



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: November 2016)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree program.

DATE SUBMITTED: 8/23/2016

Date of AAC Approval:

INSTITUTION: College of Southern Nevada

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): Bachelor of Applied Science

MAJOR (i.e. Animal Science): Deaf Studies

EMPHASIS (BAS only): American Sign Language/English Interpreting

INCLUDED IN LAST NSHE PLANNING REPORT: Yes No

(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/Page.php?p=planning>)

CREDITS TO DEGREE: 120

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2017

Action requested:

This proposal is to request the establishment of a Bachelor of Applied Science (BAS) degree (entitled "Deaf Studies: American Sign Language/English Interpreting." This degree will allow students pursuing national certification to be in compliance with degree mandates from the Registry of Interpreters for the Deaf and also meet the requirements for qualifications set forth in Nevada state law (NRS 656.A).

A. Brief description and purpose of proposed program

There is a nationwide shortage of qualified interpreters for the Deaf, and this need is especially acute in Nevada. Fewer than 100 nationally certified interpreters are available to serve over 38,400 Nevadans between the ages of 18 and 64 with hearing disabilities (according to Gallaudet 2010 figures) needing assistance with legal, medical, educational and social service matters.

The current situation for students wishing to become interpreters for the Deaf in Nevada is that they are required to spend a minimum of four years of study that result in, not a baccalaureate-level degree, but rather two Associate of Applied Science (AAS) degrees. Students become proficient in American Sign Language - the first AAS degree - and then are qualified to be admitted to the program leading to a second AAS degree in Interpreter Preparation.

This de facto two-plus-two program is not a nationally recognized model; it does not prepare students for certification which now requires a baccalaureate-level degree; and, many completers of the first AAS find it impractical and opt to leave the state in pursuit of their career goals.

In this proposed program, students will focus on language (ASL and English) development and cultural studies for the lower-division portion. Those who desire the BAS in Interpreting will continue on to take the upper division courses. (The "second" AAS degree in Interpreter Preparation will be deleted.) Students wishing to learn ASL only and not aspire toward a career in interpreting would still be able to earn an AAS degree in Deaf Studies as currently offered - a degree which prepares them to continue studies in other fields such as education, counseling and social work, for example.

Finally, this proposed program seeks to prepare a qualified workforce to serve Nevadans with a demonstrated need for service through quality instruction in practical, vocational skills.

B. Statement of degree or program objectives

The objective of this degree is to prepare students to successfully pass the national certification evaluations offered by the Registry of Interpreters for the Deaf (RID) and perform on the Educational Interpreter Performance Assessment (EIPA) at a Level 3.0 or better. Outcomes at Level 3.0 (paraphrased from the EIPA descriptors) include the following: a demonstration of knowledge of basic vocabulary, the ability to sign in a fairly fluent manner using consistent prosody, the ability to effectively communicate despite minor errors, and the ability to comprehend signed messages with minimal repetition or assistance.

Nevada state law (NRS 656.A) mandates that interpreters working in the state must meet the above-mentioned criteria. The RID has set forth requirements that candidates wishing to stand for national certification must hold a baccalaureate-level degree. CSN's Interpreter Preparation Program (IPP) has been a participant in the Western Region Interpreter Education Consortium's (WRIEC) team to facilitate program transitions from associate-level to baccalaureate-level. This is a federally funded project to assist colleges with their transitions. (Of the approximately 100 IPPs in the country, nearly all are transitioning to baccalaureate-level degrees.)

C. Plan for assessment of degree or program objectives

Individual course outcomes will be regularly assessed by means of direct as well as indirect means. Standard assessment procedures used by interpreting programs involve video assignments and a rubric of requirements. Program objectives will be subject to regular review that will coincide with CSN's institutional accreditation cycle. Success rates on certification exams will be a key indicator. In addition, data will be collected from student evaluations, graduate surveys, and feedback from employers. Data will be reported annually to the Dean and the college officer of assessment as required.

Additionally, if CSN is approved to offer a BAS degree, the Interpreter Preparation Program will pursue accreditation from the Commission on Collegiate Interpreter Education (CCIE) which specializes in Sign Language Interpreter Preparation Program accreditations.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

Assessment Data will be reviewed annually by program faculty, the program advisory committee, the Department Chair and the Dean. Program content and structure will be revised as needed, based

on the data analysis. Assessment results and subsequent actions taken will be reported annually to the college's assessment officer.

