Proposal

Bachelor of Science in American Sign Language Interpreting Studies

CID 16.603

Department of Classical and Modern Languages
College of Arts & Sciences
University of Louisville

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I. INTRODUCTION:

A. Abstract Narrative

This is a proposal to create a degree of Bachelor of Science (B.S.) in American Sign Language Interpreting Studies (ASLIS), meeting the National Interpreter Education Standards established by the Commission on Collegiate Interpreter Education (Appendix B). This recognizes recent changes to state law regarding licensing for sign language interpreters and services that must be provided to Deaf and hearing impaired students.

On April 10, 2008, Governor Beshear signed SB 90 into law. This bill amends KRS 164.4781 to permit the establishment of interpreter training programs for the deaf and hard of hearing at more than one public institution of higher education. “The program shall be exempt from the normal student load requirements for a period of ten years from its implementation or until it can be clearly demonstrated that an adequate supply of interpreters is available in all parts of the state, whichever is later.” (Appendix I)

KRS 164.478 requires institutions of higher education in Kentucky make their programs accessible to deaf and hearing impaired students. (Appendix I)

KRS 164.4785 and KRS 156.160 recognize American Sign Language as a foreign language and allows it to be taught for credit in institutions of higher education in Kentucky. ASL may also be used to meet foreign language requirements in higher education. (Appendix I)

KRS 309.300-309-319 requires licensure for interpreters. This statute specifies educational requirements and the process for achieving licensure through a nationally accredited body.

a. Need for the program

In the 15 county Metro Louisville area established by the Kentucky Board of Interpreters there are 19 licensed interpreters. In addition there are 12 interpreters with temporary licenses. Moreover, students found it very difficult to apply for financial aid because there never was a seamless process worked out by the two schools. Finally, the arrangement ran into SACS accreditation problems. Therefore, as of now, EKU is the only school in Kentucky where a degree in Interpreter Training is awarded.
In Kentucky, according to the National Health Survey of 2005 and the 2000 Census, there are 646,683 deaf or hard of hearing citizens. Of those, 12% (77,602), require sign language interpreters in order to communicate effectively in all kinds of situations. The *Americans with Disabilities Act* (ADA) requires public institutions to provide qualified interpreters as an accommodation. Qualified interpreters are in high demand by:

- public schools and post secondary institutions
- health care providers
- hospitals/medical facilities
- judicial system
- public safety and police departments
- government agencies

According to the *US Department of Labor Statistics, Dec. 2007*, employment of interpreters is projected to increase 24% over the next decade, much faster than other occupations.

According to the Kentucky Licensure Board, as of January 2009, Kentucky has 188 permanently licensed interpreters and 299 temporarily licensed ones. This number is clearly inadequate to meet the needs of the more than 646,000 deaf and hard of hearing constituents in Kentucky.

According to *America’s Career Infonet*, to meet all needs within the state, Kentucky will have to have at least 310 fully licenced interpreters by 2014.

Sorensen Video Relay Services (VRS) operates two centers in Kentucky to provide equal access to telecommunications for the hard of hearing and deaf. It employs interpreters. These centers are designed to be operational 24/7, but currently they are staffed only 9 hours a day, 5 days a week because of the shortage of qualified interpreters to cover all work shifts.

According to the Modern Languages Association, American Sign Language is now in fourth place on the list of foreign languages taught in the US. By permanently establishing this program on the U of L campus, a clear need would be satisfied by providing students an alternative for satisfying the foreign language requirement and by providing the community with much needed qualified interpreters.

b. Plans for collaboration with other institutions:

We are planning complete collaboration to ensure transferability of courses, i.e. ASL and ITP courses. Several community colleges throughout Kentucky offer ASL courses as a foreign language credit Some of these courses are well suited for transfer with equivalent curricula.
EKU is the only other university in Kentucky to offer an ITP degree. The first two years of pre-requisite courses will be equivalent to EKU’s first two years in order to streamline the transfer process between the two institutions. EKU accepts applicants every two years, whereas U of L will accept applicants every year. This will allow more choices for students in Kentucky as to which time frame and application schedule is best for them.

B Relevance to the University’s Mission

The University of Louisville is charged by Kentucky statute to be a premier, nationally recognized metropolitan research university. The University last year celebrated the successful completion of its ten-year Challenge for Excellence.

