

Kent State University
Dr. Jamie McCartney, Program Coordinator, ASL/English Interpreting Program
Ms. Kathy Geething, Practicum Coordinator, ASL/English Interpreting Program
405 White Hall
Kent, OH 44242
October 14, 2015

Dear Dr. McCartney and Ms. Geething,

Sorenson Communications® is a provider of industry-leading deaf communications services and products. The company's offerings include Sorenson Video Relay Service® (SVRS®), the highest-quality video interpreting service; the ntouch® VP and array of ntouch® video applications for computers and mobile devices.

As the largest private employer of sign language interpreters in the nation and as an industry, we have seen unprecedented growth in the provision of sign language interpreting through the use of Video Relay Service (VRS). In addition to the need for qualified interpreters in VRS, Sorenson Communications recognizes and supports the need for initial interpreter training that will prepare people to enter the field of sign language interpreting. We, as a hiring entity of qualified sign language interpreters, are heavily dependent on high quality institutions of higher learning such as Kent State University. Every year, we see a need to increase our pool of qualified interpreters by 20% and this need is not going away. We expect this trend to continue for a minimum of 5 years. Our need is great and so is the need in local communities.

Without strong Interpreter Training Programs, interpreters in the state of Ohio would be limited to the training and expertise they need to succeed and grow in the field. As it is now, there are limited training programs and opportunities across the country. Without the training and expertise in the field of sign language interpreting, the deaf community within the state suffers greatly from a lack of qualified interpreters readily available to provide service within their local communities.

Sorenson Communications has established VRS Centers in Columbus, Toledo, Dayton, Akron, and Cincinnati. These centers employ interpreters from Ohio and we need quality education for up and coming interpreters to continue and grow and obtain gainful employment both with us and in their local communities.

There is a shortage of qualified interpreters nationally and Ohio is not immune from this problem. With the ongoing hard work currently being done at Interpreter Training Programs, the shortage of qualified interpreters is being addressed but still not enough is available. There is a tremendous dependence from both Sorenson Communications and local communities to see a steady stream of qualified and educated interpreters grow the work force and be available to provide services in the deaf community and in video relay.

Please accept this as an invitation for your Interpreter Training Program staff and students to set up a time to visit our VRS center in any of our Ohio centers. They will get a first-hand view at what your graduates do for the Deaf community not only in Ohio but supporting the nation in the provision of accessible communication for deaf and hard of hearing consumers.

I can be reached by phone at 801-287-9450 should you have further questions or would like to set up a time to discuss further.

With Warm Regards,



Chris Wakeland
Vice President, Interpreting Services
chris@sorenson.com
Sorenson Communications

August 5, 2015

Jamie L. McCartney, Ph.D., CI & CT, NIC-Master
Assistant Professor, ASL/English Interpreting Program
Program Coordinator & Faculty Advisor
Lifespan Development and Educational Sciences
Kent State University, White Hall 401-0
Kent, Ohio 44242

Dr. McCartney:

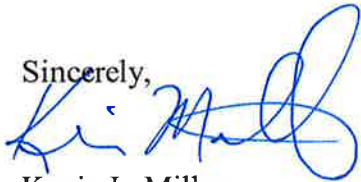
This letter is to express my support for the independent bachelor's and master's ASL/English Interpreting Program at Kent State University.

I believe the special education degree with ASL/English listed as a concentration in Special Education, is confusing for current and prospective students, as well as, employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters facilitate communication and mediate culture, but do not teach. I believe that as an independent degree, it will allow students to identify the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, while clarifying the specific skills of interpreters for future employers.

As the Executive Director of a state agency that provides services to individuals with disabilities, I understand the need for interpreters from various perspectives. Our utilization of interpreting services in various capacities does not relate in any way to special education. It is obvious to me that streamlining the curriculum in the ASL/English Interpreting Program will create a better educational program for your students, who will better serve future employers and the disability community.

