

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO: AAC 14-50

COMMITTEE DATE: June 10, 2014

BOARD DATE: June 17, 2014

APPLICATION OF FRAMINGHAM STATE UNIVERSITY TO AWARD THE BACHELOR OF ARTS COMPLETION DEGREE IN AMERICAN SIGN LANGUAGE /ENGLISH INTERPRETING

MOVED: The Board of Higher Education hereby approves the application of **Framingham State University** to award the **Bachelor of Arts Completion Degree in ASL/English Interpreting**.

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b)

Contact: Winifred M. Hagan, Ed.D., Director for Educator Policy

BOARD OF HIGHER EDUCATION

June 2014

Framingham State University Bachelor of Arts Completion Degree in American Sign Language/English Interpreting.

INTENT AND MISSION

The intent of the proposed Bachelor of Arts Completion Degree in ASL/English Interpreting (BA/ASL/EI) program at Framingham State University (FSU) is to equip students with the knowledge and skills required to pass the initial credentialing phase of the interpreting profession, which is the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH) State Screening Examination. The exam requires advanced proficiency in ASL and English with an ability to understand and shift linguistic expression to accommodate the variations that occur among users of these languages; an understanding of the linguistic, cultural, and historical facets of the Deaf/Hard of Hearing/Deaf-Blind community and their effect on the current range of services and resources available to the community; the ability to interpret both consecutively and simultaneously between ASL and English in a range of settings at a level that is sufficient to obtain state-level credentialing; the ability to successfully apply knowledge of the historical, theoretical, and empirical foundations of the fields of interpreting and interpersonal/intercultural communication to interpreted encounters; the ability to successfully apply ethical principles to interpreted encounters that allow for maximum respect and autonomy of participants in those encounters.

The proposed program aligns with the FSU mission to prepare students for a productive life, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century. The proposed BA/ASL/EI program is planned to prepare students for success in a career that is in high demand and involves active, experiential learning for students to be of significant service to the community. It will be offered on the Northern Essex Community College (NECC) campus because the necessary facilities required for this program are already located there.

The FSU Board of Trustees approved the proposed BA/ASL/EI program on September 17, 2013. The letter of intent was circulated on July 15, 2013. No comments were received

NEED AND DEMAND

National and State Labor Market Outlook

In addition to the increased workforce demand for ASL interpreter services, and the impending impact of retirements on the ability to meet that demand, a Bachelor's degree has been required for certification by the National Registry of Interpreters for the Deaf as of July 2012. There are no highly accessible and affordable programs in ASL Interpreting available to Massachusetts' residents. Several MA community colleges have well-developed Associate's degree programs, and that is why FSU is seeking to develop a Bachelor's degree-completion program. Neither FSU nor any MA community college has the ability to offer a four-year program on its own. FSU has neither the staffing nor facilities to offer a four-year Interpreting program, and MA community colleges are prohibited by

charter from offering a bachelor's degree. The proposed program will make the ASL Interpreting degree available at public university tuition rates. It is designed to allow for innovative cost saving by extending the pathway for students to take their first two years at a community college for lower cost than if all four years were at a state university.

Student Demand

At FSU, the existing Elementary ASL I and II courses fill on the first day of enrollment every semester. Students enrolling in elementary ASL classes constitute the main source of students entering ASL-English interpreting programs. At Northern Essex Community College (NECC), which has offered a Deaf Studies program for over 30 years, it is typical that one-fifth of students taking Elementary ASL I and II in any given year choose to pursue a career in interpreting. This has ensured a steady stream of enrollees every fall and is expected to provide a yearly cohort of students who are interested in FSU's degree-completion program. As potential students are informed of the BA-degree mandates by the Registry of Interpreters for the Deaf, it is expected that applications to the four-year training path will be high.

A Fall 2012 survey conducted with students in NECC's ASL classes indicated a strong demand for a degree-completion program. Eighty-two students responded to a survey asking if they were considering a career in ASL/EI and how likely it is that they would enroll in the proposed program. Thirty-one students responded yes, they were considering a career and fifteen said they were very likely to enroll in the proposed program with another fifteen reporting they were somewhat likely.

It is also anticipated that students in the Deaf Studies programs at other MA community colleges will apply to the program.