The ASLIS degree will be in full agreement with and actively participate in the University’s “goal to be nationally recognized as one of the top 20 metropolitan research universities in the country.” It will do so by addressing the five critical areas identified in the University’s mission statement:

1. Educational Excellence - The ASLIS will adhere to the highest professional standards and hire the best qualified faculty. It will promote learning by attracting highly motivated students who will do well academically and achieve a higher than normal graduation rate. As a consequence, the degree program will fill the need of skilled interpreters in the crucial area of the Deaf and Hard of Hearing community.

2. Research, Scholarship and Creative Activity - The ASLIS program will have a tenured faculty that will be scholarly active and will help UofL achieve national prominence. The program will follow the vigorous standards established by the Commission on Collegiate Interpreter Education. (See Appendix B.)

3. Community Engagement - Graduates of the ASLIS program will be working directly in the community, helping the Deaf and Hard of Hearing be more integrated and productive members of the community.

4. Diversity, Opportunity and Social Justice - The ASLIS program will help address UofL’s vision of all-inclusiveness. The interpreters that will be trained will have a direct impact on the ability of the Deaf and Hard of Hearing to become more active and productive members of the community.

5. Creative and Responsible Stewardship - The establishment of the ASLIS degree will be an affirmation of UofL’s commitment to its stated strategic agenda.

As part of the new vision, the College of Arts & Sciences (A&S) has developed a Strategic Plan for 2007-2020 that encompasses the following four priorities, each of
which is supported and enhanced by the proposed B.S. in American Sign Language Interpreting Studies:

**Priority 1. Improve the quality, depth, and breadth of A&S academic programs.**

The addition of the American Sign Language Interpreting Studies program to the Department of Classical and Modern Languages matches this first priority by adding a sorely needed area of study, enlarging the resources provided by the A&S academic programs, expanding the access of students to the high-profile field of interpreting, and expanding the course offerings into this critical area for a sizeable part of the population. This new major will benefit other majors because it will provide new electives for the satisfaction of the language requirement.

**Priority 2. Improve the quality of the academic experience of and the outcomes achieved by students enrolled in the College.**

This new program allows Kentucky's most motivated students to prepare themselves for an exciting career in interpreting for the deaf and hard of hearing. Non-majors would learn about the world of the deaf and the challenges presented by deafness. A large segment of the student population is clamoring for such a program (See Appendix B: Student Senate Resolution).

**Priority 3. Continue to build the A&S research mission.**

The importance of interpreting for the deaf has been recognized since the passage of the *Americans with Disabilities Act*. Kentucky’s neighboring states already have multiple programs in interpreting: Indiana has five; Michigan, three; Ohio, six; Missouri, two; Illinois, four.

The area of ASL interpreting is a growing field. Of our 17 benchmark schools, 14 teach American Sign Language under various titles. Five of them offer degrees in or related to ASL or Interpreting. Three schools offer certificate programs (one of which also offers a degree). One, the University of Iowa, also offers an Endorsement for students seeking degrees and certifications in Education. The University of South Carolina at Columbia makes it a point to mention that American Sign Language cannot be used to meet their foreign language requirement, in sharp contrast with state law in Kentucky and professional practice of all other benchmark institutions. The Modern Language Association considers ASL a foreign language – now the fourth most commonly taught foreign language in the U.S.

Benchmark Schools that offer degrees related to ASL
University of California at San Diego.
    Linguistics, Language Studies/ American Sign Language
University of New Mexico.
    Signed Language Interpreting
University of Cincinnati.
    Special Education, Sign Language Interpreting
University of South Florida.
    Communication Sciences and Disorders, Interpreting Training
University of South Florida.
    Communication Sciences and Disorders, Speech-Language-Hearing
University of South Florida.
    Communication Sciences and Disorders, Deaf Studies
Wayne State University.
    Cognitive, Development and Social Psychology.
Wayne state University.
    Speech Language Pathology
Benchmark Schools that offer Certificates
University of Cincinnati.
    Deaf Studies
University of Iowa.
    American Sign Language and Deaf Studies
University of Pittsburgh, Main Campus.
    ASL Studies
Benchmark Schools that offer Endorsements
University of Iowa.
    Hearing Impaired (Education)
Nationwide, there is only one institution, Gallaudet University, Washington DC, with a Ph. D. program.

