

## New Program Needs Analysis and Faculty Credentials

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### ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Historically, our program (American Sign Language/English Interpreting) has been a concentration within the Bachelor of Science in Education Special Education (BSE SPED) Major. As a result, on the diploma it appears that our students have a primary degree in Special Education with a concentration in American Sign Language/ English Interpreting. This has caused confusion for our current and prospective students, as well as for employers. In the past, some K-12 employers have assumed our graduates could teach special education coursework. Additionally, community agencies have questioned our students' credentials and preparation for community work since the degree appears to be a special education degree.

This American Sign Language/English Interpreting program is not new at Kent State, but rather has been in existence since the year 2000 as a SPED concentration. The American Sign Language/ English Interpreting program no longer meets the criteria of a concentration as there are only two courses held in common with Special Education. Also, as sign language interpreters, we do not share the same vision, mission, or goals as special education teachers.

The following chart demonstrates our enrollment from 2002-2014:

CONCENTRATION	2002 F	2006 F	2010 F	2011 F	2012 F	2013 F	2014 F	2015 F
ASL/ English Interpreting	34	34	29	34	45	52	23	69
Deaf Education	77	45	35	25	25	27	27	31
Mild/Moderate	167	141	131	150	145	142	135	101
Moderate/Intensive	73	61	74	71	82	91	115	139
American Sign Language major	n/a	50	61	63	67	47	49	57

The demand for interpreters continues to be strong due in part to different pieces of legislation requiring sign language interpreters for Deaf people that were passed in the 1970s, 1990s, and 2000s. Today, with ever increasing technology, the demand for interpreters to work in the fields of video relay or video remote interpreting continues to powerfully drive the demand. The specificity of where interpreters work can be exact in some realms, but more elusive in others, due to the confidential nature of the setting (doctor's appointments; courts; local surgery, outpatient, therapy, and imaging centers; nursing homes; police stations; etc.) and the probability that many of these jobs are filled by self-employed interpreters. There are interpreters who specialize in specific venues such as DFAS, BVR, mental health facilities, and post-secondary institutions while others are general practitioners working in any and all venues. The job demand ebbs and flows with the size of the population which makes gathering statistics difficult.

The Census Bureau has estimated that in 2014 there were 159,814 individuals with hearing loss in the state of Ohio between the ages of 18 and 64. Out of the total population in Ohio (7,076,483) of people within the same age range, those with hearing loss comprise 2.2% of the total population ([Deaf population of the U.S.](#)). A comparison was made with 3 other states: Pennsylvania, Maryland, and Virginia. Pennsylvania reported 164,601 individuals who identified as being Deaf; Maryland reported 1.2 million people 12 years of age and

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older who had hearing loss in one ear and 759,000 12 years of age and older with hearing loss in both ears; and finally Virginia reported 1,360,000 individuals with a hearing loss, while 168,000 identified as being Deaf.

Deafness is a low-incidence disability, so interpreting tends to be demographics-driven. The need is constantly changing depending on where Deaf people live. They mostly reside in metropolitan areas frequently near residential schools for the deaf. For instance, many hospitals hire full-time interpreters in areas where there are large populations of Deaf people, whereas rural areas commonly rely on video remote interpreting (VRI) services or local interpreting agencies. The agencies with VRI capabilities typically provide interpreting to national or large regional areas, hiring self-employed interpreters on a contract basis. For example, if an interpreter in Ohio wanted to do VRI work, they would most likely work through an agency in Pittsburgh, Washington, D.C., or even Utah. There is no way to know who those interpreters are, but they are still employed on a regular basis to provide video remote services. This further complicates the task of gathering data on working interpreters.

O\*NET addresses the tasks that interpreters and translators are responsible for (Code 39999A). The tasks are listed as the following:

“1. Translates approximate or exact message of speaker into specified language, orally or by using hand signs for hearing impaired; 2. Translates responses from second language to first; 3. Reads written material, such as legal documents, scientific works, or news reports and rewrites material into specified language, according to established rules of grammar; 4. Listens to statements of speaker to ascertain meaning and to remember what is said, using electronic audio system; 5. Receives information on subject to be discussed prior to interpreting session.” ([O\\*NET](#))

Whereas translators tend to do things more formal with or without the foreign language speaker present, sign language interpreters go to where the individual needs assistance: schools, doctor’s offices, their place of employment, agencies, theater, etc.

