

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		
	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

- 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