There is a good deal of research going on in the field and related publications are becoming more widespread (see Appendix G, Library). There would be ample opportunities for our faculty to carry on research and publish their findings. If it is well funded, both faculty and students would take advantage of the relative newness of the field and do groundbreaking research. As is shown by a list of grants and contracts awarded to the Institute for Disabilities Research and Training, Inc. alone (Appendix M),
there is a myriad of research possibilities in which the tenure-track faculty could be expected to be engaged.

This new program would not be just for the benefit of UofL students. The local population certainly would benefit. Such a program would have a high visibility and would increase the public's understanding and appreciation for the deaf and hard of hearing in the community.

C. Program Description

The B.S. in American Sign Language Interpreting Studies will follow the National Interpreter Education Standards recommended by the Commission on Collegiate Interpreter Education, updated in September 2007 (Appendix B.) All courses necessary for the degree are already in the UofL course catalog, since they have been offered for the past 11 years through the satellite program from EKU. These courses are listed in the course template in following pages.

Organizational placement of the new program would be within the College of A&S and specifically in the Department of Classical and Modern Languages. It would follow the timetable indicated in Appendix C with prerequisite courses for AY 2009-2010, in anticipation of program approval and hiring of new faculty.

Faculty coverage. Some faculty members who taught when the program was under the aegis of EKU are willing to stay on as UofL employees. They come highly recommended by their direct superior at EKU. As the program would be phased in, two tenure track faculty members would have to be hired. Nevertheless, for the near future, all course offerings would be covered by a newly hired full-time assistant professor with long experience (see Appendix F), and part-time employees. By year two, there would be a tenure-track position, together with the full-time term position.

Internships. As it has been done until this year, internship programs would continue with the Jefferson County Public Schools, Bullitt County Public Schools, the Center for Accessible Living, Rauch Inc., Vocational Rehabilitation, Kentucky School for the Deaf, UofL, Hardin County Public Schools, Oldham County Public Schools.

Ideas to Action. The University of Louisville's quality enhancement plan, Ideas to Action (i2a), will be well served by the B.S. in ASLIS. A major component of i2a is to foster student critical thinking in the general education program. The entry-level ASL courses do this by teaching the basics of problem solving and communication in a “foreign” language through a practical, “hands on” approach. Critical thinking skills, as with any other foreign language, will become markedly developed in all students.

The program will also be a natural vehicle for public outreach. Each degree holder, as
well as those in the eventual minor in ASL, will be able to directly apply their acquired knowledge and expertise in the community, both locally and statewide.

**Diversity.** The B.S. in American Sign Language Interpreting Studies will improve diversity in the Department of Classical and Modern Languages. Students majoring in this new program would come from all backgrounds, but it would give special opportunities to the deaf and hard of hearing. Faculty members, as well, would come from the recognized minority groups of the Deaf and Hard of Hearing.

Hearing impaired persons can be interpreters for the deaf. Deaf people, however, are not hearing impaired. Deaf people are deaf, i.e., they use ASL as their native language, participate actively in Deaf culture and may or may not attempt to communicate with hearing people using speech. People who are hard of hearing or have other disabilities may attempt to ameliorate their condition with hearing aids or other assistive devices in order to increase their ability to distinguish and perceive sounds.

Deaf people may also become interpreters. A Certified Deaf Interpreter (CDI) is an interpreter accredited by the Registry of Interpreters for the Deaf (RID). To acquire certification, interpreters who are deaf have to complete 16 hours of training provided by the National Association of the Deaf (NAD) in conjunction with RID and receive a passing score on both a written and performance based test. This test is currently available from RID.
American Sign Language Interpreting Studies (BS)

Bachelor of Science in American Sign Language Interpreting Studies

Major: ITP

Degree: BS

Unit: College of Arts and Sciences (A&S)

Department: Classical and Modern Languages

Completion of this degree requires work to be submitted for the department’s Learning Outcomes Measurement. This will be developed by the program’s new faculty and could be similar to the one used for Spanish majors (see Appendix J).