Offering the program at NECC ensures continuity of location for students who have long identified NECC as the primary location for an education in Deaf Studies. Students come to the NECC program from all over the state. It is planned that a potential relocation to FSU may be possible as resources allow and with advance notice to all students beginning their path at NECC.

OVERVIEW OF PROPOSED PROGRAM

This program will prepare students to become effective interpreters through courses in advanced ASL, English grammar and linguistics, interpreting, and communication skills. The curriculum was designed in consultation with the Deaf Studies faculty at NECC, as this program produces a regular cohort of students wishing to move toward state and national credentialing. The program will be offered at the NECC campus as the necessary facilities required for this program are already in place at this location.

The proposed program is a response to the need for an accessible and affordable bachelor's level program in ASL/EI in order to meet the workforce demands of the Commonwealth of Massachusetts.

Duplication

A bachelor's degree in ASL/EI does not exist at any MA State University. It therefore offers the only accessible and affordable such program to Massachusetts residents. Only two four-year programs in Deaf Studies are offered in Massachusetts, one at Boston University and the other at Northeastern University. Only the latter includes interpreting classes in its curriculum. College of the Holy Cross offers a program in Deaf Studies, but it is not a major degree program.

Three MA community colleges offer AA degrees in Deaf Studies: Bristol Community College, Holyoke Community College, and Northern Essex Community College. None of the community college programs include advanced coursework in ASL. High-level mastery of both languages, which will be provided by FSU's degree-completion program, is considered to be crucial for effective interpreting.

ACADEMIC AND RELATED MATTERS

Admission

The proposed BA/ASL/EI is planned to be a degree-completion program. Students will be expected to have completed two years of foundational studies in American Sign Language, Deaf Studies, and general education prior to admission. It is also expected that students will have completed 64 credits hours of college-level work. All students who have completed the prerequisite Associate's degree in Deaf Studies will be eligible to apply to the program. There is an articulation agreement for NECC AA in Deaf Studies to transfer into the proposed program, which includes a minimum of 2.5 GPA, a maximum of 64 credits to be accepted by FSU, a minimum grade C for a course to transfer. If the program is approved, it is anticipated that agreements will be developed with Bristol, Holyoke, and Quinsigmond Community Colleges. It will be required that completers earn a minimum of 8 four-credit courses including 4 advanced level concentration courses at FSU.

Program Enrollment Projection

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4*
New Full Time	12	12	15	15
Continuing Full Time	n/a	11	11	15
New Part Time	1	3	3	3
Continuing Part Time	n/a	1	3	3
Totals	13	27	32	32

Curriculum (Attachment A)

The curriculum of the proposed degree is designed to develop advanced levels of proficiency in two languages, an understanding of the complexities of human communication, the ability to create equivalent messages from a source language to a target language, and an ability to behave ethically in all interpreted encounters. This will be accomplished through two courses in Advanced ASL, four courses in interpreting, one course in advanced English, one writing-intensive course, two courses in Communication Arts, and two practicum courses.

Field Resources and Internship

The practicum courses will require 120 hours in the field per semester with a supervising interpreter. The supervising interpreters will have considerable experience both as practitioners and as practicum supervisors or mentors. A pool of supervising interpreters has been developed by NECC and will continue to serve as a resource for the proposed program. In addition to practicum, students will be required to write a weekly journal, participate in a two-hour weekly seminar to process their observations and practice from the preceding week with a focus on ethical considerations. Students will also be required to conduct undergraduate-level research on a chosen aspect of interpreting.

It is planned that field placements will be identified by students meeting with their program coordinator and practicum instructor to discuss areas of special interest. This information will be considered along with student residence to determine a placement among FSU community partners. Sites that partnered with NECC to offer practicum placements have expressed interest in continuing the practicum relationship with the FSU program. Practicum sites include: The Learning Center for Deaf Children, Massachusetts General Hospital, Beth Israel Deaconess Medical Center, Advocates Inc., the Massachusetts Rehabilitation Commission, Horace Mann School for the Deaf and Hard of Hearing, among many others. Some sites are expected to be used on an occasional basis depending upon student needs and travel restrictions. Practicum sites will be considered based on the type of interpreting required in that setting, certification level and mentorship experience of the staff interpreters at that site, and the feasibility of a student getting the requisite number of experiential hours at that site.

