) before enrolling in the advanced practicum course.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam, among others, is awarded for specific course equivalencies, general education requirements and electives.

Kent State is presently working on submissions of its American Sign Language courses to the new American Sign Language TAG.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

As the American Sign Language/English Interpreting program has been in existence for the past 16 years, the current student administrative services are sufficient for the program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The existing student academic services are adequate and are already in place for students currently in the program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog.

The Bachelor of Science degree in American Sign Language/English Interpreting prepares students to work with deaf and hard-of-hearing individuals in both educational and community settings, including schools and universities, businesses, medical and mental health agencies and social service offices. The coursework and nationally certified instructors guide students in developing interpreting expertise, sign language fluency and professional ethics. Coursework encompasses interpreting process models and their application; analytical approaches to professional and ethical decision-making; and interpreting comparative analysis of English and American Sign Language through the study of linguistics, discourse structures and features, pragmatics and sociolinguistics. Students learn self-assessment strategies for lifelong learning and gain 500 hours of practicum and experience with interpreter mentors. Graduates may apply for licensure from the State of Ohio to interpret from pre-kindergarten to grade 12. They are also prepared for the National Interpreter Certification (NIC) and the Educational Interpreter Performance Assessment (EIPA).

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The goal of the American Sign Language/English Interpreting program is to produce graduates who will:

- Possess commensurate competency in spoken and written English, American Sign Language, mainstream culture and Deaf Culture;
- Effectively interpret diverse texts, across a variety of genres and language preferences between English and American Sign Language;
- Appreciate the diverse consumers with whom they work, as well as the languages and cultures involved;
- Make appropriate, ethical and effective decisions, both in practical and real interpreting situations;
- Be motivated, teachable and willing to adapt to changing situations;
- Demonstrate the belief that all students can learn;
- Have a clear grasp on theory and practice;
- Understand different specializations of interpreting

Students in the program must demonstrate proficiency in English by completing two English composition courses with a minimum C grade. The required course ASL to English Interpreting Processes (ASEI 43113) allows students to examine the prescriptive and the pragmatic use of English grammar as it applies to translation and interpreting processes. Proficiency in American Sign Languages comes from required six American Sign Language courses in which they must earn a minimum C grade. They learn about mainstream American culture and Deaf culture through such courses as Survey into the Interpreting Profession (ASEI 43100), Deaf Culture and Community (ASL 49401), Interactive Interpreting (ASEI 43312) and Deaf Residential School Field Experience (ASEI 43092). Throughout the program, students learn to appreciate their Deaf and non-Deaf consumers for who they are and to facilitate communication, mediating when necessary.

Reflection on their decisions occurs in all three Interpreting Processes courses (ASEI 43102, ASEI 43103, ASEI 43104), as well as the Professional Interpreter (ASEI 43111), students practicum experiences and the final Inquiry Seminar for ASL-English Interpreters (ASEI 49625). Students need to reflect on interpreted work that was performed to identify areas of weakness and to propose strategies for improving future performances. They need to examine the linguistic, cultural and communicative implications of their work within the context where their work occurred. It is important they learn to offer feedback to their peers and receive feedback as they prepare to function in team interpreting situations. As part of this process they identify the roadblocks to understanding between consumers of two different languages, world views and cultures. They then use these reflections to guide their decisions in the future.

With the ultimate goal of developing professional interpreters who adhere to and appropriately apply the ethical tenets of the profession, the curriculum actively engages students in an exploration of mature, ethical and professional behaviors and attitudes. The process and the speed of this development vary from student to student.

The transition from high school students to employment-ready professionals requires a variety of strategies, including professionalism points incorporated into syllabi; modeling professional behaviors of faculty and other working interpreters; face-to-face confrontations when necessary; required readings on professional ethics and investigations in numerous courses; application of professional expectations in real and contrived interpreting situations; and reflections on interpreting work that was observed, as well as the work performed by students in authentic situations. Courses that specifically and aggressively focus on this development are the Professional Interpreter (ASEI 43111), all the practicum experiences and the Inquiry Seminar course (ASEI 49625); although ethical and professional development is integrated into all aspects of the curriculum.