As the current UofL catalog indicates, “All degrees require the completion of the University-wide General Education Program; see the General Education requirements and the courses that fulfill them. Some General Education requirements may be met in the requirements for the major or supporting coursework, in which case additional electives may be required to complete the minimum hours for the degree.” Therefore the program requirements fall within the following four categories.

1. **General Education**

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Minimum General Education</td>
<td>34</td>
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</tbody>
</table>

2. **Arts & Science Programmatic Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General 101: A&amp;S Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language*[Completion of the second semester of a single foreign language. This requirement is met in American Sign Language; see supporting courses]</td>
<td></td>
</tr>
<tr>
<td>Electives in Natural Science or Social Sciences at the 300-level or above (in addition to courses counted toward General Education)</td>
<td>6</td>
</tr>
<tr>
<td>WR-two approved courses at the 300 level or above (may be incorporated into other degree requirements)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>
3. Program in American Sign Language Interpreting Studies

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Courses</td>
<td>9</td>
</tr>
<tr>
<td>ITP 115, 215, 220</td>
<td></td>
</tr>
<tr>
<td>Core Courses</td>
<td>36</td>
</tr>
<tr>
<td>ITP 210, 320, 325, 337, 350, 370, 390, 420, 425, 430, 470, 490</td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td>12</td>
</tr>
<tr>
<td>ITP 495</td>
<td></td>
</tr>
<tr>
<td>Minimum Total</td>
<td>57</td>
</tr>
</tbody>
</table>

4. Supporting Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 101, 102, 201, 202, 301, 302*</td>
<td>18</td>
</tr>
<tr>
<td>Humanities 591, 592, 593, 594, 595, or 596</td>
<td>3</td>
</tr>
<tr>
<td>Electives in the Division of Humanities, other than Interpreter Training, at the 300 level or above*</td>
<td>3</td>
</tr>
<tr>
<td>Minimum Total</td>
<td>24</td>
</tr>
<tr>
<td>Minimum Total Degree Credit Hours</td>
<td>122</td>
</tr>
</tbody>
</table>

Only 60 hours in the major department may be applied toward the Bachelor of Science degree.

At least 50 hours of the total minimum hours required must be at the 300 level or above.

*Note: ASL 301 and ASL 302 will provide 6 additional hours in Division of Humanities electives
# Course Template
## Degree Requirements and Suggested Class Sequence

### Freshman Year
**First Semester (16 credits)**
- ASL 101
- ITP 115 (CD2)
- GEN 101 (1 cr)
- Written Communication (Eng. 101)
- GER Social and Behavioral Sciences
- GER Mathematics

**Second Semester (15 credits)**
- ASL 102
- ITP 337
- GER Humanities
- GER Soc & Behav Sci (History)
- GER Written Communication

### Sophomore Year
**First Semester (16 credits)**
- ASL 201
- ITP 210
- GER Natural Sciences (4)
- GER Oral Communication
- GER Soc & Behav Sci

**Second Semester (15 credits)**
- ASL 202
- ITP 215
- ITP 220
- GER Natural Science
- GER Art

### Junior Year
**First Semester (15 credits)**
- ASL 301
- ITP 325
- ITP 320
- Arts
- Elective @ 300 Level outside the Division