Please accept my letter of support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become an independent major and not remain a concentration within Special Education.

Sincerely,



Kevin L. Miller

Executive Director

Opportunities for Ohioans with Disabilities



DEAF SERVICES OF CLEVELAND

INC.

Patricia Cangelosi-Williams, M.Ed., CSC
Lori Harris, M.Ed., SC:L, CSC
deafservicesofcleveland@gmail.com
Cell 216 235-7500
Fax 216 381-2659
P.O. BOX 18045, Cleveland Heights, OH 44118

August 11, 2015

To Whom It May Concern:

I am writing to express my support for the American Sign Language/English Interpreting Program at Kent State University and ask it be considered a major course of study instead of a concentration within Special Education.

As a proud KSU graduate in 1980, I received a Master in Education degree with a Specialty in Rehabilitation Counseling under the excellent tutelage of Dr. Martha Walker and other professors. I maintained status as a Certified Rehabilitation Counselor for another 30 years thereafter and concurrently began a 20-year career teaching in the University of Akron's ASL Interpreting and Education Program. I have worked with both Dr. McCartney and Ms. Geething in community and VRS settings for several years and have much respect for their expertise, ethics and professionalism; they are highly regarded interpreter educators.

Many of the classes I taught at Akron incorporated principles I acquired about rehabilitation, and, specifically, how a clinical-pathological approach to deafness differed from a cultural perspective. Dr. Jamie McCartney was one of the first students I had the honor of teaching and knew she was destined to become a great interpreter and educator! When the Akron program was discontinued as part of the Public Service Technology Department in 2000, several adjunct instructors and I began teaching classes at KSU's main campus.

I believe it is disservice to the students who aspire to become interpreters to juxtapose the course of study with Special Education. Training students to work as educators is not the same as grooming interpreters. Our "raison d'être" is very different. At its core, interpreters function as mediators of language and culture, with a specific Code of Professional Conduct. Credentialing requirements are not the same. While some interpreters may choose to work in an educational setting, many are employed in others such as legal, medical, and performing arts, to name a few.

Placing an interpreter course of study within Special Education would continue a pejorative and stigmatizing view of deafness. Perhaps paramount, it is offensive to Deaf persons who have openly welcomed Hearing persons into their culture.

As a certified interpreter and co-founder of an interpreting agency, someone who has devoted years of teaching ASL and interpreter training, and is married to a Deaf man, I implore you to respect the language and culture of Deaf persons as well as the work we do.

Thank you for your consideration.

Respectfully,

Patricia Cangelosi-Williams, M.Ed., CSC



580 GRANT ST., AKRON, OHIO 44311
Tel: 330.376.9494 ■ Fax: 330.376.4525 ■ 234.525.6176 VP ■ www.greenleafctr.org

July 31, 2015

To Whom It May Concern:

The purpose of this letter is to make known my support and endorsement for the Bachelor's and Master's ASL/English Interpreting Program at Kent State University (KSU). My understanding is that, since inception in 1999, this program has been a concentration within Special Education. However, now the time has come that it could become its own major. Please find following reasons that this change would absolutely benefit students and prospective employers.

At this time, every other Interpreting program in the state of Ohio exists as its own major. Being the Director of a deaf services program, I can tell you that I have questioned students' credentials and preparation to do community interpreting, since presently the KSU degree appears to be a special education degree. Most of my Interpreters work in a community setting such as hospitals, medical offices, social service agencies, courts and consumers' workplaces. Having the degree be an independent one can help clarify for employers what graduates can actually do. Interpreters do not share the same goals and vision that Special Education Teachers do. The job requirements and responsibilities differ as well. Interpreters facilitate communication; they do not teach. Changing the degree so that it can become its own major, as opposed to a concentration within Special Education, will elevate the program status in the academic community and give students a sense of pride and respect for their degree, knowing that their professional field will be recognized.

Please accept this letter as evidence of my full support for the curriculum change to enable the ASL/English Interpreting Program to become its own major, instead of an appendage to Special Education.