Faculty of the FSU program, are already working interpreters and have collegial relationships with all practicum supervisors. It is anticipated that practicum supervisors who will be new to supervision will be mentored by program faculty. Practicum supervisors will be offered professional development opportunities in mentoring in exchange for their practicum supervision. Upon confirmation of a placement, an agreement form will be signed by the practicum supervisors, the practicum instructor, and the practicum student. This agreement will outline the responsibilities of each party. It is expected that the FSU program coordinator will have primary responsibility for the smooth functioning of the practicum.

The program is planned to require that students interpret under close supervision during their field experience. Students will receive feedback on their performance upon completion of all hands-on interpreting experiences. The program design is such that

student and supervisor will meet to debrief after all observations or hands-on experiences. The practicum instructor will check in with students and supervisors through journals and contact with the practicum supervisor. Toward the end of the semester, the practicum instructor will conduct a site visit to assess the student's performance on site. At the end of the semester, the practicum supervisor will provide an evaluation of the student's performance over the semester.

RESOURCES AND BUDGET

Fiscal (Attachment B)

Budget projections for FY15 and FY16 are based on NECC student enrollment in FY14. There are currently 13 students enrolled with 8 students taking four courses, 4 taking three courses, and 1 student taking two courses.

Faculty and Administration (Attachment C)

A full-time faculty member was hired in September 2013 to serve as instructor for upper level ASL and Interpreting classes. It is anticipated that this faculty member will also serve as Program Coordinator, should the degree-completion program gain Board of Higher Education approval. The Coordinator will be responsible for recruitment and advising of students in the program as well as developing internship/practicum experiences for the students. There is current capacity in the participating academic departments of Communication Arts, English, and World Languages to support the program and accommodate students completing the curriculum. The university expects to allocate additional FTE faculty to the program commensurate with enrollment growth, over the next several years.

Facilities, Library and Information Technologies

It is expected that many of the courses for the proposed program will be taught on the NECC campus. The NECC library contains sufficient holdings in the fields of Deaf Studies and ASL/EI to meet the needs of a bachelor's level program. FSU students in the proposed program will have full access to these materials while on the NECC campus. There will be no need to duplicate these materials on two campuses at the outset. In addition, both NECC and FSU provide access to a wide range of online journals and other electronic resources.

Affiliations and Partnerships

The proposed program will pursue accreditation by the Commission on Collegiate Interpreting Education (CCIE) after three years of operation because three years of outcomes are required before initiating the Self-Study Review required for CCIE accreditation. It is anticipated that the time frame from initiation of the Self-Study Review to final CCIE review will take two years.

As well, it is expected that the Program Coordinator will establish an advisory board to supervise the program's effectiveness regarding graduate satisfaction, credentialing/licensure, and job placement rates. The membership of the Advisory will

overlap significantly with the existing membership of the Advisory Board of the NECC Deaf Studies Program and consist of representation from the following:

- The Massachusetts Commission for the Deaf and Hard of Hearing
- The Gallaudet University Regional Center
- The Northeastern University Regional Interpreter Education Center
- The Massachusetts ASL and Interpreting Mentorship Program
- The Massachusetts State Association of the Deaf
- Consumers of interpreting services
- Practicum site supervisors
- Alumni
- Faculty
- Division administrators

The Advisory is expected to have additional representation from FSU Division of Graduate and Continuing Education, the Modern Languages Department, and the office of the VP for Academic Affairs. The role of the Advisory Committee will be to monitor the overall effectiveness of the program and positive student outcomes. The diverse representation of the committee is planned to ensure that program effectiveness and student outcomes are viewed through multiple lenses. It is planned that the Program Coordinator will make recommendations for modifications in curriculum and additional staffing needs. The program's advisory, will monitor program quality, effectiveness and relevance on an ongoing basis.

PROGRAM EFFECTIVENESS

Goal	Measurable Objective	Strategy for Achievement	Timetable
To prepare students for successful completion of the MCDHH Screening Examination.	Eighty percent of graduates will pass the MCDHH Screening Examination within six months of graduation.	Delivering high quality instruction in all core courses to ensure students have the requisite skills to meet this goal.	Student pass rates will be examined on a yearly basis. Instruction will be adjusted based on student pass rates.
To articulate with Bristol Community College, Holyoke Community College, and Quinsigamond Community College	Articulation agreements developed by AY 2015.	Alignment of curriculum between NECC, BCC, HCC, and QCC to ensure that all students entering the program are comparable in ASL fluency.	Alignment completed by AY 2015.