Current trends and research in the field of ASL and Interpreting will be taken into account and will impact the program's focus and instructional plans. The success rates of graduates obtaining national certifications will be tracked.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The document entitled "Strategic Directions for the Nevada System of Higher Education , December 2011," states: "The Board set student success as its primary goal, that is graduating more students with meaningful degrees and certificates, thus positioning the graduates for fulfilling and productive careers and positioning the State with an educated citizenry required for supporting and maintaining economic development and diversification."

In addition, Strategic Initiative 3.1 specifies the development of "new degree and certificate programs to provide students with career and technical options consistent with current and forecasted economic development and workforce goals of the state."

The BAS in interpreting directly supports the NSHE Master Plan. CSN's proposal for this niche degree expands and enhances what is already in place in order to directly address a workforce issue - the lack of qualified Interpreters for the Deaf in Nevada. Although other NSHE institutions offer beginning American Sign Language courses, CSN is the only one to offer a degree in Interpreter Preparation.

ii. Institutional mission

This proposal resides well within the mission of the CSN which " creates opportunities and changes lives through access to quality teaching, services and experiences that enrich our diverse community." The BAS in interpreting will provide students with the practical, vocational skills necessary to become qualified professional interpreters, which will ultimately enrich our diverse community.

iii. Campus strategic plan and/or academic master plan

This proposal speaks directly to the core themes of Access, Student Success, Quality, and Diversity as outlined in the College of Southern Nevada Strategic Plan 2010-2017 Revised for 2013/2014. Multiple dimensions of Diversity and Access will be directly addressed by this program which aims to serve a significant yet underserved demographic. National accreditation, which entails regularly scheduled program assessment, will supply the foundational means through which the core theme of Quality is demonstrated. Finally, Student Success rates should not only see an increase, but also achieve a degree of stability. Instead of spending the effort, time and money on completing the requirements for two degrees - which will, in the end, not even prepare them for certification - students will benefit from a program that provides a clear pathway to the workforce.

iv. Department and college plan

The Department of International Languages, through its various discipline-specific mission statements, seeks to support not only academic success at NSHE institutions but to serve as a resource in fostering excellence - in line with national standards - in a well-trained workforce.

v. Other programs in the institution

The proposed BAS degree in interpreting represents a clear path towards a career in a field that has considerable and increasing demand both locally and nationally. Nevada needs interpreters for medical, legal/judicial, educational, and social-service contexts among others, and pursuit of this degree represents a clear path to employment.

vi. Other related programs in the System

There is no other bachelor-level Deaf Studies/Interpreter Preparation Program in Nevada. NSHE institutions offer no path toward professional interpreting certification.

UNLV offers no instruction in American Sign Language (ASL). Other NSHE institutions - UNR, Great Basin and Truckee Meadows - offer beginning levels of ASL. In the past, Nevada State College offered a program to train teachers of the Deaf; however, current offerings are limited to language (ASL) courses. Western Nevada College is the only other institution to offer an AAS (as well as a Certificate) specifically in language - a degree which currently prepares them for transfer to an out-of-state, baccalaureate-level program or again to pursue a second AAS at CSN.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

The proposed program will meet the general education requirements for a BAS degree and the discipline of Deaf Studies. Students will have the option either of continuing to a BAS degree in Interpretation or obtaining an AAS degree in Deaf Studies, which can lead to alternate career paths in Deaf education, psychology, social work, and so forth. The current "second" AAS degree in Interpreter Preparation will be deactivated.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

According to the Bureau of Labor Statistics, the demand for language interpreters, in general, is projected to grow 46 percent over the current decade ending in 2022, "much faster than the average for all occupations." The rate for all occupations during this period is 11%, and that for communication and media workers, 8% for example. This projected growth is not the only factor contributing to increasing demand. Retirement and attrition will also play their part. Currently, a significant number of Nevadans need interpreters on a regular basis, and there are only about 80 or 90 qualified interpreters in the entire state to serve them.

In addition, the following mandates testify to the need for qualified interpreters: (1) Nevada state law (NRS 656.A) requiring interpreters be registered with appropriate qualifications, (2) the Americans with Disabilities Act (ADA) requiring interpreters be qualified, (3) the Registry of Interpreters for the Deaf (RID) mandating that candidates standing for national evaluation hold a baccalaureate-level degree prior to taking the evaluation, (4) and the Educational Interpreter Performance Assessment (EIPA) requiring a 3.0 minimum. CSN will be the only program offering a baccalaureate-level degree in interpreting in the state.