**Second Semester (15 credits)**
- ASL 302
- ITP 350
- ITP 370
- ITP 390
- Gen Elective @ 300 level or above

### Senior Year
**First Semester (15 credits)**
- ITP 420
- ITP 425
- ITP 430
- ITP 470
- ITP 490

**Second Semester (15 credits)**
- ITP 495 (12 credits)
- Elective @ 300 level outside Division

### Total Credits 122

Note: Some courses with a prerequisite can be taken with permission of the instructor.
### Classes That Fulfill Degree Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 101</td>
<td>American Sign Language I</td>
</tr>
<tr>
<td>ASL 102</td>
<td>American Sign Language II</td>
</tr>
<tr>
<td>ASL 201</td>
<td>American Sign Language III</td>
</tr>
<tr>
<td>ASL 202</td>
<td>American Sign Language IV</td>
</tr>
<tr>
<td>ASL 301</td>
<td>American Sign Language V</td>
</tr>
<tr>
<td>ASL 302</td>
<td>American Sign Language VI</td>
</tr>
<tr>
<td>ITP 115</td>
<td>Heritage and Culture of the Deaf</td>
</tr>
<tr>
<td>ITP 210</td>
<td>Application of Fingerspelling and Number Systems</td>
</tr>
<tr>
<td>ITP 215</td>
<td>Professional Ethics and Issues in Interpreting</td>
</tr>
<tr>
<td>ITP 220</td>
<td>Processing Skills for Interpreters</td>
</tr>
<tr>
<td>ITP 320</td>
<td>Voice-to-Sign Interpreting I</td>
</tr>
<tr>
<td>ITP 325</td>
<td>Sign-to-Voice Interpreting I</td>
</tr>
<tr>
<td>ITP 337</td>
<td>Education of the Deaf</td>
</tr>
<tr>
<td>ITP 350</td>
<td>Historical Perspectives on the Deaf Community</td>
</tr>
<tr>
<td>ITP 370</td>
<td>Interpreting in Specialized Settings I</td>
</tr>
<tr>
<td>ITP 390</td>
<td>Linguistics and ASL I</td>
</tr>
<tr>
<td>ITP 420</td>
<td>Voice-to-Sign Interpreting II</td>
</tr>
<tr>
<td>ITP 425</td>
<td>Sign-to-Voice Interpreting II</td>
</tr>
<tr>
<td>ITP 430</td>
<td>Interpreting in Specialized Settings II</td>
</tr>
<tr>
<td>ITP 470</td>
<td>Practicum in Interpreting I</td>
</tr>
<tr>
<td>ITP 490</td>
<td>Linguistics and ASL II</td>
</tr>
<tr>
<td>ITP 495</td>
<td>(12 credits) Practicum in Interpreting II</td>
</tr>
</tbody>
</table>

Course descriptions are in Appendix E

Note: All these courses are already established and in the UofL course catalog.

ASL courses have been offered since 1998 and are currently being offered.

ITP courses were offered from 1998 until May 2009, when the collaborative effort with EKU ended.
Admissions and Evaluation Criteria

In admitting students to its undergraduate programs, the Department of Classical and Modern Languages uses no additional criteria beyond those of the University of Louisville and the College of Arts & Sciences. These criteria include completion of a high school degree with adequate grade point average and submission of ACT scores with a composite score of at least 21. We do not foresee difficulties in this area, because those taking ASL and ITP courses are highly motivated students. Students transferring into the programs in the department meet the same requirements as freshman admits. Transfer credits are evaluated through a central university admissions process with input from department chairs and academic program directors.

D. Resources

The Classical and Modern Languages Department does not have the resources to implement a new program, since all faculty members would have to come from outside. We presently offer a wide range of language instruction in 11 different languages, with B.A. and M.A. degrees in Spanish and French and minors in Classical Studies, French, Greek, Italian, and Spanish. The focus of research in the Department is in literary criticism and language acquisition/teaching. Through their research activities, goals of the university (advancement as a major metropolitan research university) are being met.

The department is served by three staff members, who assist with daily operations. The size of the staff is not sufficient to support the additional load of faculty and students anticipated from this undergraduate degree program.

Our Administrative Associate would coordinate the integration of the new program with the department, but an additional staff person with ASL skills would be needed to handle both student and faculty concerns.

Facilities needed:

Fully-equipped office space, fully-equipped lab space, classroom space

Office: computers, printers, video-phones, furniture, phones, internet connections.

Lab - DVD players and camcorders, VHS players, computer, printer, CD burner, (laptops with web cams), DVDs, VHS tapes. All major equipment has been purchased but due to expected heavy use, both major and lesser items will need to be replaced throughout the year.

Space - The program will be housed in Stevenson Hall.
ITP has a designated classroom, SK106B. It was constructed to be "deaf friendly" with light switches, room layout, and blinds. All necessary equipment in the room has already been purchased.

**Other staff:** A lab manager and an assistant would also be required.

A staff person (part-time) with ASL skills

**Library.** The UofL library has some holdings and A-V has accepted materials for student check out from current ITP. The library will furnish a list of what it needs to obtain, along with costs: $5,000 for one-time purchases and $450 for recurring journal subscriptions. (See Appendix G and Budget Form in Appendix A.)