Interpreters need to have a vast knowledge of their first and second (possibly subsequent) languages. Interpreters would need to know about communication strategies, sociology and media, anthropology, customer service, computers and electronics, education and training, telecommunications, and a general history of the people group(s) needing interpreting services. O\*NET contends interpreters would need to be skilled in active listening, speaking, reading comprehension, writing, information organization, information gathering, service orientation, active learning, learning strategies, synthesis/ reorganization, coordination, instructing, social perceptiveness, judgment and decision-making, time management, problem identification, product (interpretation) inspection, solution appraisal, critical thinking, monitoring, idea evaluation, troubleshooting, idea generation, implementation planning, identification of key causes, among others ([O\\*NET](#))

The Bureau of Labor Statistics states that employment of interpreters and translators “is projected to grow 29% from 2014 to 2024, much faster than the average for all occupations.” Employment growth will be driven by increasing globalization and by large increases in the

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number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification” ([Bureau of Labor Statistics](#)). They also state that the median pay in 2014 was \$43,590/year. Although they state a typical entry level education is a bachelor’s degree. Individuals now, just as in other professions, are getting more education. In many settings, this is how interpreters garner a higher rate of pay. On a recent sample of Ohio interpreters, their educational level was: 30 had an associate’s degree, 37 had a bachelor’s degree, 22 had a master’s degree, and 2 people had their doctorate.

In the *Ohio Guidelines for Educational Interpreters* (2011), “The limited number of qualified interpreters with requisite knowledge and skills to work in educational settings continues to represent a critical personnel shortage area for Ohio. During the 1997-1998 school year, 425 interpreters worked in Ohio’s schools. In 1998-1999, that number, which included substitute interpreters, increased to 500 which was still short of the need. In 2010, 614 individuals [held] an ODE issued license in the area of Interpreter for the Hearing Impaired” (p. 4). From 1997-2010, that is a 44.5% increase. As of Feb. 26, 2016, 636 people held a license to interpret in Ohio Schools ([Ohio Department of Education](#)). That is a 49.6% increase since the 1997-1998 school year.

Chris’ Wakeland, the Vice President for interpreting services for Sorenson Video Relay Service (SVRS®), (provider of industry-leading communications products and services for the deaf and hard-of-hearing), stated in his letter of support that “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.” Sorenson is the largest private employer of sign language interpreters in the nation ([Sorenson](#)).

- a. The survey instrument-** There are technically 4 surveys in this needs assessment: 1) The first one was a Qualtrics survey that was sent to employers of interpreters and coordinators of interpreting services; 2) Another survey developed on Qualtrics was sent to former graduates and current students; 3) The third survey was sent to interpreter preparation programs in the United States. 4) The fourth survey was conducted by the National Consortium of Interpreter Education Centers (NCIEC).
- b. Target population-** Employers of interpreters, coordinators of interpreting services, former graduates and current students, interpreter preparation programs.
- c. Description of sample-** In the current needs assessment, the sample consisted of employers of interpreters, coordinator of interpreting services, former graduates from 2005-2015, and current students in the American Sign Language/ English Interpreting Program. In the NCIEC study, there were 2,830 respondents in the United States.

Employers of interpreters and coordinators of interpreting services, as well as current and former students from the American Sign Language/ English Interpreting program, were sent a Qualtrics’ survey. Employers of interpreters that we heard from had the following titles: BVR counselor, manager of interpreting services, owner, Director of Disability Support Services, COO/CFO, President, staff interpreter, Program Manager, Disability Specialist,

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Section 504 Coordinator, Director of a VRS center, vocational rehabilitation supervisor, and Internship Coordinator.

Out of those individuals, 60% felt extremely positive about the American Sign Language/English Interpreting degree becoming a stand-alone major; 29% felt positive about it, while only 4 people stated that they didn't feel either positive or negative. No one stated that it was a negative or extremely negative decision.

When asked if the individuals felt whether demand for interpreting would decrease in the next 3 years, 74% felt the demand would increase, while 23% felt the demand would remain the same. Settings in which their interpreters were employed: medical, mental health, K-12, post-secondary education, video relay service, video remote services, business and industry, performing arts, legal, social services, and 6 people listed "other" as a possible place of employment for the interpreter. The 4 highest arenas in which respondents were employers were 1) post-secondary education, 2) social services, and 3) business and industry had the same number of respondents as medical/mental health to tie for the third most common setting in which to work.

