



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: March 2016)

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

DATE SUBMITTED: 10/25/2016

Date of AAC Approval:

November 30, 2016

INSTITUTION: Nevada State College

REQUEST TYPE:

- New Degree
 New Major or Primary Field of Study
 New Emphasis
 New Certificate of Achievement (AAC approval only)

Date of Board Approval:

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

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

EMPHASIS (i.e. Equine Studies):

CREDITS TO DEGREE: 120

CERTIFICATE OF ACHIEVEMENT:

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2018

Action requested:

This proposal requests the addition of a BA in Deaf Studies at Nevada State College. It is one of three program requests (including Elementary Education and Speech Pathology) that NSC is adding in support of the Governor's initiative to improve education in Nevada.

A. Brief description and purpose of proposed program

The BA in Deaf Studies will focus on guiding students in four key areas:

1 American Sign Language. The foundation of Deaf Studies is the study of American Sign Language (ASL). It is a fully formed language (as opposed to a variation of English) with its own grammar, syntax, and morphology. Learning ASL is much like learning any other language; students take classes in foundational skills (vocabulary, syntax, basic sentences) and then move on to more advanced study. This degree begins with ASL I-V, which are standard classes in every ASL program, including the AAS in Deaf Studies offered by CSN. After ASL V, students can progress to the advanced ASL classes (AM 300, AM 390, AM 490), which may be taken in any order.

Completing this sequence of classes will give students the ability to converse at an intermediate to advanced level with people for whom ASL is their first language.

2. Deaf Culture and History. The degree has nine credits devoted to the study of Deaf culture (the capital “D” here distinguishes Deaf culture from the medical condition of deafness). Currently, we have only three options listed, but we will expand the list of available classes based on the skillset and interests of the instructors. Also, an understanding of Deaf culture is crucial for understanding ASL, so lessons in Deaf culture are embedded in all ASL classes.

3. Interpreting. Interpreting is a complex task that requires a great deal of study and practice. Even graduates of Interpreter Training Programs (where interpreting is the only focus) may struggle initially with interpreting effectively. However, these graduates are skilled enough to work in low-stakes situations, and can gradually improve their skills through practice. Therefore, the primary track of this degree offers an introduction to ASL interpreting and provides an additional track for students interested in advanced certification as an interpreter. In the primary track, students take three interpreting classes (AM 205, AM 305, and AM 320), which will give students foundational skills in interpreting ASL to English and English to ASL. If students wish to pursue interpreting as a career, they can apply for the interpreting track, which we plan to start in 2020. This 20-credit track will focus solely on interpreting, with the goal of preparing students for the EIPA or RID-NIC certification. The latter is a nationally recognized standard in the field.

4. Cultural Context. Part of NSC’s mission is encouraging students to see their own major in context of larger social and cultural issues. Therefore, we are including six credits of electives outside of the American Sign Language (AM) designation. These electives include one class on intercultural communication and a second class on social inequality. Both courses will allow students to see Deaf Studies in a larger context.

We based the design of this degree on three aspirational institutions: California State University at Northridge, Utah Valley University, and Eastern Kentucky University. These colleges have highly respected Deaf Studies programs and missions that are comparable to NSC’s. Eastern Kentucky University’s program is nationally accredited, which gives their degree additional validity. Each of these programs requires ASL I-V and at least three classes specifically devoted to Deaf culture. Both Utah Valley and Eastern Kentucky characterize themselves as interdisciplinary, but of all of the programs, only Eastern Kentucky requires classes in the major that are not specifically related to ASL and Deaf Culture. Following Eastern Kentucky’s lead, two classes in “cultural context” will help our students graduate with a broader perspective of the field. Finally, each of these three institutions offers additional classes for students who wish to work as interpreters. We have chosen to follow this model as well.

Notably, we are not proposing a specialized education track with this degree proposal. The Clark County School District Low-Incident Disabilities staff confirmed that an undergraduate track in Deaf education cannot adequately prepare students for the profession. In addition, Nevada is one of the few states in the US that does not require a Master’s degree to teach Deaf and hard of hearing students. However, we believe that this requirement will change within five years. Therefore, our best option is to prepare students for a Master’s degree program. In support of this effort, we had conversations with faculty from The University of Arizona’s MA in Education of Deaf / Hard of Hearing Students and Texas Women’s University’s Master of Science in Deaf Education. However, at this point, we believe our best option is to work with the education faculty at UNLV to create a 3 + 2 program that will allow students to receive a BA in Deaf Studies and a Masters in Education in an accelerated manner.

B. Statement of degree or program objectives

The mission of the BA in Deaf Studies is:

Through the study of American Sign Language (ASL), Deaf culture, and interpreting, students in the BA in Deaf Studies program learn to improve intercultural communication and bridge cultural divides, ultimately reducing inequality and strengthening our community.

Program Objectives:

Upon completion of this program, the student can:

1. communicate in ASL at an intermediate to advanced level;
2. demonstrate a strong understanding of Deaf culture and Deaf history;
3. interpret between ASL and spoken English at an entry level (students may be able to interpret at a higher level based on their background and aptitude);
4. explain the dynamics of social inequality and the importance of improving intercultural communication.