Within this program and the profession, interpreters will work with a diverse set of consumers. This diversity could be age, ethnicity, race, gender, sexual orientation, degree of hearing loss, age of onset of hearing loss, cultural choices, etc. The interpreting practitioner must be willing to adapt to the dynamics of the communication participants' unique worldviews, communication expectations, perceived (or lack of) power, culturally implied information that may need to be made explicit, perceive alliances and the ever present concern that the participants must rely on a third party to convey their message and intent. These issues of diversity are discussed to some extent throughout the interpreting curriculum and in the cultural diversity coursework taken as program requirements and/or electives. Students apply this information and practice mediating cross-cultural communication in the three Interpreting Processes courses (ASEI 43102, ASEI 43103, ASEI 43104), Interactive Interpreting (ASEI 43312), ASL to English Interpreting Processes (ASEI 43113), all practicum experiences and the Inquiry Seminar (ASEI 49625).

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program.

Please note that the ASEI courses listed below currently exist under the course subject SPED.

Course	Credit Hours	Major Core	Kent Core	OTM TAG	New/ Existing
MAJOR REQUIREMENTS (84 credits)					
ASEI 43100 Survey of the Interpreting Profession (min B- grade)	3	■			Existing
ASEI 43102 Interpreting Processes I (min C grade)	3	■			Existing
ASEI 43103 Interpreting Processes II (min C grade)	3	■			Existing
ASEI 43104 Interpreting Process III (min B- grade)	3	■			Existing
ASEI 43105 Transliterating (min C grade)	3	■			Existing
ASEI 43106 School Setting Interpreting (min C grade)	3	■			Existing
ASEI 43107 Community Setting Interpreting (min C grade)	3	■			Existing
ASEI 43110 Discourse Analysis for Interpreters (min C grade)	3	■			Existing
ASEI 43111 The Professional Interpreter (min C grade)	3	■			Existing
ASEI 43112 Interactive Interpreting (min C grade)	3	■			Existing
ASEI 43113 ASL to English Interpreting Processes (min C grade)	3	■			Existing
ASEI 43192 Advanced Practicum: ASL English Interpreting	9	■			Existing
ASEI 49625 Inquiry Seminar for ASL-English Interpreters (min C grade)	3	■			Existing
ASL 19201 Elementary American Sign Language I (min C grade)	4	■		TAG*	Existing
ASL 19202 Elementary American Sign Language II (min grade)	4	■		TAG*	Existing
ASL 29201 Intermediate American Sign Language I (min C grade)	3	■		TAG*	Existing
ASL 29202 Intermediate American Sign Language II ² (min C grade)	3	■		TAG*	Existing
ASL 39201 Advanced American Sign Language I (min C grade)	3	■			Existing
ASL 39202 Advanced American Sign Language II (min C grade)	3	■			Existing

Course	Credit Hours	Major Core	Kent Core	OTM TAG	New/ Existing
ASL 49108 American Sign Language Linguistics I (min C grade)	3	■			Existing
ASL 49401 Deaf Culture and Community (min C grade)	3	■			Existing
COMM 35852 Intercultural Communication (min C grade) <i>Fulfills global diversity requirement</i>	3	■			Existing
MCLS 30420 Foreign Language and Culture (min C grade)	3	■			Existing
SPED 43092 Deaf Residential School Field Experience <i>Fulfills experiential learning requirement</i>	1	■			Existing
SPED 43309 Introduction to Deaf Studies (min C grade) <i>Fulfills writing-intensive requirement (min C required)</i>	3	■			Existing
SPED 43310 Language Development for Deaf and Hard-of-Hearing Students (min C grade)	3	■			Existing
KENT CORE / UNIVERSITY REQUIREMENTS (36 credits)					
PSYC 11762 General Psychology <i>Fulfills Kent Core Social Sciences and domestic diversity requirement</i>	3		■	OTM	Existing
PSYC 20651 Child Psychology <i>Fulfills Kent Core Social Sciences/ Additional and domestic diversity requirement</i>	3		■	OTM	Existing
UC 10097 Destination Kent State: First Year Experience <i>Not required of students with 25 transfer credits or age 21+ at time of admission</i>	1		■		Existing
Kent Core Composition (min C grade)	6		■	OTM	Existing
Kent Core Mathematics and Critical Reasoning	3		■	OTM	Existing
Kent Core Humanities and Fine Arts	9		■	OTM	Existing
Kent Core Social Sciences	3		■	OTM	Existing
Kent Core Basic Sciences	6-7		■	OTM	Existing
Kent Core Additional	3		■	OTM	Existing

*Process is underway to have these courses approved for the American Sign Language TAG.