The individuals who responded to the employer survey 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 2nd most frequently occurring after northeast Ohio. When asked how many American Sign Language/English interpreters were employed within their organization, 66% said 0-25 interpreters; 20% said 26-50 interpreters; and 3% 51-75; and 3% said 76-100 interpreters. Almost 6% of respondents were not sure how many interpreters were employed.

In the survey of current and former students, 82% of them felt extremely positive about the change to an independent major. Seventeen respondents felt positive, while 1 person stated that s/he didn't feel either positive or negative toward the change. When asked why they chose Kent State's program, 35% stated that it was the best program out of all the ones they looked at for the major and 29% stated location was a determiner; 12% stated the program's reputation helped in their selection. Twenty-four percent listed other and text responses were as follows: "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." "There were no programs in my state." and "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." "Scholarship."

When former graduates were asked if they had ever run into a program with their degree being listed as a special education degree, almost 50% had. Their text responses were as follows:

- "After graduation, the degree title seemed to be **misleading** for employers. Our profession covers a much broader area than just education. Not to mention, "Special Education" does **not** properly define the D/deaf community. Although some

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- individuals still hold the antiquated view that D/deaf means one has a disability, but this is **not** the case nor has that statement ever held any truth. In any given population there may be people who have a disability, but one's audiological status has never been a disability or reason for a disability."
- "The biggest problem for me was having to take several classes that were for special ed teachers and not interpreters. I felt that my time was greatly **underutilized** and desired more classes that pertained to interpreting."
  - "There were a few classes that were required for graduation, but were very clearly meant for those working with developmentally disabled individuals. Deafness does fall under the disability spectrum, but developmentally they can be on par and even superior to their peers. The class did **not seem to benefit** my degree in any way as it was shaped for another."
  - "In applying and being accepted into Kent, the only major I could find was under the ASL department, which is a completely different college than where the interpreting program is offered. Due to this, and the lack of understanding with the other college's advisors, I **wasted an entire semester** of classes I did not need because I was in the wrong major, but didn't get an answer until 3 months into the semester. After talking to numerous people about my frustration, I saw this was an extremely common problem. Even more so than that, since there are majors relating to ASL in different colleges, the college I started in was not well versed in my major and they assumed that I was in the right major simply because I was taking on American Sign Language. They did not realize interpreting was a different major, hence my wasting an entire semester of classes. If the ASL/English Interpreting major was separate and not under Special Education, it would have been more obvious when searching on my own and for advisors in other colleges (so they can clearly see it and advise appropriately). The interpreting program is limited in understanding being under the special education degree. Lastly, ASL/English interpreting involves much more than educational interpreting, which is also **deceiving** for an individual looking for this major at KSU."
  - "Everything. We had to take classes and attempt to fill out forms that weren't applicable to us. A lot of time **wasted**."
  - "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."

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- “As an ITP student graduating in 2007, I was very **frustrated** with the number of hours required in studying the teaching profession, with classes such as Inquiry into the Teaching Profession, levels I, II, and III, as well as other courses focused on teaching, when my ASL skills were sorely lacking for a prospective interpreter.”
- “When interviewed for community related interpreting job positions, often I was questioned as to **whether I had the skills** needed since my degree was under Special Education and not just Interpreting.”
- “This becomes confusing to employers outside of education. It also requires students to take specific classes required for special education majors that do not apply to interpreting at all. Furthermore, it causes students to take the **wrong major** because they are given misinformation or not enough info about the different ASL related majors.”
- “Had to provide transcripts often at the beginning of my career (pre-RID certification) to prove to potential employers that **I did, indeed, complete an Interpreter Training Program.**”
- “I have had to explain my degree to many employers and employees, due to the fact that my bachelor’s degree is listed under the special education. Employers get this **false impression** that I am limited to only educational interpreting. To prove that I was capable to do more than just an educational setting they assessed my interpreting skills.”
- “When I was hired by the school district where I currently work, there was no differentiated pay scale for interpreters. Regardless of level of education attained or years of experience, all the interpreters in the district were paid at the same rate, unless they had teaching certification. Because my degree was as an "Intervention Specialist" the people hiring me **thought that I had teaching licensure** and I was initially hired at the wrong pay rate. That was adjusted, to a lower pay rate; but in my district the interpreters' pay situation has since changed and the label on my degree is not an issue now.”