Sincerely,

Joanna Paxos
Director, Community Services for and of the Deaf

JP:wb



counseling ... education ... support



Aug. 23, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major. Our office has had Kent State University students perform their practicum with us for the past 3 year. Every year we look forward to this opportunity. The students come to us well prepared to enter the field of interpreting both in the community and in the educational settings.

As it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. There is only a small percentage of interpreter who work in education. Most will find work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

A handwritten signature in blue ink, reading "Joanne L. Sharer".

Joanne L. Sharer, CI,CT & SC:L
CEO and Legal Certified Interpreter

Sign Language Interpreting Professionals

Voice: 412.400.2021 • VP: 412.944.2145 • sliprequests@gmail.com • www.SLIPasl.com



**School of Education
Signed Language Interpreting**
University of Cincinnati
CRC 3rd Floor
2840 Bearcat Way
Cincinnati, OH 45221
513-556-0204

February 10, 2016

To Whom It May Concern:

This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

As the Academic Coordinator of a similar program at the University of Cincinnati, I can attest that housing an interpreting program as a concentration within a Special Education department is confusing for prospective students and professionals in the field alike. Similarly, our program made the move as an independent department in 2010. It has made a significant difference in our ability to truly communicate the work that we do as sign language interpreters and interpreter educators.

Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having our department independent of Special Education has allowed students to find the degree more easily, faculty to recruit more effectively, given students a sense of pride in their major, and clarified job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education and feel free to contact me for more information at elizabeth.jean-baptiste@uc.edu

Sincerely,

A handwritten signature in black ink, appearing to read 'Elizabeth'.

Elizabeth Jean-Baptiste, MS, RID CI/CT
Faculty & Academic Coordinator

COLUMBUS STATE

COMMUNITY COLLEGE

INTERPRETER EDUCATION PROGRAM

Jan. 26, 2016

To Whom It May Concern:

I am writing to show my support for the Bachelor's Degree in ASL/English Interpreting Program at Kent State University. This program has an excellent reputation in the state for training interpreters for the deaf. Having worked with Ms. McCartney, her peers, and your interpreting students on several projects, I am certain that Kent State is proud of the work they do.

Having the ASL/Interpreting Program housed under Special Education suggests to current and prospective students that you espouse an audist philosophy that can be perceived as demeaning to the Deaf community. As the Interpreter Education Program Coordinator and Professor at Columbus State Community College, I have experienced first-hand the confusion that students encounter when they search for additional academic opportunities at Kent State. Our AAS interpreting graduates looking to continue their studies with a Bachelor's degree have asked me about the philosophy of your program, wondering why it is aligned with "special education." It is common knowledge in the interpreting field and Best Practices throughout the country to separate interpreting from education, especially special education, to more carefully reflect the responsibilities of preparing highly skilled, qualified, and respected interpreters.

Now there is an opportunity to move the ASL/Interpreting Program out of the Special Education Department to stand alone as its own major. I strongly encourage you to make this change – to validate and more accurately represent the program's mission, and to respect the Deaf community.

Respectfully,

Christine A. Evenson

Christine A. Evenson, MA
Columbus State Community College
Interpreter Education Program
Program Coordinator / Professor
cevenson@csc.edu

HUMAN SERVICES DEPARTMENT



Jan. 27, 2016

To Whom It May Concern:

This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

In my role as interpreter internship coordinator at the Ohio School for the Deaf, I've worked closely with several of the KSU ASL/English Interpreting Program students over the past few years and can attest to the need for the program to become its own major. KSU students often explain to me the complexities over the two programs' overlap. Partnering entities, such as here at OSD, have mistook one program for another and practicum experiences haven't been as successful as intended. As an example, a few years ago an administrator at OSD mistakenly accepted an ASL/English Interpreting Program student and placed this individual with a special education teacher here at OSD as part of her shadowing experience. The mistake was not discovered until the student was more than half-way through her residential placement and she unfortunately missed valuable time shadowing the wrong professional. As was stated above, interpreters and special education majors do not do similar sorts of work upon graduation and as such, a program tailored specifically to the demands of ASL/English professional interpreters is paramount.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,
Ann E. Tracy-Parker, B.A., CI, CT, NIC
Staff Interpreter/Interpreter Internship Coordinator



Ohio Association of the Deaf, Inc.