National standards no longer recognize associate-level interpreting degrees. The National Consortium of Interpreter Education Courses (NCIEC) has notified us that the Commission on

Collegiate Interpreter Education (CCIE) "has suspended the accreditation of Associate level programs." (information@CCIE-accreditation.org)

iii. If this or a similar program already exists within the System, what is the justification for this addition

There is no baccalaureate-degree granting program in ASL interpretation or Deaf Studies in the state of Nevada. Since 2002, CSN has been the only program offering an AAS in Deaf Studies and Interpreting.

iv. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System (<https://www.nevada.edu/ir/Page.php?p=workforce>), including the supply/demand reports at <http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>.

Please refer to F. ii. - Evidence of existing or projected need for program.

In addition, according to data from the Nevada P-20 Workforce Research Data System, demand for those working in the field of Interpreting and Translating in Nevada (ASL/English constituting the most significant modality) is expected to increase by a dramatic 41.6% during the decade 2014-2024. Furthermore, it is expected that "Total Openings from Growth and Replacements 2014-2024" will be at a level of 200.

As noted above, there is a severe shortage of qualified interpreters nationally and in Nevada. For example, in K-12 educational settings, Nevada is a state in crisis. Schools all too frequently use under/unqualified interpreters to interpret for D/deaf children. Schools are at risk of being in violation of state and federal law and are vulnerable to law suits from dissatisfied parents of D/deaf children who do not get adequate interpreting services. Clark County School District is the only district in the state that adheres to the NRS mandate that interpreters hold a 4.0 or better EIPA outcome level to work independently.

Full- and part-time employment opportunities for certified interpreters exist in a vast array of institutions and settings - from schools and courts to medical, social service and even entertainment and media environments. Given that the need for certified interpreters - both at the state and national levels - is expected to increase dramatically (by 41.6% Nevada and by 46% US Bureau of Labor Statistics), it is essential that a workforce be ready to meet this demand. CSN can prepare this workforce.

v. Student clientele to be served (Explain how the student clientele is identified)

Significant numbers of students self select ASL. Students, nationally, want to learn American Sign Language. The most recent (2013) Modern Language Association (MLA) survey of language study lists American Sign Language as the third most studied language in the U.S. after Spanish and French. Furthermore, while the MLA notes that language enrollments have declined overall in the past few years, ASL has increased by 19% since 2009.

After students in ASL classes have achieved level three (AM 147), they typically have demonstrated sufficient skills to arrive at a decision to pursue a career in interpreting. Representatives from the IPP visit the advanced level ASL classes (AM 148 and 149) to recruit potential students. Annually, efforts are made to recruit working interpreters who need to obtain

their certification and native language users (children of Deaf citizens) to consider interpreting as a career choice.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Please refer to 4-Year Guided Pathway which is attached as DOCUMENT A.

ii. Program entrance requirements

Successful completion of American Sign Language courses 1-5 (at CSN, courses AM 145 through AM 149) are the minimum preparation needed to embark successfully on the BAS program. Equivalent skills (native users) may be determined by a demonstration of language competence.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

20 credits

Please refer to the attached Degree Sheet - DOCUMENT B

Students must achieve a grade of C or better in all courses that are prerequisites to others in the sequence.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

Commission on Collegiate Interpreter Education

Please refer to the attached CCIE Fee Schedule - DOCUMENT C.

Cost - around \$11,600 for initial accreditation

Time Frame: accreditation renewal follows a 10-year cycle, and the renewal fee is \$2,000.

v. Evidence of approval by appropriate committees of the institution

The courses and the program as a whole are proceeding through College Curriculum Committee's approval process. The proposal for the program has been approved at the highest institutional level.

Courses were entered in Curricunet for approval beginning on 6/1/15 and approved by CSN's Faculty Senate Curriculum Committee.

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

CSN has 3 full-time faculty members in the Deaf Studies Unit; 2 faculty members teach ASL, and 1 teaches both ASL and Interpreting. As of Fall 2015, the program also has 5 adjunct faculty members who teach ASL classes. The current Interpreter Preparation faculty member holds several national interpreter certificates and a Master's Degree in Special Education (Area:

Deafness) with an emphasis in administration and supervision. In future, ASL classes and interpreter preparation classes will continue to be supported by qualified full-time and adjunct faculty members.