In the third survey, thirty-nine American Sign Language/ English Interpreting programs were surveyed through Qualtrics. Out of the 39 responding programs, twenty-two (56%) felt a bachelor’s degree was the optimal level an upcoming graduate would need to have to be a successful interpreter, while 9 (23%) felt a master’s degree was optimal. Only 4 programs (10%) felt an associate’s degree was enough.

The information from the fourth survey was from a national survey conducted by the National Consortium of Interpreter Education Centers (NCIEC). The 2012 survey included 2,830 interpreters across the United States.

The Commission on Collegiate Interpreter Education has stopped accrediting associate degree programs, indicating a shift to a required bachelor’s degree. A follow up needs assessment by the NCIEC in 2013 stated that roughly 60 percent of associate degree programs have articulation agreements with bachelor’s degree programs, so the goal for many associate-degree students is a bachelor’s degree. Additionally, as of 2012, the Registry

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of Interpreters for the Deaf (the national certifying body) voted that candidates for certification needed a bachelor's degree in order to sit for the certification test. Another trend is that there are a growing number of states requiring national certification to work or even participate in a practicum site experience.

For instance, in the year 2000, there were approximately 100 associate degree programs, 15 bachelor degree programs, and 2 master's degree programs who offered the American Sign Language/ English Interpreting degree in United States. Currently, there are 79 associate degree programs (21% decrease), 41 bachelor degree programs (**173%** increase), and 4 master degree programs. When talking about stand-alone independent bachelor's degrees, Kent State University is the only one in the state that offers that, instead of an articulation agreement with an Associate's Degree program. ([Registry of Interpreters for the Deaf](#)).

- d. Number and name of businesses involved in the sample-** graduates are employed in a variety of school districts across several states. Several of them are employed as community interpreters for agencies. Others work for governmental agencies, colleges and universities.

### **OTHER EVIDENCE:**

Letters of support (31) from individuals are included with the proposal: the Vice President of Sorenson Video Relay Service, Dr. Kieran Dunne (Chair of Modern and Classical Languages at Kent State), individuals who coordinate other interpreting programs in Ohio, Dr. Arhar (previous Associate Dean in EHHS), faculty from special education, previous graduates from Kent State's American Sign Language/English Interpreting program, practicum supervising and cooperating interpreters, faculty from other ASL/English Interpreting programs in the state of Ohio, and the President of the Ohio Association of the Deaf.

### **e. Employment opportunities by job titles including:**

- i. Number of job openings** (due to growth). Less than half of our graduating classes have remained in Ohio. The national hiring needs greatly affect our local program and we have to rely on NCIEC national government-supported research. Some interpreters are affiliated with agencies, but others are independent contractors and no one is documenting those hours.

A report compiled by the National Consortium of Interpreter Education Centers surveyed interpreters working across the U.S. There were 2,830 respondents. The NCIEC report showed that over the previous 3 years, there had been a 59% increase from 2009-2012 and 66% of the respondents felt that there would be a continued increase within the next 3 years.

Interpreters can elect to be a part-time or full-time interpreter, while some may choose to be a contractual or self-employed interpreter. Interpreters are able to work in more than one distinction. For example, an interpreter can work part-time for an agency and accept freelance work, as well.



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### ii. Salary for these employees

According to the Bureau of Labor Statistics, “The median annual wage for interpreters and translators was \$43,590 in May 2014” ([Bureau of Labor Statistics](#))

The information below is from the fourth survey, which was a national survey conducted by the National Consortium of Interpreter Education Centers (NCIEC). The following chart is from a 2012 survey which included 2,830 interpreters across the United States.