Admission into the Professional Phase (fourth semester) requires the following:

- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in Kent Core Composition, ASL 19201, ASL 19202 and ASEI 43102
- Minimum B- grade in ASEI 43100

Requirements for graduation with the degree:

- Minimum 120 credit hours
- Minimum 2.750 overall GPA and 3.000 major GPA
- Minimum C grade in all major coursework, except ASEI 43100 and ASEI 43014, both of which require minim B- grade
- Passage of the Sign Language Proficiency Interview at the intermediate level (or a minimum level 2 on the American Sign Language Proficiency Interview)

Provide a brief description of each major course in the proposed program as it would appear in the course catalog.

Please note that all courses for this degree program are existing and have been offered.

ASEI 43100 Survey of the Interpreting Profession (3 credits). Introduction to the field of ASL-English interpreting. The following will be discussed: the history of the interpreting profession; the varied roles and responsibilities of interpreters; issues & concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; ethical guidelines and their application to

educational environments. Since interpreters are expected to be fluent in both English and ASL, this course will strive to enhance students' facility with both languages.

ASEI 43102 Interpreting Processes I (3 credits). Beginning level interpreting course that examines the models of interpreting and their application to practice. Consecutive and simultaneous interpreting strategies are used to develop processing skills for both English to ASL and ASL to English interpretations. Samples of narrative genre are the texts used for interpretations as students examine the linguistic and cultural differences between ASL and English narratives.

ASEI 43103 Interpreting Processes II (3 credits). Intermediate level interpreting course that challenges students to interpret the more complex genres including expository, procedural, and argumentative texts. Students will study and apply contextualization strategies. Discourse that is common to both the adult deaf community and educational settings will be interpreted and transliterated. Students will be assigned to a thirty-hour practicum placement.

ASEI 43104 Interpreting Process III (3 credits). Advanced level interpreting course focused on enhancing students' English to ASL and ASL to English skills in a variety of settings. Complex texts are selected from a variety of disciplines from both community and educational settings. Students build on previously developed self-assessment skills to create detailed and analytical diagnostic charts of their interpreted work. Students will be assigned to a 30-hour practicum placement.

ASEI 43105 Transliterating (3 credits). Receptive and expressive use of English-based sign language systems; ASL root words, prefix/suffix use, simultaneous speaking and signing. Explanation and demonstration of Cued speech; exploration of the research related to individuals who use Cued speech.

ASEI 43106 School Setting Interpreting (3 credits). Issues, challenges, roles, responsibilities, and ethics of classroom-based educational interpreting are explored. Students are exposed to the variety of classroom designs where interpreters work such as mainstreaming, inclusion, resource room, and self-contained classrooms. K-12 settings place additional expectations for interpreter participation including IEP meetings, counseling, school assemblies and performing arts presentations.

ASEI 43107 Community Setting Interpreting (3 credits). This course explores the various venues that interpreters can work in the community. Emphasis will be given to the development of specialized vocabulary. Students participate in mock interpreting situations common to community interpreting in order to identify ethical dilemmas, demands, and controls.

ASEI 43110 Discourse Analysis for Interpreters (3 credits). This course will explore the field of discourse analysis and its relation to the work of an interpreter. Students will complete the course with an understanding of terminology specific to discourse analysis, a better understanding of one's own discourse style, and a better idea of how English and ASL use various discourse features. These features include the following: turn-taking, conversational repair- false starts, discourse markers, constructing dialogue and action, cohesion, rhythm, rhyme, and repetition.

ASEI 43111 The Professional Interpreter (3 credits). Covers current trends in the field regarding situational and ethical issues. Demand-control schema and the RID Code of Professional Conduct are key components of the students' investigation and application. Students receive guidance in preparing for the RID NIC and participate in practicing for the RID performance test.

ASEI 43112 Interactive Interpreting (3 credits). Guides students through a process of examining the complex nature of interpreting interactive discourse. Discussions will focus on managing this multi-layered process when participants' roles, assumptions, and goals can be congruent or adversarial. Student will learn to navigate contrasting cultural, linguistic, and discourse expectations. This course will present numerous interactive scenarios for students to interpret typical of a variety of settings with different participant configurations.