Students who complete the interpreting track:

1. can interpret between ASL and English at an intermediate level;
2. are prepared to take the Educational Interpreter Performance Assessment (EIPA) exam;
3. know the requirements of the National Interpreter Certification (RID-NIC) examination and are ready to prepare for it.

C. Plan for assessment of degree or program objectives

The assessment method at NSC includes a biannual outcomes assessment of program learning outcomes (see Section D for detailed discussion). We are also planning a biannual assessment of broader program objectives (e.g. student satisfaction, graduate satisfaction, assignment surveys, and career outlook), which we will begin in 2017.

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

At NSC, the process of outcomes assessment occurs on a bi-annual basis for all degree programs. In June, the Dean of the College of Liberal Arts and Sciences, in consultation with the Associate Dean of Liberal Arts and Sciences and area Department Chairs, selects assessment chairs for each program under review, who in turn select a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. Using a five year schedule of program assessment, the committee targets a single learning outcome, randomly selects student “artifacts” (i.e., major assignments) that presumably reflect outcome performance, and then devises a rubric to evaluate the artifacts. At the biannual assessment retreat, faculty refine their rubrics and evaluate artifacts using these rubrics. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.

Several essential methodological elements enhance the quality and consistency of this process:

1. Outcome alignment

Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student's potential for success in his or her respective field.

2. Sound evaluative techniques

Our assessment process is anchored by several proven methodological techniques. Many are general reflections of best practices in research methodology, but they also derive from the Nichols assessment system (Nichols & Nichols, 2005), which undergirds our assessment philosophy.

3. Clear rubric

Assessment is most effective if evaluating student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is “a predefined scoring scheme to guide the analysis of student performance or artifacts” (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale).

To this end, rubrics “set a common understanding among multiple judges about what represents success in student learning” (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. It does this by identifying several criteria by which a student's performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).

4. Random Sampling

A random and robust sample of student work (referred to as “artifacts”) in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and is most likely to guide improvements that assist a broad proportion of our student population. The artifacts selected for analysis are “key assessments” – culminating assignments designed to highlight important student knowledge and skills.

5. Interrater Reliability

Evaluating student work is an inherently subjective process that is particularly susceptible to the predilections of an individual evaluator. To minimize this subjectivity, each artifact is assessed by multiple independent raters, and the mean of these ratings is the critical outcome variable that guides recommendations about program changes. The ratings from each evaluator are held to a high standard of inter-rater reliability to ensure there is strong agreement among the different ratings, ensuring that the outcome variable is not unduly influenced by the biases of a single individual.

6. Value added

For each outcome, we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion, we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.

7. Iterative philosophy

Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process

begins anew, which is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

Both the 2012 NSHE Board of Regents Strategic Directives and the 2015-2019 Planning Report state that increasing “student achievement, retention and success” is a priority in the NSHE system. The BA in Deaf Studies enables students to thrive in each of these areas:

1. Achievement: Currently, Nevada is one of the few states without a four-year program in Deaf Studies. Therefore, the addition of this degree and the opportunities it provides for students will be a remarkable achievement. These students will be the first in our state to complete a four-year Deaf Studies program and serve the Deaf population of Nevada.

2. Retention: The BA in Deaf Studies improves student retention by providing students with a mission-driven education. Students see their work in Deaf Studies as more than a career choice; it is a way of solving a major problem in our state and helping a population in need. Since the degree serves a greater purpose, students are more likely to stay in the program and work towards completion. We’ve seen this already with the addition of a Minor in Deaf Studies, which became the school’s third largest minor in less than a year.

3. Success: There is clearly a need for ASL interpreters in Nevada, which will help to ensure student success after graduation. In addition, students that do not wish to become professional interpreters will also have a greater opportunity for success, since they will have communication abilities that are rare in our state. Their ASL can assist them in many areas, such as counseling, legal affairs, and health care.

The 2015-2019 Planning Report also requires that “higher education is accessible and affordable for all Nevadans.” Until now, the opportunity for advanced study of ASL has been out of reach for most Nevadans. Prior to this degree, students who wished to study ASL and Deaf culture in upper division courses needed to attend colleges in neighboring states such as Utah and California. This degree will make these classes accessible to Nevadans, and in turn provide an important service for the state.

ii. Institutional mission

The mission statement of Nevada State College is:

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity--the promise of a stronger community and a better future for all of Nevada.

Although there are many ways in which the BA in Deaf Studies supports this mission, the emphasis on an “acquisition of interdisciplinary knowledge and skills” is particularly important.

A four-year college does more than train students in a set of skills. We train students how to think critically, communicate effectively, and act in accordance with the principles of good citizenship. All of these abilities are essential for ASL interpreting, because it is more than translating one language to another. It requires a high level of professionalism, adherence to a complex ethical code, business skills (since many interpreters freelance), and a broad knowledge of several different fields. Nevada State College has experience teaching students this wide range of skills and abilities, making us an excellent provider for this degree.

iii. Campus strategic plan and/or academic master plan

The addition of a BA in Deaf Studies was added to the 2015-2020 Academic Strategic Plan, which was approved by the NSHE Board of Regents. No other college in the NSHE system proposed a Deaf Studies or ASL Interpreting program in their strategic plan.