<b>2012 Survey Staff Interpreter Median Annual Salary by Organization Where Position Held Table 28</b>				
Type of Employment Setting	All Staff Interpreters		Those Full-time w/Full Benefits	
	# of Respondents	Mean Salary	# of Respondents	Mean Salary
Legal	16	\$55,000	13	\$64,000
Video Relay Services (VRS)	225	\$42,000	102	\$57,000
Private Interpreter 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	272	\$29,000	129	\$41,000
Public Referral Agency	56	\$35,000	36	\$40,000
Vocational/Tech Education	24	\$35,000	12	\$39,000
Commission/Center on Deafness	26	\$32,000	15	\$37,000
K-12	465	\$29,000	388	\$31,000
<b>Total</b>	<b>1,386</b>	<b>100%</b>	<b>848</b>	<b>100%</b>

Table 1. 2012 Survey staff interpreter median annual salary by organization where position help by NCIEC Report

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<b>2012 Survey Respondent Demand For Services Over Previous 3 Years</b>			
<b>Table 13 (continued)</b>			
<b>CATIE</b>	<b>Less Demand</b>	<b>More Demand</b>	<b>No Change</b>
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
<b>Region total</b>	<b>56 (13%)</b>	<b>295 (66%)</b>	<b>93 (21%)</b>
<b>Do not reside in US</b>	<b>Less Demand</b>	<b>More Demand</b>	<b>No Change</b>
<b>Other than State Total</b>	<b>1 (7%)</b>	<b>10 (67%)</b>	<b>4 (26%)</b>
<b>Total Respondents</b>	<b>372 (17%)</b>	<b>1,285 (59%)</b>	<b>522 (24%)</b>

Table 2. 2012 Survey respondent demand for services over previous 3 years by NCIEC Report.

**PROJECTED STUDENT AND GRADUATE DATA**

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Projected Enrollment</b>				
Headcount full time	60	70	80	90
Headcount part time	5	5	5	5

**COLLABORATION WITH EDUCATION AND BUSINESS**

The following list highlights some of the places that are potential employers of interpreters: Education (K-12 school districts, universities, community colleges, etc.), medical facilities (hospitals, local doctor offices, imaging, surgery centers, chiropractic, mental health, etc.), justice system, Bureau of Vocational Rehabilitation, social service agencies, governmental agencies (Defense Finance & Accounting Service, post office, social security, Environmental Protection Agency), rehabilitation centers (Community Services for the Deaf), independent interpreting agencies, national agencies, telecommunication (video relay services, video remote interpreting), political rallies, meetings, any public access presentation (plays, concerts, informational meetings), theme parks; cruise lines, and so on.

Practicum: We have ongoing relationships with local school districts and their administration and staff who regularly and readily accept our students to come for their practicum experiences. The practicum series includes 2- 30 hour field experiences, a one week language and cultural immersion experience at a deaf residential school, and a sixteen-week full-time placement for the Advanced Practicum. The cooperating interpreters, which are the mentoring interpreters at the practicum site have interpreting degrees and 3+ years of

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educational interpreting experience. Most begin as mentors for our 30-hour practicum to get acclimated to our system and students; they may then choose to become mentors for the 16-week practicum. Two years ago, when the practicum documents and assessment tools were redesigned, ninety percent of the mentors attended our workshop that provided training in how to use the new forms and our assessment expectations. The supervising interpreters visit the advanced practicum sites and provide support to the cooperating interpreters and students and evaluate the students' progress. These supervisors all have national certification, interpreting degrees, extensive interpreting experience, and previous mentoring and assessment experience. All of these interpreters remain in frequent contact with the practicum faculty. This instructor has national certification, over twenty years of interpreting experience, more than fifteen years of experience in teaching ASL and interpreting, advanced studies in language acquisition and assessment, and six years of experience working as a professional mentor to educational interpreters.

Most of the placement hours are achieved in K-12 classrooms, but even in this venue our students have a variety of options. We collaborate with 28 schools in districts across Ohio often utilizing more than one interpreter at each site. For example, there are 3 interpreting students currently doing their advanced practicum in the Canton schools, each with a different interpreter. During the past three years we have also added collaborations with out of state sites. These include the Kentucky School for the Deaf, and school districts in Maryland, Pennsylvania, and Virginia. The placement in Pennsylvania is unique. Half of the practicum hours are earned interpreting in a school while the other half are accumulated working with a local interpreting agency. A school district in North Carolina has expressed interest in having one of our students next year.

Since this program prepares students as generalist practitioners, the practicum opportunities also include community-based sites. We currently have two major community collaborations. The first is with Greenleaf, a non-profit family support agency in Akron, Ohio, and Community Services for the Deaf is one of the programs within Greenleaf. The program director allows four-six of Kent's American Sign Language/English Interpreting students per year to shadow their staff interpreters in a variety of settings.