ASEI 43113 ASL to English Interpreting Processes (3 credits). Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly papers to increase students' abilities to apply this to their interpretations.

ASEI 43192 Advanced Practicum: ASL English Interpreting (9 credits). Field-based practicum experience provides pre-service educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and-or community settings. University supervisor and teacher mentor observe and assess student skill. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses as prerequisite for student teaching.

ASEI 43309 Introduction to Deaf Studies (3 credits). Introductory survey course provides informational base and understanding of experiences of deaf people as a cultural minority. Includes etiology and prevalence data, service delivery systems, diagnosis and assessment of issues and communication systems. 20 field hours.

ASEI 43310 Language Development for Deaf and Hard-of-Hearing Students (3 credits). Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience.

ASEI 49625 Inquiry Seminar for ASL-English Interpreters (3 credits). Final semester course to coincide with the advanced practice. Students present a professional description of their interpreting site analyzing students' needs, school and instructor expectations or barriers, application of the Demand – Control Schema, and ethical challenges. Current research in the field of interpreting is examined and a diagnostic chart of a work sample is created. Students explore the EIPA exam, its theoretical foundations, and participate in practicing for the EIPA.

ASL 19201 Elementary American Sign Language I (4 credits). Introduction to American Sign Language and the culture of the American signing community, in an immersion setting.

ASL 19202 Elementary American Sign Language II (4 credits). A continuation of the introduction to American Sign Language and the culture of the American signing community, in an immersion setting.

ASL 29201 Intermediate American Sign Language I (3 credits). Continued development of receptive and expressive skills in American Sign Language and an introduction to ASL grammar, using a bilingual-bicultural approach and interaction with deaf organizations.

ASL 29202 Intermediate American Sign Language II (3 credits). Continuation of ASL 29201 with an emphasis on greater exploration of American Sign Language sentence structure using a bilingual-bicultural approach. Students are involved in a community service project, providing a hands-on experience with using ASL within a community setting.

ASL 39201 Advanced American Sign Language I (3 credits). Students enhance receptive and expressive proficiency in an immersion setting through the use of both planned and impromptu in-class discussion of current and historic events and involvement in a community service project. Students are advised to begin planning this activity early in the semester. Successful completion of ASL 29201 portfolio interview required prior to registration.

ASL 39202 Advanced American Sign Language II (3 credits). Students continue to increase their receptive and expressive proficiency in American Sign Language in an immersion setting, through in-class formal and informal presentations, discussions of current and historical events, and working in groups to complete a semester project and a community service project.

ASL 49108 American Sign Language Linguistics I (3 credits). Lecture, discussion and application course designed to introduce students to basic linguistic terminology and concepts, as applied to American Sign Language (ASL) and taught using a bilingual-bicultural approach. Both ASL and English are used in the instruction of this class. Successful presentation of cumulative portfolio is required prior to registration in this course.

ASL 49401 Deaf Culture and Community (3 credits). Students explore the different voices and perspectives which have been, and are, present within the deaf community, issues of controversy, myths and data, using a mix of ASL and English materials and discussion. Successful presentation of cumulative portfolio required prior to registration.

COMM 35852 Intercultural Communication (3 credits). Theory and application of communication between people of different cultures and different national systems.

MCLS 30420 Foreign Languages and Culture Studies (3 credits). Examines the anthropological, linguistic and cultural dimensions involved in language interactions. Students acquire the skills necessary to analyze language and culture “in action” from verbal and non-verbal perspectives, and to identify and reflect on the distinctive viewpoints of other cultures and speakers of other languages. Interactive lectures, discussions and application activities build on students’ current linguistic and cultural competence.

SPED 43092 Deaf Residential School Field Experience (1 credit). Week-long practicum at a residential school for the deaf; 24-hour interaction with deaf students and adults. Students stay on campus. Conduct, interaction, sign language skills, maturity, responsibility and performance are evaluated by staff at the school.