The plan itself is guided by three overarching principles: 1. Expanding student opportunities 2. Enriching student lives and 3. Increasing the impact these students have on our community. The proposed BA in Deaf Studies addresses each of these principles:

1. Opportunity: the rapid growth of NSC's Minor in Deaf Studies shows students have a need for ASL and Deaf Studies courses that is not being met at other institutions. Adding the BA in Deaf Studies provides an additional degree option for a population of students that is largely underserved, with high numbers of underrepresented minorities and first-generation students.

2. Enrichment: Learning ASL is more than a job skill. It is a way for students to communicate with a population that often feels isolated in a state that has very few available interpreters. Students will have expanded career opportunities with their ASL skills, but they may also find an enhanced sense of purpose by expanding their ability to communicate. Ultimately, this does more than enrich a single individual; it enriches the entire community by helping to bridge cultural divides.

3. Impact: Currently, many companies that provide ASL interpreters are forced to bring in employees from out of state. This degree will help to reduce problem by providing an in-state pathway to the interpreting profession. This addition will allow local interpreting firms and the CCSD Low Incidence Disabilities Team to work directly with NSC and tailor the curriculum to their specific needs. In addition, students who do not wish to interpret professionally will also fill important roles in our community. For example, an academic advisor with fluency in ASL could help Deaf students as they select courses. An office specialist with fluency in ASL would be extremely useful in any government organization that serves the Deaf community. Finally, an accountant with fluency in ASL could help a Deaf customer complete their taxes or invest their savings. The BA in Deaf Studies is a broad degree with several applications. The potential impact is why we chose a BA in Deaf Studies as opposed to a more narrowly focused BA in ASL Interpreting.

iv. Department and college plan

The BA in Deaf Studies will be housed in the Humanities Department, which also houses English, History, Visual Media, and Interdisciplinary Studies. This department seeks to enrich the lives our students and our community through the study of arts and culture. Degrees in this department emphasize critical thinking, communication skills, and community service. The BA in Deaf Studies, like our other degrees, integrates each of these goals into the curriculum.

Students learn an important set of skills, but they also learn how to think critically about how they will use these skills and how language affects our culture. Ultimately, our students will use these skills to increase intercultural communication and improve our community.

v. Other programs in the institution

NSC currently offers a Minor in Deaf Studies. It is a 23-credit minor that covers ASL and Deaf culture.

vi. Other related programs in the System

There are currently no other four-year programs in Deaf Studies or ASL Interpreting in Nevada. However, there are related 2-year programs at CSN and WNC:

CSN currently supports an AAS in Deaf Studies (60 credits) and an AAS in Deaf Studies (Interpreter Preparation Emphasis) (62 Credits) The AAS in Deaf Studies focuses on foundational ASL skills and an overview of Deaf Culture. The AAS in Deaf Studies (Interpreter Preparation Emphasis) assumes a level of ASL fluency, as there are no ASL language courses (AM 145, 146, 147, 148, 149) offered. Instead, the degree focuses on interpreting. The final outcome for this program is to “Take and pass the EIPA-Pre Screening tool for employment with the Clark County School District as an interpreter.”

WNC supports an AAS in Deaf Studies, a Certificate of Achievement in American Sign Language, and a Licensing Program in Deaf Studies: Interpreting. The AAS is a 60 credit degree, roughly equivalent to CSN’s AAS in Deaf Studies. The Certificate of Achievement requires 30 credits focusing specifically on ASL. The Licence requires 25 credits, but assumes an intermediate level of fluency in ASL.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

The addition of NSC’s Deaf Studies program is intrinsically valuable both within the discipline and within the School of Liberal Arts and Sciences. Deaf Studies itself is an interdisciplinary area of study, which includes language development, interpreting skills, and cultural awareness. Our program, which is based on the best practices of CSU Northridge, Utah Valley University, and Eastern Kentucky University, carefully devotes time to each of the discipline’s major components, while offering students a means of specializing if they are interested. In this manner we serve a general population interested in Deaf Studies and the smaller populations that are seeking advanced interpreting skills. This model, which uses a foundational major with specialized tracks, will help to offset low-enrollment problems, which is an issue faced at many programs that focus solely on ASL interpreting.

In the School of Liberal Arts and Sciences, the BA in Deaf Studies will broaden our existing offerings and pave the way for additional programs in language and culture. As a new college, NSC has not yet offered a four-year degree in a language (e.g. Spanish or French) or a four-year degree in an area of culture studies (e.g. Women’s Studies or African American Studies). The BA in Deaf Studies will allow us to begin working in both language and culture in a more focused manner, which will help us as we add new programs in these areas.