Increase enrollment to 20 students per year.	Enrollments will increase after articulation with BCC, HCC, and QCC, reaching 20 by AY 2017.	Program information will be actively disseminated and promoted to students in the BCC, HCC, and QCC Deaf Studies programs after articulation agreements have been developed.	Promotion/ information dissemination to occur during AY 2015 and beyond.
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EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed by Judy Shepard–Kegl, Ph.D., CSC, CI/CT, NIC-M, SC:L, ED:K-12. OTC, NAD IV Professor of Linguistics (tenured), Director of the Signed Language Research Laboratory, Coordinator of the ASL/English Interpreting Concentration of the Linguistics Major, Linguistics Department, University of Southern Maine. It was also reviewed by Judy Freedman Fask, M.Ed, M.E.D, CI, CT, IC/TC *American Sign Language Interpreter and Transition Rehabilitation Counselor, Worcester Public Schools.*

A site visit took place at NECC on March 4, 2014 and at FSU on April 4, 2014. The reviewers conducted interviews with faculty and staff at each campus in addition to a documents review of the program. The reviewers saw strong potential for the proposed BA/ASL/EI at FSU to succeed and significantly fill a niche currently unfilled by other ITPs in New England. The reviewers described the alignment between NECC and FSU as a win-win situation, which promises to flourish.

The review team suggested a second tenure track position for a Professor of Practice specialized in interpreting and interpreting pedagogy to complement the Deaf Studies position and to bring leadership and vision to the interpreting BA. They also made specific recommendations for further attention to the development of additional interpreters and increasing the pool of qualified adjuncts in the program. The review team suggested that consideration should be given to also having a Deaf Studies major to serve the needs of students who want to apply ASL to other professions to provide direct services to consumers or who simply want to major in the language and culture, remarking that these resources are already in place. Finally the reviewers found that the practicum courses should be revised to provide for the experiential needs of students at the BA-level. In particular, Practicum II was found to need more hands on experience - at least 120 hours in authentic settings, supervised by certified mentors.

FSU responded that in addition to a new tenure track hire, they have already rehired the full time faculty member teaching ASL/EI courses, and will work to convert that to a tenure track position for fall 2015. FSU also agreed to hire adjuncts as needed, and will work to ensure that all ASL-teaching faculty are ASLTA credentialed. FSU does not anticipate needing adjuncts in the ASL or Interpreting classes currently, as the full time faculty already on board are expected to be able to cover for the near term. As the program grows, FSU expects to develop a pool of qualified adjunct faculty as well as consider adding a third tenure track position. While they do not currently have the requisite resources, FSU agreed that in the future they will look at directions in which to expand the

program, perhaps developing a Deaf Studies major to prepare students to work in the Deaf community in human services and other areas. FSU also agreed that the practicum will include at least 120 hours in the Deaf community with close supervision by qualified mentors. Finally FSU noted that as is increasingly the case for all of their programs, students will be encouraged to engage in hands-on experiences and service learning opportunities with the Deaf community.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by **Framingham State University** and external reviewers. Staff recommendation is for approval of the proposed **Bachelor of Arts Completion Degree in ASL/English Interpreting**

ATTACHMENT A: CURRICULUM OUTLINE

Required (Core) Courses in the Major (Total # courses required = [0])		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
MLSL 211	Advanced ASL III	4
MLSL 212	Advanced ASL IV	4
MLSL 311	ASL/English Interpreting I	4
MLSL 312	ASL/English Interpreting II	4
[Course Number]	ASL/English Interpreting III	4
[Course Number]	ASL/English Interpreting IV	4
[Course Number]	Interpreting Practicum I	4
[Course Number]	Interpreting Practicum II	4
ENG 297	English Grammar: Structure and Analysis	4
COMM 115	Introduction to Speech Communication	4
COMM 260	Voice and Articulation	4
	Sub Total Required Credits	44
Elective Courses (Total # courses required = 0) (attach list of choices if needed)		
[Course Number]	Students choose one from the following: ENG 280 Persuasive Writing ENG 282 Creative Writing ENG 284 Prose Writing ENG 286 Professional Writing	4
[Course Number]	Free Elective (COMM 213 Advanced Public Speaking recommended)	4
[Course Number]	Free Elective (COMM 234 Intercultural Communication recommended)	4
[Course Number]	Free Elective	4
	Sub Total Elective Credits	16
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		12
Mathematics and the Natural and Physical Sciences		12
Social Sciences		12
Sub Total General Education Credits		[0]