Caroline Bass - M.A. in Special Education, Area of Deafness - CSU Northridge
National Interpreter Certificate (NIC)
Specialist Certificate: Legal (SC:L)
Oral Interpreting Certificate: Comprehensive (OIC:C)
Masters Comprehensive Skills Certificate (MCSC)
California Community Colleges: Lifetime Credential
California Adult Education Credential: Lifetime Credential

Bridget Taylor- M.A in Deaf Education- Columbia
ASLTA Provisional Certification
NJASLTA (New Jersey) Affiliation
NCASLTA (North Carolina) Affiliation

Anthony Adamo - M.A. in Teaching ASL as a Foreign Language - Columbia
B.A. in American Sign Language - Gallaudet
National Interpreter Certificate (NIC)
Certified ASL Teacher -New York State
ASL Proficiency Interview - Superior Rating

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

This proposed program corrects the problem of requiring students to spend four years to acquire two AAS degrees that still do not qualify them to be registered with the state, obtain national certification or enter MA programs.

This program will enhance the quality of instruction offered by CSN. It will attract many working interpreters in Nevada and offer them an opportunity to return to college and complete the degree which is required for them to stand for their RID certification. Currently, many are limited to work only in K-12 settings because they can't qualify for RID certification due to the lack of a baccalaureate degree. It gives the AAS degree students and alumni an opportunity to obtain a more advanced degree in this specialized field, thus enhancing workforce quality and quantity.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

The current levels of full-time staff, adjunct faculty and mentors will support the program. The program has space in the International Language Labs on the WC and CY campuses that will be used by students. Additional adjunct faculty will be needed to teach new Interpreter Preparation courses as the program expands.

iv. Recommendations from prior program review and/or accreditation review teams

Pauline Annarino, M.S., NAD V, GPC, and Director, Western Region Interpreter, Education Center (WRIEC), the External Program Reviewer for the 2010 program review, states in her report: " . . . CSN is in an excellent position to offer this program at the four-year degree level."

v. Organizational arrangements that must be made within the institution to accommodate the program

This program will reside within the Department of International Languages as it does now. The development of upper-division courses is in process. No further organizational changes are necessary.

I. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)

The IPP will use enrollment-generated state funds and seek grant funding such as the "Educational Interpreter Training Grant" for Interpreter Preparation obtained through the Department of Education and the aforementioned Regional Interpreter Training Consortium, a federally funded project set up to assist colleges transitioning from Associate to baccalaureate-level degrees.

ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.

a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.

1st Fall semester 2.0

3rd Fall semester 4.0

5th Fall semester 8.0

(2) Explain the methodology/assumptions used in determining projected FTE figures.

It is not expected that every student will be enrolled full time. It is anticipated that a significant number of students will come directly from the workforce. That is, those already working in related fields who seek to gain further expertise, enhance their credentials and advance in their careers.

b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.

1st Fall semester 5

3rd Fall semester 10

5th Fall semester 20

(2) Explain the methodology/assumptions used in determining projected headcount figures.

It is not expected that every student will be enrolled full time. It is anticipated that a significant number of students will come directly from the workforce. That is, those already working in related fields who seek to gain further expertise, enhance their credentials and advance in their careers.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.
DOCUMENT E

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

The International Language Labs at WC and CY campuses have installed video/audio systems which provide software necessary to instructors of a visual language and which allow students to work on class projects and assignments. A materials collection of over 600 DVDs is available for students and mentors. In addition, videoconference equipment has been installed so that classroom instruction can be enhanced through guest speakers and webinars that are offered across the country. Some of the priority classrooms assigned to the Department of International Languages have been fitted with specialized chairs to accommodate the students' need for individual, clear sightlines to obtain instruction in a visual modality.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

We will require additional Smart classrooms with moveable seating desks designed for visual language classes. The college's already established schedule of Smart-classroom conversion is underway, and the Department of International Languages is already engaged in the process of converting the seating in priority classrooms. The department will continue to make appropriate requests until an adequate number of rooms is achieved. We do not require additional lab facilities to begin the program although additional studio space will be needed in the future as the program grows

iii. Existing and additional equipment required

Additional equipment required includes, primarily, specialized software unique to ASL users. In addition, filming capability in our mini-studio is of critical importance. Some equipment and hardware is already in our possession and in place. The small space designated as a studio is shared by other disciplines in the department and is currently adequate. As the program grows, a more appropriate space will need to be identified. Software and hardware will necessarily need to be upgraded and program expansion will require accommodation.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

College personnel in Admissions and Records, the Disability Resource Center, and Advisors and Success Coaches among others will be contacted to determine potential impact on areas under their purview. Based on the projected number of students admitted and continuing each year, additional resources should not be required by these offices. Faculty in the Deaf Studies Program will serve as advisors to the students seeking the degrees offered. ASL Mentors and Lab Assistants will be needed to support student learning.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

Pauline Annarino, M.S., NAD V, GPC, and Director, Western Region Interpreter, Education Center (WRIEC)

ii. Consultant’s summary comments and recommendations

Please refer to attached External Program Review from WRIEC - DOCUMENT D

iii. Summary of proposer's response to consultants

N.A.

M. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

There are no articulation agreements beyond those covered by Common Course Numbering.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

Western Nevada College is the only other NSHE institution to offer an AAS in Deaf Studies (ASL). That institution is the best candidate for direct articulation into the upper-level program.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

No other NSHE institutions besides Western offer an AAS in ASL.

N. Summary Statement

Nevada, serving as a prime illustration of a national trend, needs qualified interpreters for the D/deaf. The population of D/deaf Nevadans is significant and growing, and the demand for qualified interpreters, which is already acute, continues to increase unabatedly.

Furthermore, Nevada needs to comply with current national standards in educating and preparing interpreters for employment. Of particular note in this regard are: (1) the Americans with Disabilities Act mandating that interpreters be qualified to interpret for D/deaf individuals, (2) the RID's (Registry of Interpreters for the Deaf) requirement of a baccalaureate-level degree for a candidate to stand for national certification, and (3) the implementation of Nevada state law (NRS 656.A) requiring certification.

Students in Nevada seeking to become certified interpreters, currently have only one option - that of obtaining an AAS degree and then leaving the state to complete a baccalaureate-level program.

If we are to meet the crisis in our state and ameliorate the nationwide shortage of qualified interpreters, we must join the ranks of the majority of the approximately 100 Interpreter Preparation Programs across the country who are already transitioning from associate to baccalaureate-level

programs. Specifically, we must transition from the current AAS (which requires another AAS as prerequisite) toward a BAS degree in ASL/English Interpreting.

Not offering a BAS program will continue to force students to move out of state to earn their degrees. Once they have completed their degrees, the national trend all but guarantees that they will be offered positions and gain employment outside of Nevada. The void created in Nevada will continue to negatively impact not only our ability to comply with federal and state laws, but also our capacity to fill the communication demands of the D/deaf citizens of Nevada.

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. Costs for the third and fifth year are cumulative. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE Year 1: 2 Year 3: 4 Year 5: 8

Section A.	Year 1/Start-up				Year 3				Year 5			
	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE
PERSONNEL												
Faculty (<i>salaries/benefits</i>)	310,819	0	310,819	5.2	315,057	0	315,057	5.2	315,057	0	315,057	5.2
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	12,234	0	12,234	0.1	12,318	0	12,318	0.1	12,318	0	12,318	0.1
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	\$323,053	\$0	\$323,053	5.3	\$327,375	\$0	\$327,375	5.3	\$327,375	\$0	\$327,375	5.3
OTHER RESOURCES												
Library Materials (<i>printed</i>)	500	0	500		500	0	500		500	0	500	
Library Materials (<i>electronic</i>)	500	0	500		500	0	500		500	0	500	
Supplies/Operating Expenses	200	0	200		200	0	200		200	0	200	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	400	0	400		400	0	400		400	0	400	
Other Resources Total	\$1,600	\$0	\$1,600		\$1,600	\$0	\$1,600		\$1,600	\$0	\$1,600	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL	\$324,653	\$0	\$324,653		\$328,975	\$0	\$328,975		\$328,975	\$0	\$328,975	
Section B.	↓		↓		↓							
EXPLANATION OF "NEW" SOURCES²	Amount	%	Amount	%	Amount	%						
State Support	0		0		0							
Federal Grants/Contracts	0		0		0							
State Grants/Contracts	0		0		0							
Private Grants/Contracts	0		0		0							
Private Gifts	0		0		0							
Other (<i>please specify</i>)	0		0		0							
TOTAL	\$0	0.0%	\$0	0.0%	\$0	0.0%						

¹Resources allocated from existing programs to the proposed program in Year 1 should be noted in the "Existing" column.

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for the first year must equal the total under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.):

No additional funding is necessary to support the Bachelor of Applied Science Degree in Deaf Studies: American Sign Language/English Interpreting. In addition, the new degree program will use existing facilities and equipment.

The Legislature has not yet approved the FY2018-2019 budgets; however, the salaries for the permanent Faculty and Support Staff positions include a 4% increase over the FY2018 - 2019 Biennium (Years One and Three), as requested by the Governor. In addition the fringe benefits reflect the Governor requested rates for the Biennium. No salary increase has been approved for Year Five.