The second collaboration is with Sorenson Video Relay Service. Sorenson Video Relay is an industry leader providing cutting edge communication products and services for the deaf and hard of hearing. The initial intention of this collaboration was to place a Sorenson Video Relay call center on the campus of Kent State University, but this did not work out. Fortunately, we were still chosen to be part of a program with Sorenson, which allows our interpreting students to get community practicum hours. After signing an FCC confidentiality contract, the senior students were allowed to observe video relay interpreters as they worked in a local Sorenson call center.

In addition, the students have interpreted in other community based venues such as OYO Deaf Camp, COSI Deaf Awareness weekend, MommyCon convention, Gallaudet Academic Bowl at the Ohio School for the Deaf, and a televised telethon. We continue to look for unique, challenging, and rewarding experiences for our students.

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### FACULTY CREDENTIALS AND CAPACITY Faculty Credentials

Name of instructor	Rank or title	FT / PT	Degree, discipline, institution, year	Years taught	<i>Additional expertise</i>	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 43104 43107 43110 43111 43112 43113	5/4
Kathy Geething	Adjunct faculty	PT	MA, Teaching English as a Second Language, Kent State University, 2005 Certificate of Teaching ASL/Teaching Interpreting, University of Colorado-Boulder, 2006	20	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 43192 49625	4
Carrie Morgan	Adjunct faculty	PT	M.Ed., 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 43105	2
Elisabeth Rathburn	Adjunct	PT	BSE, Special Education (Educational Interpreting), Kent State University, 2005 MEd candidate, 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

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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
Leah Subak	Adjunct	PT	PhD, Curriculum and Instruction, Kent State University, 2014 Certificate of Teaching ASL/Teaching Interpreting, University of Colorado-Boulder, 2006	10	Intercultural Development Inventory Qualified Administrator Training, IDI, LLC; Mentor Training, Interpreting and Sign Language Resources at the 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 a community interpreter; 10 years as a video interpreter	ASEI 43105	1
Karen Kritzer	Associate Professor	FT	PhD Special Education, University of Pittsburgh 2007	9 (at KSU)	Introduction to Deaf Studies (since 2007); Curriculum Methods for DHH Students (yearly since 2007)	SPED 43310	4/3
Randall Hogue	Assistant Professor	FT	PhD, Linguistics, Gallaudet University, 2011	26	ASLPI level 4	ASL 49108, 39201, 39202, 46401	4/4
Larry Nehring	Assistant Lecturer	FT	MS Ed., Curriculum Development, Secondary Education of Deaf and Hard of Hearing, University of Rochester, 1991	7		ASL 19201, 19202, 29201, 29202	5/4

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Steve Vickery	Lecturer	FT	M.Ed., Instructional Technology, Kent State University in progress; BA, History, Kent State University, 1998	19		ASL 19201, 19202, 29201, 29202, 39201, 39202	5/5
Cathy Vickery	Instructor	PT	M.Ed., Rehabilitation Counseling, Kent State University, 2004	14		ASL 19201, 19202,	3-9 cr. Hours /semester
Farah Leland	Instructor	PT	BA, American Sign Language, Kent State University, 2012	3.5	2 years as a case manager at Youngstown CCD	ASL 19201, 19202, 29201, 29202	3-9 cr. Hours /semester
Linda Gray	Instructor	PT	MA in Social Work, University of Akron, 2009	6	Lab mentor, advocacy work for CCDs	ASL 19201, 19202, 29201, 29202	3-9 cr. Hours /semester
Jennifer Hall	Lecturer	FT	M.Ed., Instructional Technology, University of Akron, 2015	14	Digital media	ASL19201, 19202, 29201, 29202	5/4
Jacqueline Gee	Instructor	PT	M.Ed. Cultural Foundations in progress, B.S. Educational Studies, Kent State University	1	Certified sign language interpreter	ASL 49401	3 credit s once a year
Sandra Frye-Leland	Instructor	PT	BS, Child Development, Madonna University, 1986	30	Case manager for Youngstown CCD	ASL29202	3 credit s once a year

### Faculty Capacity

We do take very seriously the trifecta of teaching, scholarship, and service, and the ability of our faculty to meet those expectations. We feel that our current faculty does that. All instructors hired for the American Sign Language/English Interpreting program should have a terminal degree. However, in our industry, 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 (RID) and has extensive history of working as an interpreter and prowess vacillating between languages and cultures. 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-

## New Program Needs Analysis and Faculty Credentials

M). Anyone hired to teach in the program must have significant work experience as an interpreter.