II. CPE: Five Questions

1. *Are more Kentuckians ready for post-secondary education?*

Entry into the proposed UofL American Sign Language Interpreting Studies major requires the same qualifications as entrance into UofL's Classical and Modern Languages department’s undergraduate program. In fact, it is likely that these students will be more motivated than our average foreign language student.

No special preparation in high school is required for the proposed ASLIS program.

2. *Are more students enrolling?*

At present, there is only one university in Kentucky offering a degree program in Interpreting. Before the announcement that the EKU program at UofL was going to be phased out, enrolments in ASL and ITP courses had reached as high as 730 students (in AY 2003-2004). There is a clear demand for such courses and such a program at UofL, especially because of the excellent job opportunities in the Louisville area and statewide. The demand for qualified interpreters will persist for the foreseeable future.

We expect the number of majors in the B.S. in American Sign Language Interpreting Studies at UofL will produce about 15-20 graduates per year. This estimate is based on the number of students who have taken courses here in the past several years. It is sure, however, that there is a strong demand for such graduates. Moreover, our program would not be in competition with the one existing at EKU, because we would be catering to the metropolitan area of Greater Louisville and Kentuckiana. From meetings with prospective students as well as letters and emails it was impressed on us that most students preferred a degree from UofL, despite the possible higher cost of tuition.

The University of Louisville's statement on Affirmative Action and Equal Opportunity
Employment can be found at http://louisville.edu/hr/affirmativeaction/aa/plan.html.

3. Are more students advancing through the system?

Full-time students will complete the B.S. in American Sign Language Interpreting Studies within a time frame similar to the one experienced by our students working on a B.A. degree in French or Spanish.

The University of Louisville is in an excellent position in Kentucky to offer an ASLIS major at this time. Louisville’s metropolitan area is a strong market for the eventual graduates of the program. The carry-over faculty from EKU will be of great help in the implementation of the program.

Students wishing to transfer into this major before the junior year will need to meet only the standard entry requirements of the UofL Department of Classical and Modern Languages.

At this time, we do not have plans to offer this degree through the Kentucky Virtual University. Because of the face-to-face nature of instruction, it would be too difficult, if not impossible, to do so. The new faculty hires would have a voice on this matter.

4. Are we preparing Kentuckians for life and work?

The B.S. in American Sign Language Interpreting Studies is a career-enabling degree. Because it meets the National Education Interpreter Standard, our undergraduate majors can immediately be employed. In fact, in Kentucky there are only 188 permanently licensed interpreters, but by the year 2014 we should have at least 310, as projected by America’s Career Infonet (see page 2).

There are no certification requirements for graduates of this program. However, students who wish to work as interpreters will have the opportunity to be certified through the Registrar of Interpreters for the Deaf.

At the end of the first five years, we expect to be graduating about 15 majors per year. We do not expect to graduate any in years 1 and 2, but we foresee students finishing the full undergraduate coursework and degree requirements starting as early as year 3.

5. Are all Kentucky’s communities and economy benefitting?

Graduates of the American Sign Language Interpreting Studies program will benefit because of the excellent job opportunities in the Louisville metropolitan area and statewide. The deaf and hard of hearing community will benefit because many obstacles will be eliminated or alleviated from their lives, making them full participants in the
economic welfare of Kentucky and of the nation. Our degree program will help future employers fulfill the requirements set out by the Americans with Disabilities Act.

III. Budget

EXPENSES FOR FACULTY AND STAFF SALARIES are indicated in the Budget Form (Appendix A.)

REVENUES as indicated in the Budget Form are predicated on four factors: 1) A tuition revenue recovery of 80% per credit ($299 for AY 2010-2011), as promised by the Provost; 2) $87,000 CAR money from the Provost’s Office; and 3) The availability of carryover from year to year necessary over the first several years of the program; 4) A minimum yearly enrollment in ASL/ITP of 427 course enrollments. This number was taken from the following table.

These are the enrollment figures as shown by the grade rosters in ASL/ITP courses taught at UofL Summer 2000- Spring 2008:

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</thead>
<tbody>
<tr>
<td>ASL</td>
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<td>311</td>
<td>306</td>
<td>286</td>
<td>223</td>
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<tr>
<td>TOTAL</td>
<td>717</td>
<td>686</td>
<td>615</td>
<td>730</td>
<td>600</td>
<td>427</td>
<td>445</td>
<td>339</td>
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</tbody>
</table>

Not counting the figures for 2007-08 because of the negative publicity regarding the elimination of the program at UofL, we can see that the lowest enrollment was in 2005-06, when there were 427 course enrollments.