14856 Alger Road - Cleveland, OH 44111
Phone: 216.200.7222 - Email: oad1961@gmail.com
WWW.OAD-DEAF.ORG

17 August 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Verne Taylor, Jr.', is written over a circular stamp or seal.

Verne Taylor, Jr.
President, OAD

Our mission is to promote educational opportunities, protecting and enhancing the rights and privileges of the Deaf,
Hard of Hearing and Deaf-Blind citizens to preserve their social and economic security.

August 2, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,
Carol Black
Educational Sign Language Interpreter/ Canton City Schools.
NAD IV
EIPA-W
EIPA-P
Mentor for KSU ASL/English Interpreting Program Students

Jan. 26, 2016

To Whom It May Concern:

This letter is to show my support for the bachelor's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 2000, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Phyllis Adams, M. ED., CI, CT, NAD IV
Chairperson - Education Dept.
Professor - ASL Interpreter Education Program
SINCLAIR COMMUNITY COLLEGE
Office: 9222
Phone: 937-512-5311
VP: 937-641-8420
Fax: 937-512-5222
Email: phyllis.adams@sinclair.edu

I'm am writing in support of the curricular proposal to enable the ASL/English Interpreting major to become a distinct major, as opposed to a concentration within Special Education as is currently the case.

The Department of Modern and Classical Language Studies (MCLS), which houses the undergraduate program in American Sign Language (ASL), strongly supports this proposal. The fact that ASL/English Interpreting is a concentration within the Special Education program is confusing for current and prospective students (and their parents), and for employers. The mission, vision and goals of interpreters differ in significant ways from those of special education teachers. Interpreters are professionals who facilitate communication between members of different linguistic communities and who mediate across cultures; they do not teach. Designating ASL/English Interpreting as a distinct major would raise the visibility of the program, help faculty to recruit and retain students, and align the program more directly with employer expectations. Indeed, it is my understanding that many graduates do not work in the educational field at all, but rather work as community interpreters in hospitals, consumer workplaces, social service agencies and video relay services.

Since becoming chair of MCLS in June 2012, I have spent a significant amount of time addressing student confusion stemming from the fact that ASL/English Interpreting is a concentration in Special Education. I feel that the proposed change would go a long way to resolving this confusion and enthusiastically endorse the proposal.

Please do not hesitate to let me know if I can be of further assistance. I look forward to working with you to offer our students the best possible experience at Kent State.

Sincerely,

Keiran J. Dunne
Chair, Department of Modern and Classical Language Studies



July 17, 2015

To Whom It May Concern:

This letter is evidence of my support for a stand-alone bachelor's and master's degree granting program in ASL/English Interpreting at Kent State University. I believe that the program originated as a concentration within Special Education and is currently housed within that major. Given my understanding of the evolution of both programs (Special Education and ASL/Interpreting), it now seems advisable for ASL/Interpreting to become its own major.

From what I know of interpreting and teaching, interpreters, generally, do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are generally different from that of classroom teachers. Interpreters facilitate communication and mediate culture; they are not considered teachers.

It would seem that having an independent ASL/Interpreting degree would allow students to locate the program more readily – as a separate major rather than subsumed under Special Education – allow the faculty to recruit students to that major more easily, give students a greater sense of pride and ownership in their major, and clarify job expectations for employers. Many of the ASL/Interpreting graduates do not work in traditional educational settings. They may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, the post-secondary arena, etc., which is another reason for the interpreting major not to be viewed as an appendage to Special Education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/Interpreting Program to become its own major, independent of Special Education.