Curriculum Summary	
Total number of courses required for the degree	[0]
Total credit hours required for degree	128 (including transfer credits)
<p><i>Prerequisite, Concentration or Other Requirements: Advanced American Sign Language I & II; Introductory level course in ASL-English Interpreting; 4 courses in the area of Deaf Studies (e.g., Deaf Culture, Deaf Literature, ASL Linguistics, Deaf Community); in order to complete the program in two years, students need to have accrued, at the time of admission to the program, general education credits that fulfill at least 7 of FSU's general education requirements or be eligible for Mass Transfer credit. Completion of an Associate's degree in Deaf Studies prior to matriculation in the FSU program is strongly recommended.</i></p>	

ATTACHMENT B: BUDGET

One Time/ Start Up Costs		Annual Expenses			
	Cost Categories	Year 1 AY14-15	Year 2 AY15-16	Year 3 AY16-17	Year 4 AY17-18
	Full Time Faculty (2) (Salary & Fringe)	\$170,000	\$175,100	\$180,353	\$185,764
	Part Time/Adjunct Faculty (Salary & Fringe)	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782
	Staff	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278
	General Administrative Costs	\$ 200	\$ 200	\$ 200	\$ 200
	Instructional Materials, Library Acquisitions	\$ 500	\$ 500	\$ 500	\$ 500
	Facilities/Space/Equipment	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
	Field & Clinical Resources	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
	Marketing	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	Other (Specify) Conferences Guest Presenters Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
		\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	TOTALS	\$223,700	\$229,790	\$236,063	\$242,524

<i>One Time/Start-Up Support</i>	<i>Revenue Sources</i>	<i>Annual Income</i>			
		<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Grants				
	Tuition	\$148,600	\$172,376	\$196,152	\$ 196,152
	Fees	\$ 48,200	\$ 62,872	\$ 79,464	\$ 87,384
	Departmental	\$ 26,900			
	Reallocated Funds				
	Other (specify)				
	TOTALS	\$223,700	\$235,248	\$275,616	\$283,536

ATTACHMENT C: FACULTY FORM

Summary of Faculty Who Will Teach in Proposed Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.							
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part- time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses
Example:							
Apple, Thomas Ph.D. in Criminal Justice Assistant Professor	<input type="checkbox"/>	<ul style="list-style-type: none"> • Intro to Bus (C,OL) • Management (C) • Research Methods (C) 	(2) (3) (3)	Evening	Full-time	No	<ul style="list-style-type: none"> • Main Campus • Quincy campus
Aubry, Luce M.A. in Linguistics Assistant Professor & Program Coordinator	<input type="checkbox"/>	<ul style="list-style-type: none"> • ASL/English Interpreting I (C) • ASL/English Interpreting II (C) • ASL/English Interpreting III (C) • ASL/English Interpreting IV (C) 	One section of each course	Continuing Education	Full-time	No	<ul style="list-style-type: none"> • Northern Essex Community College

TBD	<input type="checkbox"/>	<ul style="list-style-type: none"> • Interpreting Practicum I (C) • Interpreting Practicum II (C) 	One section of each course	Continuing Education	Part-time	No	• Northern Essex Community College
Lizotte, Rick Ph.D. in Linguistics	<input type="checkbox"/>	<ul style="list-style-type: none"> • English Grammar: Structure and Analysis (C) 	1	Continuing Education	Part-time	No	• Northern Essex Community College
Andrew Byrne Ph.D. in Education: Language, Culture & Teaching	<input type="checkbox"/>	<ul style="list-style-type: none"> • Advanced ASL III (C) • Advanced ASL IV (C) 	[0]	Continuing Education	Full-time		• Northern Essex Community College
Christine DeRosa	<input type="checkbox"/>	<ul style="list-style-type: none"> • Introduction to Speech Communication 	[0]	Continuing Education	Part-time	NO	• Northern Essex Community College
TBD	<input type="checkbox"/>	<ul style="list-style-type: none"> • Voice and Articulation 	[0]	Continuing Education	[Full/Part-Time]		• Northern Essex Community College