6.4 Program sequence

First Year					
	Fall	Hours	Spring		Hours
ASL 19201 Elementary American Sign Language I		4	ASL 19202 Elementary American Sign Language II		4
US 10097 Destination Kent State: First Year Experience		1	MCLS 30420 Foreign Language and Culture		3
Kent Core Requirement		3	PSYC 11762 General Psychology		3
Kent Core Requirement		3	Kent Core Requirement		3
Kent Core Requirement		3	Kent Core Requirement		3
		14			16

Second Year

Fall	Hours	Spring	Hours
ASEI 43100 Survey of the Interpreting Profession	3	ASEI 43102 Interpreting Processes I	3
ASEI 43106 School Setting Interpreting	3	ASEI 43113 ASL to English Interpreting Processes	3
ASL 29201 Intermediate American Sign Language I	3	ASL 49401 Deaf Culture and Community	3
SPED 43309 Introduction to Deaf Studies	3	ASL 29202 Intermediate American Sign Language II	3
Kent Core Requirement	3	PSYC 20651 Child Psychology	3
	15		15

Third Year

Fall	Hours	Spring	Hours
ASEI 43103 Interpreting Processes II	3	ASEI 43105 Transliterating	3
ASEI 43111 The Professional Interpreter	3	ASEI 43107 Community Setting Interpreting	3
SPED 43310 Language Development for Deaf and Hard-of-Hearing Students	3	ASEI 43110 Discourse Analysis for Interpreters	3
ASL 39201 Advanced American Sign Language I	3	SPED 43092 Deaf Residential School Field Experience	3
Kent Core Requirement	3	ASL 39202 Advanced American Sign Language II	1
Kent Core Requirement	3	Kent Core Requirement	3
	18		16

Fourth Year

Fall	Hours	Spring	Hours
ASEI 43104 Interpreting Process III	3	ASEI 43192 Advanced Practicum: ASL English Interpreting	9
ASEI 43112 Interactive Interpreting	3	ASEI 49625 Inquiry Seminar for ASL-English Interpreters	3
ASL 49108 American Sign Language Linguistics I	3		
COMM 35852 Intercultural Communication	3		
Kent Core Requirement	3		
	15		12

Total Hours: 121**6.5 Alternative delivery options**

The proposed American Sign Language/English Interpreting program will neither be offered online (fully or hybrid), nor will it be using a flexible or accelerated delivery model.

6.6 Off-site program components (please check all that apply):

- ☐ Co-op/Internship/Externship ☐ Student Teaching ☐ Other
☒ Field Placement ☒ Clinical Practicum

Students are placed in educational and community sites under the supervision of working interpreters. Students' final placement is 500 hours in predominantly K-12 educational settings. The first two practicums are within a course, so they are considered field placements and have an observation component. The final practicum is 500 hours and is confined to its own course, so that is a clinical practicum.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following: name of the unit/position responsible for directing assessment efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; and how the results are used to inform the institution and the program.

Data collection and assessment direction responsibility is shared between program faculty, the program coordinator, the college assistant dean for assessment and accreditation and the university's assistant provost for accreditation, assessment and learning.

Faculty in the American Sign Language/English Interpreting program rely on a variety of data collection tools ranging from written to performance of signing in an applied environment. Tools include objective tests, rubrics and observation, which allows for the holistic evaluation of student progress throughout the program. The program faculty collect data on an ongoing basis (both consistently over time and across a student's experience).

Data for the clinical practicum is collected in a central portal, allowing for streamlined reporting. Additional assessment measures will be added over time allowing faculty to observe student progress and growth across the program. Data from clinical practicum are available to program faculty at all times. Program faculty discuss collected assessment data annually, if not with more frequency. Informal discussions are ongoing.

The program also adheres to Kent State's seven-year self-study schedule, providing a wide array of data for this report. Student progress is evaluated through the use of data, but also by informal conversations about individual progress and challenges. The data is also used as part of the NCATE (educator preparation) accreditation processes to evaluate the efficacy of the university's educator preparation programs.

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Individual instructors within their classes measure student success within the American Sign Language/English Interpreting program. The final culminating experience occurs with the collaboration of the program coordinator and cooperating and supervising interpreters to complete the practicum.

The ASL portfolio assessment is conducted by faculty from the Department of Modern and Classical Language Studies. The Sign Language Proficiency Interview is conducted by the Ohio School for the Deaf. The American Sign Language Proficiency Interview is conducted by Gallaudet University, with Kent State faculty member Randall Hogue as a proctor. (Dr. Hogue coordinates the American Sign Language program at Kent State.) Advanced practicum assessment forms from cooperating and supervising interpreters is collected by the college's Office of Student Services.