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

Internally, we have seen tremendous student interest in our existing Deaf Studies minor, which we believe will translate into interest for the BA in Deaf Studies:

Fall 2015 Deaf Studies Minors: 19
Spring 2016 Deaf Studies Minors: 38
Fall 2016 Deaf Studies Minors: 66
Spring 2017 Deaf Studies Minors: 87

Most existing data on employment focuses on interpreting. The Bureau of Labor Statistics projects 46% growth nationally in the category “interpreters and translators” between 2012 and 2022. This category includes ASL interpreters. The entry-level education is a bachelor’s degree, and median pay across the U.S. is \$45,430. Interpreters are employed in education, in the legal and medical systems, and as video relayers, among others. According to the BLS, “demand for American Sign Language interpreters is expected to grow rapidly, driven by the increasing use of video relay services...,” and as a result, “interpreters for the deaf will continue to have favorable employment prospects because there are relatively few people with the needed skills.”

NSC has an opportunity to train trilingual (English – Spanish – ASL) interpreters as well. As the Spanish speaking population of the United States grows, a unique situation has arisen for the deaf children of these families. According to a 2007 report sponsored by the Registry for the Interpreters of the Deaf, “The primary language of Latino families is Spanish while their deaf or hard of hearing children, while usually not learning Spanish at home, go to school and learn ASL and English” (p.8). Teaching students to be effective trilingual interpreters will help these families communicate, bridging an important communication gap and providing a meaningful service to our community. Furthermore, in a 2014 survey of interpreters, the National Interpreter Education Center (NIEC) found:

- 63% of respondents indicated that in their provision of services during the last 5 years, the number of Deaf, Hard of Hearing, or DeafBlind individuals who are immigrants or refugees has increased or substantially increased. 73% of respondents indicated that it is difficult (somewhat to very) to find interpreters whose capabilities match the communication needs of this population.
- 66% of respondents indicated that in their provision of services during the last 5 years, the number of Deaf, Hard of Hearing, or DeafBlind individuals that come from a household that uses a foreign spoken language has increased or substantially increased. 93% of respondents indicated it is difficult (somewhat to very) to find interpreters whose capabilities match the communication needs of this population

Due to the challenge of teaching students to work in three languages, we will begin working in this area with a single class: AM 330 – Trilingual Interpreting. Groups such as Mano y Mano are currently developing national certifications and training sessions in this area. As these groups work towards greater standardization, NSC may decide to increase its offerings.

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

No other BA in Deaf Studies exists in the NSHE system.

- 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/>.**

The Nevada P-20 Workforce Research Data System state under the code for American Sign Language (16.16) provides this analysis:

For Interpreters and Translators:

2016 Jobs: 325

2021 Jobs: 398

New Postions: 73

Annual openings: 18

Average Hourly Earnings: 28.78

Median Hourly Earnings: \$26.13

Entry Level Education: Bachelor's Degree

The NSHE Student Completion and Workforce Report - Part II does not go beyond 2012-2013. It also does not break down the CIP codes to the level that is specific to American Sign Language. However, the report does provide this breakdown of CSN (2012-2013) graduates in the broader category of 16.01 - Linguistic, Comparative, and Related Language Studies and Services. 16.16 (American Sign Language) is a subset of this category.

School: CSN

Number of Graduates: 19

% of Graduates Employed in Nevada: 52.63%

Average Wages Earned by NSHE Graduates in All Industries: \$43,842

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

The BA in Deaf Studies program will be open to all students at NSC. We will promote the program in entry-level ASL classes and reach out to students who are interested. We will also reach out to local high schools that teach entry-level ASL classes.

We will have an application process in place for students in the ASL Interpreting track, since the classes are quite challenging and we anticipate fewer students. This application will ensure that the student meets with an advisor and understands the rigors of an interpreter training program.

G. Detailed curriculum proposal

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

Major Requirements. (Course proposals have been submitted for all classes that are not currently in the catalog)

Foundations (11 credits)

AM 147 – American Sign Language III (3 Credits) (Prereq: AM 146)

AM 148 – American Sign Language IV (3 Credits) (Prereq: AM 147)

AM 149 – American Sign Language V (3 Credits) (Prereq: AM 148)
AM 160- Fingerspelling, Numbers, and Glossing (2 Credits) (Prereq: AM 147)
(Note: AM 145 & 146 will be required humanities core classes for Deaf Studies majors, so they are not included in the major’s “core.”)

Deaf Culture (9 credits)

AM 153 - Deaf Culture (3 Credits)

AM 400 – Topics in Deaf Studies (3 Credits) (Prereq: AM 147)

AM 410 - ASL Storytelling, Literature, and Folklore (3 Credits) (Prereq: AM 147)

ASL Interpreting (10 Credits)

AM 205 – Introduction to Interpreting (4 Credits) (Prereq: AM 148)

AM 305 - Interpreting I (Prereq: AM 205)

AM 320 – Professional/Ethical Issues in Interpreting (3 credits) (Prereq: AM 148)

Advanced ASL (9 credits)

AM 300 - Advanced ASL Conversation (3 Credits) (Prereq: AM 149)

AM 390 – ASL Structure (3 Credits) (Prereq: AM 149)