Sincerely,

A handwritten signature in blue ink, appearing to read "Amy Quillin".

Amy Quillin, Ph.D.

Director, Student Accessibility Services
Kent State University

Student Accessibility Services
Ground Floor DeWeese Center

P.O. Box 5190 • Kent, Ohio 44242-0001

330-672-3391 Voice and/or TTY/TDD • Fax: 330-672-3763 • <http://www.kent.edu/sas>

Aug. 25, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

A handwritten signature in black ink that reads "Cori Adoh". The signature is written in a cursive, flowing style.

Cori Adoh
Coordinator of Interpreter Development at Sign Language Interpreting Professionals (SLIP)
NIC, Master Mentor
Mentor to KSU ASL/English Interpreting Interns since 2014

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

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

From: Joanne Arhar, Associate Dean, EHHS

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

Date: June 29, 2015

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

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

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

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

Aug. 28, 2015

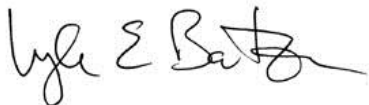
To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

A handwritten signature in black ink, appearing to read "Lyle E. Barton". The signature is fluid and cursive, with the first name "Lyle" being the most prominent.

Dr. Lyle E. Barton
Professor Emeritus
Special Education Programs
403(b) White Hall

Sept. 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. Please feel free to contact me should you have any further questions.

Sincerely,



Peña Lasiste Bedesem, Ph.D.
Assistant Professor, Special Education
Coordinator, KSU Holmes Scholars Program
Director, KSU TLE TeachLivE
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
Kent State University
405-O White Hall
Kent, OH 44242
330.672.6332

5022 Warren Rd.
Cortland, OH 44410
August 9, 2015

To Whom It May Concern:

I am writing this letter to express my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I have heard that there is a possibility the program could become its own major and no longer be a concentration within Special Education.

I contract with KSU as a placement coordinator for the ASL/English Interpreting Program. I also supervise students in their final practicum. I am a nationally certified interpreter through the Registry of Interpreters for the Deaf.

As a placement coordinator I am tasked with finding placements for practicum students. The wording in the contracts is sometimes confusing for the sites in which the students are being placed.

As a supervisor for ASL/English Interpreting students doing their final practicum, I have found that the paperwork and forms that I've been required to fill out related to their placement do not coincide with what is expected of them and do not pertain to the field of interpreting. Their final practicum is labeled a student teaching experience, but they are not student teaching.

As it is now, the program is difficult for prospective students to find since it's buried under Special Education. If it was assigned its own degree, Kent State University faculty would be better able to recruit prospective students.

With a degree in Special Education, it appears a graduate from the ASL/English Interpreting Program would be qualified to teach in a Special Education classroom, but that is not the case. Interpreters' skills and job requirements are very different from teachers'. Interpreters facilitate communication between persons who are deaf and persons who are hearing. They do not teach.

Many Kent State University graduates do not even work in schools. They may work in the community interpreting in the medical field, employment, social service agencies, and/or video relay service.

Please accept this letter as evidence of my support for the curriculum change to make the ASL/English Interpreting Program its own major as opposed to being a concentration within Special Education.

Respectfully,
Rebecca Costas



August 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. As the Coordinator of Deaf and Hard of Hearing Services at Student Accessibility Services, I look forward to continuing our collaboration with the faculty and students in the ASL/English Interpreting Program.