Measurements used in assessment include the following: written tests; in-class peer assessments; self-assessment reflections; professional presentations to peers; advanced practicum assessment forms; live assessments of interpreting performances by deaf guests; and commercially-and personally-developed rubrics to assess filmed and live interpreting performances.

Data collection can happen once, daily, weekly or monthly depending on the type of measurement. The data is shared with students once assignments are graded. This feedback is used to guide class discussions. Faculty also give feedback to students guide their own development and progress regarding their skills and professional knowledge, ethical decision-making and personal maturity.

Tracking student success after program completion will become a priority in the next few years. Previously, the program (as concentration) was without a full-time faculty member for several years; therefore, in the past, there was insufficient resources to perform this type of assessment.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

As described in the Faculty Handbook for the College of Education, Health and Human Services (see Appendix E), the definitions for faculty ranks are as follows:

- **Professor:** Promotion to this rank requires credentials and achievements beyond those required for promotion to associate professor and is reserved for senior faculty members who have achieved significant recognition in their discipline (Section V).
- **Associate Professor:** Hire to or promotion to this rank presumes prior service as an assistant professor, significant academic achievements and possession of the doctorate in an appropriate discipline (Section V).
- **Assistant Professor:** This rank is normally the entry-level rank for tenure-track faculty holding the doctorate in an appropriate discipline.
- **Full-Time, Non-Tenure Track Faculty Appointments:** Full-time, non-tenure track faculty appointments are made on an annual basis (Section VI of this Handbook). Non-tenure-track appointments are not included under the umbrella of the university policy and procedures regarding faculty tenure (University Policy Register) and non-tenure-track faculty members are not entitled to any rights with regard to tenure and are governed by the applicable Collective Bargaining Agreement.

- **Part-Time Faculty Appointments:** When the School cannot meet its teaching needs from the ranks of its full-time tenured and tenure-track faculty, full-time non-tenure track faculty and graduate students, part-time faculty appointments will be made from an established pool of qualified applicants not currently on regular appointment at the university. The school director, with the approval of the college dean, appoints part-time faculty.
- **Lecturer:** This rank is intended for persons initially hired as full-time, non-tenure-track who do not possess the terminal degree in their discipline or a related field, and may not have the credentials to qualify as an associate lecturer or senior lecturer. Full-time, non-tenure-track lecturers are hired by the college dean in consultation with the College Advisory Committee and the associated academic program area coordinator. Full-time, non-tenure-track lecturers may vote and serve on some college committees.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

All instructors hired for the American Sign Language/English Interpreting program should have a terminal degree, but a master's degree in american sign language interpreting or related field is acceptable if the individual is nationally certified by the Registry of Interpreters for the Deaf. Acceptable certifications are the Certificate of Interpretation (CI); the Certificate of Transliteration (CT); and the National Interpreter Certification-Certified (NIC-C), -Advanced (NIC-A) and -Master (NIC-M). Anyone hired to teach in the program must have significant work experience as an interpreter.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

The College of Education, Health and Human Services defines an overload assignment as one that is approved only in unusual circumstances and totals more than 24 credit hours per academic year for tenured and tenure-track faculty and totals more than 30 credit hours for full-time non-tenure-track faculty. Such assignments require the agreement of the faculty member and the approval of the school director and the college dean

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

A non-tenure-track assistant professor position has been requested and approved. The process will begin in spring 2016 with plans to hire for fall 2016. When the program is approved as a stand-alone degree program, the search will begin. Additionally, there will be a need for assistance in placing practicum students in agency settings.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the program.

Full time: 1

Less than full-time: 5

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full time: 1

Less than full-time: 0

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

Any faculty member within the ASL/English Interpreting program must hold certification from the Registry of Interpreters for the Deaf, Inc. Certification must be maintained and inherent in that requires an interpreter to obtain 8 continuing education units (CEU) in four years. Six of those units must be in the professional studies category. Two units are allowed to be in general studies. Without these units, a certified interpreter will lose his/her certification. Program faculty will be expected to revise their teaching methods according to current research and best practices within interpreter education.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

Faculty listed below will teach the major core (ASEI) requirements. See Appendix F for each faculty member's curriculum vita. American Sign Language (ASL) courses and MCLS 30420 are administered and taught by faculty in the Department of Modern and Classical Language Studies; COMM 35852 is administered and taught by faculty in the School of Communication Studies. Those courses are required or electives in programs across the university.