AM 490 - Advanced Topics in ASL (3 Credits) (Prereq: AM 149)

Cultural Context: (6 credits)

COM 412 – Intercultural Communication (3 Credits)

PSY 468 – Psychology of Inequality (Prereq: PSY 101) or SOC 441 – Social Inequality (3 Credits)

Total credits in the major for a BA in Deaf Studies: 45

Degree Overview:

I) Core curriculum: 31-44 Credits

II) Major classes: 45 Credits

III) Electives: 31-44 Credits

Year 1 – Freshman Recommended Course Sequence

Fall Semester 1st Year

AM 145 - ASL I - Humanities Core - 3 credits

AM 146 – ASL II - Humanities Core - 3 credits

ENG 101 - Composition - English Core - 3 credits

MATH 120 - Fundamentals of Mathematics - Math Core - 3 credits

CEP 123 - Study and Technology Skills - CEP Core - 2 credits

Spring Semester 1st Year

AM 147 - ASL III - Major Course - 3 credits

AM 148 - ASL IV - Major Course - 3 credits

AM 153 – Deaf Culture - Major Course – 3 credits

ENG 102 - Composition II - English Core - 3 credits

Natural Science Core Class (w/lab) - 4 credits

Total First Year Credits: 30

Year 2 –Sophomore Recommended Course Sequence
Fall Semester 2nd Year

AM 149 – ASL V - Major Course - 3 Credits
AM 160- Fingerspelling, Numbers, & Glossing - Major Course – 2 credits
CH 203- American Experience and Constitutional Change - Constitution Core - 3 credits
Fine Arts Core Class - 3 credits
Cultural Diversity Core Class - 3 credits

Spring Semester 2nd Year

PSY 468/SOC 441 – Psychology/Sociology of Inequality - Major Course – 3 credits
AM 400 – Topics in Deaf Studies - Major Course - 3 credits
AM 205 – Introduction to Interpreting - Major Course - 4 credits
Social Sciences Core Class - 3 credits
Natural Sciences Core Class - 3 credits

Total Second Year Credits: 30

Year 3 –Junior Recommended Course Sequence

Fall Semester 3rd Year

AM 300 – Advanced ASL Conversation - Major Course - 3 credits
AM 410 – ASL Storytelling, Lit, and Folklore - Major Course - 3 credits
AM 305 Interpreting I - Major Course - 3 credits
2 upper division elective - 6 credits

Spring Semester 3rd Year

AM 320 - Professional/Ethical Issues in Interpreting - Major Course - 3 credits
AM 390 – ASL Structure - Major Course - 3 credits
AM 490 – Advanced Topics in ASL - Major Course - 3 credits
COM 412 – Intercultural Communication - Major Course - 3 credits
1 upper division elective - 3 credits

Totals in this sequence:
Core curriculum: 36 credits
Major classes: 45 credits
Electives: 39 credits
Total: 120 Credits

In this sequence, all of the required courses (other than electives) can be completed in the first three years. Summers are not included, but many of these courses and many electives are offered during the summer term as well. Scheduling the degree in this manner has three advantages:

1. We are investigating the potential of a 3 + 2 agreement with a graduate program in education (such as the one offered at UNLV). If this is successful, NSC students could take education classes in the graduate program during their fourth year. This would allow students to graduate in five years with a BA in Deaf Studies and an MA in Education. To make this schedule work, all the major requirements in Deaf Studies would need to be completed by the end of the third year.

2. Students who wish to enroll in the interpreting track will need an additional 20 credits. Designing the degree with room for these credits allows us to keep the first two years of the Deaf Studies degree consistent, so that both Deaf Studies and Deaf Studies - Interpreting Track students are taking the same courses in their Freshman and Sophomore years.

3. The 39 remaining electives can be used to pursue a minor or a second major, allowing the student to pair Deaf Studies with another subject area.

BA in Deaf Studies – Interpreting Track

Year 1 and Year 2 are identical.

Year 3 –Junior Recommended Course Sequence

Fall Semester 3rd Year

AM 300 – Advanced ASL Conversation – Major Course – 3 credits
AM 410 – ASL Storytelling, Lit, and Folklore– Major Course – 3 credits
AM 206 – Consecutive Interpreting– Major Course – 4 credits
AM 320 – Professional/Ethical Issues in Interpreting - Major Course - 3 credits
1 upper division elective – 3 credits

Spring Semester 3rd Year

AM 207 – Simultaneous Interpreting - Major Course – 4 credits
AM 305 - Interpreting I - 3 credits
AM 390 – ASL Structure– Major Course – 3 credits
AM 490 – Advanced Topics in ASL– Major Course – 3 credits
COM 412 – Intercultural Communication – Major Course – 3 credits

Total Third Year Credits: 32

Year 4 – Senior Recommended Course Sequence

Fall Semester 4th Year

AM 420 - Sign to Voice Interpreting – Major Course – 3 credits
AM 430 – Interpreter Practicum – Major Course – 3 credits
AM 493 – Independent Study– Major Course – 1 credits
3 upper division electives – 9 credits

Spring Semester 4th Year

AM 426 – Educational Interpreting or Performance Interpreting – Major Course – 3 credits
AM 450 – Internship – Major Course – 3 credits
2 upper division electives – 6 credits

Total Fourth Year Credits: 28

Totals in this sequence:

Core curriculum: 36 credits

Major classes: 45 credits

Interpreting: 20 credits
Electives: 19 credits
Total: 120 Credits

ii. Program entrance requirements

To enter the BA in Deaf Studies, students must be accepted to NSC. Admission to NSC is based on the evaluation of the student's academic record. To be admitted, the applicant must have a minimum cumulative grade point average of at least 2.00.