B. Budget Justification

The detailed line items presented in Appendix A indicate that new resources will be necessary to implement the proposed program. Two permanent tenure-track faculty members will be needed, eventually. They will be complemented by a full-time term faculty and by part-time faculty. The course load per year will be a standard 3+2 (50% of work effort, the rest for advising, research, and service) per year for the tenure-track faculty, and 4-4 for the term faculty. This plan offers the degree's core curriculum every year, which allows students to make progress in a timely fashion. While, on the one hand, two professors is the minimum number needed to offer this program, on the other hand, two is sufficient to initiate the program within normal workloads.
The two CAR faculty lines, together with the present term line, are to be added to the Department of Classical and Modern Languages. Since the faculty members would be new to the department, they would not be diverted from any other part of our program. The present full-time term faculty and Part Time Lecturers would continue teaching the courses that are presently being offered to satisfy the foreign language requirement. Additional part-time instructional staff will be needed. The full-time faculty members will serve as primary advisors for those students in the ASLIS program, with no extra burden placed on the Department for advising. The budget reflects 50% effort in teaching for the program and 50% effort toward research, service, and advising. We have also added estimated material and supplies costs due to the added numbers of faculty and students.

New part-time faculty lines are required for this new program. Part-time instructors for these courses will be paid for by the College of Arts & Sciences through internal reallocation at the rate of $1,000 per credit hour. This is a bit higher than the department’s standard rate of $865 per credit hour, but it is justified by the scarcity of qualified teaching personnel. However, if the enrollments grow enough over the base figure of 427, as it is most likely, the resulting surpluses would be re-invested in the program. Other full-time term positions could be created, so as to rely less heavily on PTLs.

Assuming that all carryover funds will have been available, at the end of FY 2013-14 there is a projected carry-over of only $11,871. Therefore, after that time the shortfalls should be covered either by the expected increased enrollments/tuition revenue recovery or by other means, including grants and legislative appropriations. In any case, in the unlikely event of insufficient tuition revenue any shortfall will be covered by A&S, as indicated in Dean Hudson’s (Appendix K) and Provost Willihnganz’s (Appendix L) letters.

IV. Faculty

As of August 1, 2009, we already have a full-time term faculty member, with a great deal of teaching experience, formerly associated with the EKU program. (Appendix F)

V. Assessment

We anticipate that within four years the program will graduate an average of 20 students each year. The proposed program will be assessed based on the number of students successfully completing the program and the quality of the students’ work in the courses specific to the major. In addition, students will maintain a portfolio of work completed in junior and senior level courses in the program. The portfolios will be assessed by a committee of three faculty members during the final semester of the students’ undergraduate studies.
Students will be tracked after graduation to make sure that their careers proceed successfully, whether in the workplace or in further studies at the post graduate level.

The goal of the B.S. in American Sign Language Interpreting program is to prepare students to obtain the professional level of interpreting reflected by attaining either RID Certification or a minimum of a NAD Level II (NAD Levels are I-V, Level V being the highest) certification upon graduation. Student performance on the RID and/or NAD Certification test will be tracked and used as a criteria to help evaluate the quality of the program. Student performance on these tests will help guide adjustments or revisions in the program.

Student outcomes and competencies will be measured by their performance on an external interpreting exam taken upon graduation. The nationally recognized “certifying” organizations are the national Registry of Interpreters for the Deaf (RID) and the National Association of the Deaf (NAD). These two national organizations provide the standard for the minimum professional levels of interpreting competencies for certification.

A survey will be developed and administered to graduating students during the last semester of undergraduate studies as part of the practicum.

The B.S. program in American Sign Language Interpreting Studies will also seek accreditation through the Commission of Collegiate Interpreter Education (CCIE) and adhere to standards established by the CCIE's Committee on Policies and Standards.

As mentioned on page two, there are 19 licensed interpreters in the Metro Louisville area, therefore all our graduates who become certified and licensed will easily find employment.

As indicated in the table on p. 15, it is expected that there will be a minimum of 427 enrollments per academic year, generating 1,281 credit hours.