* Number of courses the instructor will teach each year on all campuses.

Instructor	Rank or title	Full/part	Degree, discipline, institution, year	Years taught	Additional expertise	Course faculty will teach	Load *
Jamie McCartney	Assistant Professor	FT	PhD, Secondary Education, University of Akron, 2004	11	NIC-M (2005); CI (2001); CT (1998); Teaching English to Speakers of Other Languages Certificate (2015); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); diagnostic training (2001); 22 years as a mentor, community interpreter and self-employed presenter; 9 years as a video interpreter; 1 year as an educational interpreter	ASEI 43100 ASEI 43104 ASEI 43107 ASEI 43110 ASEI 43111 ASEI 43112 ASEI 43113	9

Instructor	Rank or title	Full/part	Degree, discipline, institution, year	Years taught	<i>Additional expertise</i>	Course faculty will teach	Load *
Kathy Geething	Adjunct Faculty	PT	MA, Teaching English as a Second Language, Kent State University, YEAR	20	Practicum Coordinator at Kent State University; CI (2005); CT (2000); diagnostic training (2001); Mentor Training, Interpreting and Sign Language Resources at the Ohio School for the Deaf (2004); 6 years mentoring Ohio educational interpreters; 20 years as community and post-secondary interpreter; 10 years as a video interpreter	ASEI 43102 ASEI 43192 ASEI 49625	3
Carrie Morgan	Adjunct Faculty	PT	MEd, Instructional Technology, Kent State University, 2002	14	NIC (2010); CI (2001), CT (2001); 2 years as an educational interpreter; 14 years as a post- secondary interpreter; 18 years as a community interpreter; 10 years as a video interpreter	ASEI 43103 ASEI 43105	2
Elisabeth Rathburn	Adjunct Faculty	PT	<i>Candidate</i> MEd, Special Education (Deaf Education), Kent State University	2	NIC (2012); 5-year professional license-associate Interpreter for the Hearing Impaired; 11 years as an educational and community interpreter	ASEI 43106	1
Jill Josselson	Adjunct Faculty	PT	Master of Human Resources and Labor Relations, Cleveland State University, 2009	5	NIC (2010: CI (2002); CT (2002); National Association of the Deaf Certification, (1994); 21 years as a community interpreter; 8 years as a video interpreter; 8 years on Ohio Chapter of the Registry of Interpreters of the Deaf Board (treasurer, president, past-president)	ASEI 43111	1
Karen Kritzer	Associate Professor	FT	PhD, Special Education, University of Pittsburgh, 2007	9	Introduction to Deaf Studies (since 2007); Curriculum Methods for DHH Students (yearly since 2007)	SPED 43310	3
Leah Subak	Adjunct Faculty	PT	PhD, Curriculum and Instruction, Kent State University, 2014	10	Intercultural Development Inventory Qualified Administrator Training, IDI, LLC; Mentor Training, Interpreting and Sign Language Resources at Ohio School for the Deaf; 8 years university staff interpreter and co-coordinator at student accessibility services; Educational Interpreter License (2003); EIPA (2008); NAD (1998), IC (1986), TC (1986), CI (1989), CT (1989); 29 years as community interpreter; 10 years as video interpreter	ASEI 43105	1

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Because the program is currently supported as part of the Special Education major, the library has a large collection of materials. Faculty and library instructional services have discussed places within the curriculum where library instruction could be integrated to help students with developing research skills. Additionally, the College of Education, Health and Human Services has a dedicated instructional resources coordinator who collaborates with the American Sign Language/English Interpreting program faculty with securing needed resources for their courses.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The American Sign Language/English Language Interpreting program is housed within the School of Lifespan Development and Educational Sciences, which has a library monographic allocation of \$5,068 annually. The current serials budget is \$34,273. University Libraries has current subscriptions for the following journals in the field:

- American Annals of the Deaf
- Deaf Life
- Deaf Studies Digital Journal
- Journal of Deaf Studies and Deaf Education
- Sign Language and Linguistics
- Sign Language Studies