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

Students must have a cumulative 2.0 GPA and a 2.0 overall NSC GPA to graduate from NSC. In addition, students must earn a C- or higher in all major courses. To graduate, students must complete 60 credits at a four-year college and 30 upper division credits at Nevada State College. The major requirements are listed in Section G.

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

The accrediting body for interpreting programs is the Commission on Collegiate Interpreter Education Standards. The cost of accreditation is approximately \$12,000. This body requires:

1. regional accreditation
2. two years of ASL training before beginning interpreting classes
3. authentic interpreting fieldwork supervised by qualified interpreters
4. evidence of best practices in distance education
5. three graduating classes

While NSC may seek this accreditation in the future, it is not our immediate goal. Many robust Deaf Studies and Interpreter Preparation Programs do not have CCIE accreditation and do an excellent job serving their communities.

v. Evidence of approval by appropriate committees of the institution

The proposal for a BA in Deaf Studies was approved by the following committees:

1. Liberal Arts & Sciences Curriculum Committee in February of 2015
2. NSC Faculty Senate Curriculum Committee in March of 2015
3. NSC Faculty Senate in April of 2015

H. Readiness to begin program

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

Before we begin this program, we will hire two full-time faculty members at the Assistant Professor or Lecturer level through a national search. Currently, we have three part-time faculty in place. Two have expressed interest in becoming fulltime employees if the opportunity existed.

Existing Faculty:

David Kelsey has an MA in Education from UNLV. David was born Deaf, and is a community advocate for the Deaf citizens of Nevada. He currently serves as the Chair of the Board for the Deaf Centers of Nevada.

Nichol Dunn holds an MA in Special Education: Multiple Subject Deaf/Hard of Hearing Specialist from CSU Northridge. This is a highly respected school for Deaf Studies. She also holds a Master's rank from the Registry for Interpreters for the Deaf's National Interpreter Certification.

Hayley Jeeter holds an MA in Interpreting from Gallaudet University, which is the most well-respected school for Deaf Studies in the nation (it was the first college for the Deaf in the US). She also holds certificates from the Registry for Interpreters for the Deaf.

Gregory Robinson, Chair of the Humanities Department, has been with NSC since 2003 in various roles. He holds an MLIS from LSU and a PhD in English from UNLV. He has been one of the principle designers of this degree.

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 program will work exceptionally well with several existing programs.

In the Department of Humanities, the BA in Deaf Studies will be our first interdisciplinary degree and our first offerings in both language and culture. It is an excellent complement to our more traditional English and History programs.

Schoolwide, the program would be an excellent second major for students in fields such as speech pathology, criminal justice, health & wellness, and psychology. It will also be particularly useful for Education students that may want to work with Deaf students.

Finally, the degree works well with our two planned additions, a BA in Elementary Education and an MA in Speech Pathology. Students in both areas may be working with Deaf community members, and a background in ASL will help them serve a broader audience.

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 Humanities Department Chair, Dr. Gregory Robinson, is fully supportive of adding the program into the Humanities degree. We have adequate classroom space and office space for the two new faculty members we are requesting. We are also requesting funding for a language lab, which could go into an existing space in the Liberal Arts and Sciences building or the newly proposed Education building.

The two new hires will handle many of the courses within the Deaf Studies major. Other classes will be guided by adjunct faculty. When the interpreting track is added, we may need an additional faculty member depending on the size of the program and student demand for classes.

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

N/A

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

The degree will be housed in the Humanities department. There will be no additional arrangements required.

I. Resource Analysis

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

The program will be funded through enrollment-generated state funds. This will be an especially good opportunity for grant-funded initiatives, since it serves an underrepresented population in Nevada.

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 25

3rd Fall semester 78

5th Fall semester 90

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

We first determined headcounts, (see section b below) and then estimated out FTE to be just over 70% of the total, similar to other BA degrees at NSC. Multiplying projected headcounts by .7 resulted in our projected FTEs.

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

1st Fall semester 36

3rd Fall semester 112

5th Fall semester 130

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

These projections are based on the number current students enrolled in ASL classes, the number of students who have declared a Minor in Deaf Studies, and a short survey we administered to the students in the Deaf Studies minor. In this survey, 36 of the existing Deaf Studies minors indicated that they would be "highly likely" or "somewhat likely" to declare a BA in Deaf Studies if NSC were to offer it. Enrollment for years 3 and 5 was projected based on the past growth of newly introduced majors at NSC. Past trends predict that conservative growth rates of 60%, 50%, 30%, 10%, and 5%, respectively, can be expected in each of the first 5 years, resulting in enrollment of 130 in 2023 (the fifth year if the major is approved in time to be implemented in Fall 2018).