Sincerely,
Shannon Cowling, B.S., NIC

Deaf & Hard of Hearing Services Coordinator
[Student Accessibility Services](#) | Kent State University
 M.Ed. Candidate, Higher Education Administration and Student Personnel

Student Accessibility Services
 Ground Floor DeWeese Center

P.O. Box 5190 • Kent, Ohio 44242-0001

330-672-3391 Voice and/or TTY/TDD • Fax: 330-672-3763 • <http://www.kent.edu/sas>

July 14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Deborah Hall

Deborah Hall, AAS in ASL interpreting/transliteration
Has served as mentor to Kent State ASL/English students

August 21, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is unclear for current and prospective students, as well as employers. As a graduate of the Interpreting program, I myself can attest to the confusion it has caused. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Currently, I am working in the educational field and have many times had to explain my role as an interpreter because my degree does not make it clear what I am capable of doing. Although I work in education, many of Kent State interpreting graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education. I believe it will have a positive impact not only on current and future students, but other interpreters in the field as well. Thank you for your time!

Best Regards,

Melissa Jenkins
Interpreter, B.S.
Kent State University 2011 Graduate

July14, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Olivia Krise
Co-coordinator/Staff Interpreter, Kent State University
NIC-A
Graduate of the ASL/English Interpreting program
Mentor to past/current KSU interpreting practicum students

August 28, 2015

To Whom It May Concern:

This letter is to indicate my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I created the program as a concentration within Special Education in 1999, with a focus on Educational Interpreting. The program had an educational focus in that a community interpreting program already existed at the University of Akron; however, ODE requested a 4-year interpreting program focused on school-based needs as part of a series of state grants. Placement of the KSU program within an educational program made sense at the time.

Subsequently, the Akron program closed and the nearest 2-year program was now in Cleveland. The KSU program has since been renamed as ASL/English Interpreting and covers the full range of employment settings. Another issue impacting teacher education programs is the increasingly specific NCATE and ODE requirements that focus on teacher roles and responsibilities. As a result, interpreting students have found that education-related course content and role expectations were no longer appropriate. In addition, the Conference of Interpreter Trainers and professional interpreting organizations have identified unique and specific preparation needs and standards for interpreters. Therefore, prior education coursework has been removed as inappropriate, and new professional courses added to enhance skill preparation of interpreting majors. This has led to a situation in which its program has little overlap with special education programs and is should be seen as a distinct major.

An important career concern when placed within the special education program area has been confusions for current and prospective students, as well as employers, who may misinterpret program completion as leading to teaching licensure. Yet, interpreters do not share the same mission, vision, and goals as special education teachers and their job requirements and workload are quite different. Interpreters facilitate communication and mediate culture, but do not teach. An independent major would allow students to locate the program and degree more clearly and easily when considering an application, allow the faculty to recruit more effectively, give students a sense of pride in their major, and clarify job expectations for employers. Many of the interpreting graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which again can result in confusion when viewed as a concentration within special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, rather than remaining as a concentration within Special Education.

Sincerely,
Pamela Luft, Ph.D.
Deaf Education/Special Education

August 3, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,



Linda Mahmood, Adjunct Faculty
Part-time Instructor
Kent State University – Main Campus

Aug. 24, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Moses A. McIntosh

Moses A. McIntosh

American Sign Language Interpreter/Teacher

B.A, B.S., NIC

Graduate ('12) and Past Mentor of Students of the KSU ASL/English Interpreting Program

August 29, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but this program's designation should be changed to become its own major.

Interpreting is, by definition, the conversion of communicative intent from one language to another. This need extends far beyond classrooms and schools. In fact, the ability to communicate is innate in all areas of life. As deaf and hard-of-hearing people have limited access to spoken communication and yet still have a need to communicate across all of these areas, the interpreting profession has grown to encompass all of these needs, not merely those of the educational setting.

As someone who hires interpreters for one of the largest school systems within the state of Ohio, The Cleveland Metropolitan School District, I can assure you that the current nomenclature of the Interpreting Program of Kent State as a branch of Special Education has led to significant confusion within the administrative and human resource staff. Often, résumés and applications are filed incorrectly due to confusion because of their degree. In fact, this past summer one Kent State graduate was not offered a job based on the confusion of their degree's designation.

This concentration within Special Education also leads many schools to misunderstand how to compensate an interpreter. This stems from their belief that an interpreter has an education degree yet is not a teacher. This then allows those to jump to the conclusion that a sign language interpreter is somewhat less than a teacher perhaps something like a paraprofessional. This is an egregious error that costs graduates significant earning power within the job market.