All of our faculty members are nationally certified and have a combined 127 years of experience. As part of certification through our national certifying body, interpreters must continue to earn professional development continuing education hours, or our certification will be revoked. The lowest years' experience any one faculty member has is 10.5 years. The mean total is 21.25 years. Secondary expertise is found in Education; Curriculum and Instruction; Instructional Technology; Human Resources; the IDI (Intercultural Development Inventory); and Teaching English as a Second Language/Teaching English to Speakers of Other Languages/ Teaching English as a Foreign Language. Two of our faculty have their terminal degree with four possessing their master's degree. The remaining faculty member is currently in graduate school with a completion date of May, 2017. Our faculty has varied experiences including community and video relay interpreting. Out of a national search, five were selected to attend the VRSII (Video Relay Services Interpreting Institute) in Salt Lake City in March of 2015. Two of our faculty have published their research, presenting the results at national, state, and local conferences. Faculty are constantly assessing their teaching methods and revising them as best practices change.

Although an OBR requirement is that for every 30 full-time equivalent students there is one FT faculty, this is not the case. There is only one full-time instructor with 80 advisees. A non-tenure-track assistant professor position has been approved and will be filled when the stand-alone major has been approved.

Additionally, since the placement office has asked us to take over the placing of our practicum students for our 3 practicum placements, as well as Deaf Residential School Field Experience, we will need someone to work in this capacity, even once the new NTT person is hired. The job establishing and maintaining relationships with practicum placements and dealing with students is essential since it involves a lot of time, interpersonal skills, phone calls, emails, etc. This can be accomplished in two ways: 1) the nurturing of these longstanding relationships with school districts administration and the cooperating and supervising interpreters. We have tried to do that by offering these interpreters additional training (which can satisfy some of their own professional development); and 2) Ensure that the NTT person hired has competence in soft skills and is willing to both continue these relationships and seek other outlets since we are struggling to find placements. The issue is not that the placements are not available, but rather there has only been one FT person in the capacity of coordinator for a little over a year. Time does not allow for one person to teach, advise, devise and complete curriculum changes, attend meetings, answer emails, and also to establish new relationships with school systems and community agencies.

### SUMMARY

This proposal to designate the American Sign Language/English program at Kent State University as an independent major is truly a reengineering of an existing program to meet changing market needs based on workforce shifts. There are 4 main reasons for doing this: 1) a shorter path toward certification; 2) clarifying our degree for students and their future

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employment; 3) clarifying our degree for advisors; and 4) preparing for accreditation through the Collegiate Commission on Interpreter Education.

First, we want to redesign the degree to offer a shorter path to certification for our students. We have made the program more austere and raised the expectations for our courses. We have a goal of seeing students become certified sooner since more states are requiring national certification. The new roadmap will enable students to learn the intricacies of interpreting processes one semester earlier and moves community interpreting to later in the program, allowing students to utilize their interpreting skills for authentic community scenarios.

Second, our hope is that this stand-alone program will clarify our degree and career path for the purposes of recruiting and incoming students. If the American Sign Language/English Interpreting program were independent, it would undoubtedly clarify their ability to find the major when they search for it on the website. Further, it would help our graduates when they seek employment. Many K-12 employers have assumed our graduates could teach special education coursework due to the way the degree reads. Additionally, community agencies have questioned our students' credentials and preparation for community work since the degree appears to be a special education degree.

Thirdly, the elevation of our degree would assist admissions and college advisors at Kent State since advisors historically have had no idea our program existed or advised/ placed many students in the wrong course or major. Advisors couldn't find our major on the website either or they did not realize the career path, but instead thought that our majors would be teachers.

Fourthly, having this major be a stand-alone would greatly increase our chances of becoming accredited under the Collegiate Commission on Interpreter Education. We would be viewed more prestigiously if we were our own major, as opposed to a concentration as it is not best practice to house American Sign Language/English degrees under special education.

Due to the uniqueness of our field, compiling and tracking statistics can be a challenge. We do not prepare for a narrowly-focused career path. Our graduates can realistically expect their professional journey to include interpreting for anything from the president of the United States to traffic court; from a student pursuing a medical degree to a pre-school classroom; from an operating room to a local doctor's office. Their journey could lead anywhere where Deaf people live, work, or interact.