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

See attached budget projection spreadsheet

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

Most ASL is taught in a classroom setting. NSC has small classrooms that allow instructors to move tables into small circles, which is ideal for language learning.

We have plans to add a language lab, which will allow students to practice ASL (and other languages) using specialized software. This is not necessary for an ASL program, but it will be a helpful addition for students in the future. This space could exist in one of our current study rooms in the Liberal Arts and Sciences building, or it could be added to our planned Education building.

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

No additional facilities are required.

iii. Existing and additional equipment required

We do not require any additional equipment to support this degree.

NSC prioritizes the provision of state-of-the-art resources to enhance the learning environment for students. Our “smart” classrooms feature a computing workstation, a projector, speakers, a document camera, Smartboard technologies, and interactive student response systems (iClickers). Every classroom on our campus is fully equipped in this fashion, which fully serves the instructional technology needs of the BA in Deaf Studies program. In addition, a lecture-capture system is installed in several rooms in the LAS building, and the new Nursing, Education, and Science (NES) building. This allows faculty to record themselves in the classroom; the videos can then be easily edited and posted online as video lectures in online or hybrid courses, or as study aids in face-to-face courses.

The Deaf Studies instructors have been piloting GoReact software, which allows instructors to provide feedback in ASL. This is affordable software, and so far it has had a positive response from both students and faculty.

Since some Deaf Studies courses will be taught online, the transition of NSC from the WebCampus learning system to Instructure's Canvas system is particularly important. NSC moved to Canvas in Summer 2013. The ease of use and enhanced functionality provides an improved learning environment for students. Canvas syncs more easily with outside resources (such as Google Drive documents) and mobile apps, making it easier to integrate video lectures and other instructional materials that enliven courses.

Faculty development sessions, emails, and instructional videos from the department chair inform NSC faculty of available resources. Office computers can be equipped with programs such as Jing and Camtasia for creation and editing of video lectures. A limited number of campus laptops are also available for checkout as needed. Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor's request.

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

The BA in Deaf Studies will create some additional responsibilities for student services at NSC. An advisor from our Academic Advising Center will be trained in the program's requirements and will be assigned Deaf Studies majors. Students will be assigned faculty advisors as well, preferably faculty who are teaching in the program. These faculty will guide the students in class selection and career decision making. The transfer coordinator, Admissions & Records staff, Financial Aid office, recruiters, and other relevant staff will also receive appropriate training to ensure they understand the Deaf Studies program and can effectively serve these students.

Deaf Studies majors will have access to all services that are provided to undergraduates at NSC, such as the Student Academic Center, which provides free tutoring services, and the Career Services Center, which offers career advising (mock interviews, resume-writing workshops, etc.). We do not anticipate that adding the BA in Deaf Studies degree will have any negative impacts on existing services for other students or programs.

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

1. Hanover Research. Hanover is a highly respected organization that provides custom research and analytics for NSC.

2. Dr. Bill Vicars. Dr. Vicars is an Associate Professor of American Sign Language and Deaf Studies at California State University, Sacramento. He is known as a leader in the field of ASL education and has over 20 years of experience as a college-level ASL instructor.

ii. Consultant's summary comments and recommendations

1. In their 2014 report (<http://tiny.cc/NSCASL>), Hanover research made a strong recommendation in support of adding the degree: "Based on its research, Hanover recommends that Nevada State College pursue a bachelor's degree program in Deaf Studies. Student demand

data and employment projections both indicate a rise in popularity for this area of study, especially given the increased requirements for certification as an interpreter for the deaf and hard of hearing. The research also points to a healthy job market, particularly for interpreters.” (Other comments are listed in Section F).

2. Dr. Vicars helped us to design the degree. He also wrote a letter of support, stating “I’m writing to express my enthusiastic support of (and confidence in) the Bachelor of Arts in Deaf Studies degree being proposed by the Humanities Department at Nevada State College.”

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)

We are currently working on an articulation agreement with CSN that will help students transfer to NSC in an efficient manner. NSC carefully designed this degree to maximize a student's ability to transfer classes, and many of the existing classes in CSN’s AAS in Deaf Studies to transfer directly to NSC. This includes: AM 145, AM 146, AM 147, AM 148, AM 149, AM 160 (equivalent of AM 151 & 152), AM 153, AM 205, AM 206, and AM 207

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

We are planning to develop an articulation agreement with WNC, since they offer an AAS in Deaf Studies. We will also create standard articulation agreements for CSN, TMCC, WNC, and GBC students who have earned an Associate of Arts degree.