The final reason for the change that I would like to point out is simply that sign language interpreting seems to be a profession that people happen to fall into rather than actively seek out. Most of my own colleagues have found the profession through a chance encounter with sign language interpreters either on a television show, for a public performance or online. When those who wish to become interpreters identify what it is that they wish to do, many would not think of looking in the field of Special Education to find a degree program to match their desires.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Eric N. Moore, NIC, Ed:K-12
Certified English/ASL Interpreter, Practicum Coordinator and Mentor

143 N Warren Ave
Columbus, OH 43204

August 28, 2015

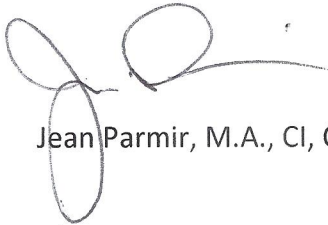
To Whom It May Concern:

I am writing in support of the proposed change for the bachelor and master's ASL/English Interpreting Program at Kent State University. In its current position as a concentration within Special Education, the program has prepared students to work as ASL/English interpreters. Its graduates work in community as well as educational settings.

My connection with the program comes from my role within the Center for Outreach Services at the Ohio School for the Deaf for over 17 years prior to my retirement in June of this year. In that capacity, I met regularly with coordinators of the interpreter education programs around Ohio. I am aware that having ASL/English listed as a concentration under the special education degree was sometimes confusing to prospective students and could leave students and graduates in the position of explaining what their coursework included. Some employers mistakenly assumed that the program prepared graduates as special education teachers; others who had openings for community interpreters were misled because the degree appeared to be in education.

As someone who has degrees in interpreting, elementary education, and deaf education, I recognize that the preparation for each area is vastly different. Having a degree that accurately describes the course of study would benefit graduates and potential employers. I am pleased to endorse the proposed change to make the ASL/English Interpreting Program to its own major rather than a concentration within Special Education.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Jean Parmir', with a large, stylized loop at the end.

Jean Parmir, M.A., CI, CT, Ed:K-12

Sept. 10, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,
Brooke Racheter
KSU ASL/English Interpreting program, 2015 graduate.

July 20, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give many students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Bethany Svoboda

Staff Interpreter for Greenleaf Family Services

Student Mentor, OYO Deaf Camp Interpreting Coordinator, "Do It Deaf" Coordinator

BA in Educational Interpreting from Kent State University, 2013



September 16, 2015

To Whom It May Concern:

This letter is to show my support for the bachelor's and master's ASL/English Interpreting Program at Kent State University. I understand that the program originated as a concentration within Special Education in 1999, but it is currently at a position where it could become its own major.

It has been explained to me that as it stands right now, the special education degree with ASL/English listed as a concentration is confusing for current and prospective students, as well as employers. Interpreters do not share the same mission, vision, and goals as special education teachers. Interpreters' job requirements and workload are different from what teachers do. Interpreters facilitate communication and mediate culture, not teach. Having the degree be an independent one would allow students to find the degree more easily, allow the faculty to recruit more easily, give students a sense of pride in their major, and clarify job expectations for employers. Many of our graduates do not work in education at all; they may work in the community for hospitals, consumers' workplaces, social service agencies, video relay service, etc., which is another reason for the interpreting major not to be viewed as an appendage to special education.

Please accept this letter as evidence of my support and endorsement for the curriculum change to enable the ASL/English Interpreting Program to become its own major, as opposed to a concentration within Special Education.

Sincerely,

Sonya L. Wisdom, Ph.D.

Coordinator, Special Education

School of Lifespan Development and Educational Sciences

Counseling and Human Development Services • Educational Psychology • Gerontology

Human Development and Family Studies • Instructional Technology

Rehabilitation Counseling • School Psychology • Special Education

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