In addition to the numerous resources available via the Kent State University Libraries the students and faculty have access to OhioLink. OhioLink is a library consortia that includes 93 college and research libraries across the state.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

At this time, there should be no additional resources needed to support the transition of American Sign Language/English Interpreting to an independent degree since it is already an existing program.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

Library personnel assist American Sign Language/English Interpreting students with their writing skills in the Writing Commons and to educate incoming sophomores on plagiarism. Information is available at the University Library, via Kent Link or Ohio Link, or via robust research tools. Not only is this information accessible on a one-on-one basis on the spot or by appointment, but students are also able to receive this instruction by signing up for a handful of workshops. The library is open seven days week, and librarians can communicate with students in person, by phone, email, chat feature or texting.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

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

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	60	70	80	90
Headcount part time	5	5	5	5
Full-time equivalent (FTE) enrollment	62.5	72.5	82.5	92.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	\$524,538	\$608,464	\$692,390	\$776,316
Expected state subsidy	\$256,875	\$297,975	\$339,075	\$380,175
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other income	\$ -	\$ -	\$ -	\$ -
Total Projected Program Income	\$781,413	\$906,439	\$1,031,465	1,156,491
III. Program Expenses				
New Personnel				
Instruction Full: 1 (projected hire 2016-2017)				
Part Time: 0	\$70,001	\$71,401	\$72,829	\$74,286
Non-instruction Full: 0				
Part time: 0				
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -

Scholarship/stipend support	\$ 14,500	\$14,500	\$ 14,500	\$ 14,500
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses	\$ -	\$ -	\$ -	\$ -
Total Projected Expense	\$70,001	\$71,401	\$72,829	\$74,286

Budget Narrative:

- PT enrollments were converted to FT using a .5 factor (1 PT = .5 FT)
- FT UG tuition of \$4,196 per semester was used to calculate tuition amount. No tuition change assumed for years 2 – 4.
- BES 4 rate of \$137 / credit hour * 30 credit hours/FTE was used to calculate SSI revenue. No SSI rate change assumed for years 2-4.
- New NTT salary of approximately \$50k plus benefits was used for year 1. This was increased by +2% for years 2 -4. (Existing faculty who will support this program are not included above, since they are not new.)

There are several scholarships that are available to all students within the College of Education, Health and Human Services. These scholarships total \$78, 600, with the average total amount equaling \$14,500. Six of these scholarships are based on need, while the others are based on merit. Two of these (Robinson Family Scholarship and R. Elaine Wylie Haught & Marvin G. Haught Endowed Scholarship) give preference to those students who are residents of specific counties (Trumbull and Lake, respectively).

Scholarships open to all College of Education, Health and Human Services majors (each has additional criteria)	# awarded per academic year	typical or average scholarship amount	average total awarded each year	Need or Merit based	Renewable
Dean's Scholarship	varies, 50	\$ 700.00	\$ 50,000.00	need	no
Study Abroad Scholarship	10	\$ 1,000.00	\$ 10,000.00	need	no
Frederic M. Dubois Endowed Scholarship	1	\$ 5,000.00	\$ 5,000.00	either	no
Laverne M. Jenkins Memorial Scholarship	1	\$ 1,000.00	\$ 2,000.00	need	no
Marjorie S. Ebright Endowed Scholarship	1	\$ 500.00	\$ 1,000.00	merit	no
Robinson Family Scholarship	1	\$ 3,500.00	\$ 7,000.00	need	yes
Joseph E. and Judith B. Tirpak Scholarship	1	\$ 800.00	\$ 800.00	need	no
R. Elaine Wylie Haught & Marvin G. Haught Endowed Scholarship	2	\$ 800.00	\$ 1,600.00	need	no
		\$ 14,500.00	\$ 78,600.00		

APPENDICES

Appendix	Description
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- | | |
|---|---|
| A | Full Listing of Interpreter Preparation Programs |
| B | Program Coordinator Jamie McCartney's Curriculum Vitae |
| C | Letters of Support |
| D | Needs Assessment |
| E | College of Education, Health and Human Services Faculty Handbook) |
| F | Program Faculty Curriculum Vitae |

Kent State University is committed to continual support of the delivery of the Bachelor of Science degree in American Sign Language/English Interpreting. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University