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

N. Summary Statement

This degree is the result of over three years of work on the part of the faculty and students at Nevada State College. It is an exceptionally balanced degree, providing an overview of the four major components of the discipline: American Sign Language, interpreting, Deaf culture, and culture studies. We have a specialize track planned for students who wish to work as professional interpreters, and we have options available for students who wish to continue to a graduate program and pursue Deaf Education. This degree is a good addition to Nevada State College, who has proven in multiple instances it can innovate even in difficult financial times. However, it is an even stronger addition to the state of Nevada. Working alongside CSN and UNLV, this degree will increase the number of qualified interpreters and increase the number of citizens that can communicate in ASL, which will ultimately bridge cultural divides and improve the many communities that make up our state.

**New Academic Program Proposal
Five-Year Program Cost Estimate
(Revised December 2015)**

Institution: NSC Program: BA in Deaf Studies Semester of Implementation: Fall 2018

DIRECTIONS: Complete the Student FTE and following cost estimates for the first, third, and fifth for the proposed new program in Section A. Any "new" costs in year one must be noted by source in Section B.

STUDENT FTE: Year 1: 25 Year 3: 78 Year 5: 90

Section A.	Year 1/Start-up				Year 3		Year 5	
	Existing ¹	New ²	Total	FTE	Total	FTE	Total	FTE
PERSONNEL								
Faculty (<i>salaries/benefits</i>) ³	0	149,269	149,269	2.0	227,094	3.0	231,879	3.0
Graduate Assistants	0	0	0	0.0	0	0.0	0	0.0
Support Staff	0	0	0	0.0	0	0.0	46,944	0.0
Personnel Total	\$0	\$149,269	\$149,269	2.0	\$227,094	3.0	\$278,823	3.0
OTHER EXPENSES								
Library Materials (<i>printed</i>)	1,220	0	1,220		0		0	
Library Materials (<i>electronic</i>)	5,620	0	5,620		500		500	
Supplies/Operating Expenses	1,000	0	1,000		1,500		1,500	
Equipment	0	0	0		0		0	
Other Expenses								
Other Expenses Total	\$7,840	\$0	\$7,840		\$2,000		\$2,000	
TOTAL	\$7,840	\$149,269	\$157,109		\$229,094		\$280,823	

Section B.

Amount	%
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EXPLANATION OF "NEW" SOURCES²

Tuition/Registration Fees	149,269	100.0%
Federal Grants/Contracts	0	
State Grants/Contracts	0	0.0%
Private Grants/Contracts	0	0.0%
Private Gifts	0	0.0%
Legislative Request	0	0.0%
TOTAL	\$149,269	100.0%

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.):

The student FTE rates are based on previous enrollment trends campus wide and also in the Deaf Studies minor.

Faculty Salaries are based off a base pay of \$55,000 + benefits and insurance. A third full time instructor is added in year 3, and a support staff member is added in year 5.

The \$149,269 listed as estimated "new costs" to the institution will be covered by building it into the institution's annual budget based on receipt of formula funding dollars.



California State University, Sacramento
Deaf Studies Program

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<http://www.csus.edu/coe/academics/undergraduate/index.html>

1/24/2017

To Whom It May Concern:

Hello. I'm Dr. Bill Vicars from the Deaf Studies Program at California State University, Sacramento – of which I served as program coordinator for several years. I'm a tenured full professor with a doctorate in Deaf Education / Deaf Studies (from Lamar University in Texas) and have 25 years experience designing and running American Sign Language (ASL) programs – including an ASL channel ([youtube.com/billvicars](https://www.youtube.com/billvicars)) with over 80,000 subscribers and the most popular (according to Google rank) ASL website on the planet -- "ASL University" which is hosted at Lifeprint.com. I lecture nationally and internationally regarding sign language and related pedagogy. I recently returned from doing a 9-day "Train the Trainer" workshop in Singapore focusing on sign language linguistics for instructors. I was on the review committee for the CSET:ASL (California Subject Examination for Teachers of ASL) and served as one of the National Evaluation Systems evaluators for that exam. I pioneered the first accredited online ASL course in the nation and currently run a subscription-based online ASL program with over a thousand paying subscribers (ASL.tc). I share the foregoing simply to establish that I'm very familiar with and passionate about ASL programs.

I'm writing to express my *enthusiastic support of* (and confidence in) the Bachelor of Arts in Deaf Studies degree being proposed by the Humanities Department at Nevada State College. At the request of Dr. Gregory Robinson, it was my sincere pleasure to visit NSC during the planning stages of the degree and engage in a robust series of discussions and planning meetings involving instructors, students, a representative from Human Resources, the chair, the dean, and even the provost. *Amazing!* Never have I seen such collegial, intelligent, and thorough discussion regarding the establishment of a new program.

It was incredibly gratifying (and, ahem, somewhat *cathartic*) to be able to put forth 25 years worth of: "You know, it would be really great and highly effective if a program were to be designed this way..." – and then see those ideas take shape on multiple white-boards, be vetted by a host of experienced administrators, and then make their way into course proposals and a degree plan.

And what a needed degree! Google "interpreter for the Deaf shortage" and *see for yourself*. The great State of Nevada and its residents deserve such a degree to be offered at Nevada's preeminent college.

Cordially,

A handwritten signature in cursive script that reads "William Vicars".

William Vicars, Ed.D
Professor of Deaf Studies
California State University, Sacramento