NEW YORK STATE EDUCATION DEPARTMENT

Office of Higher Education—Office of College and University Evaluation

89 Washington Avenue, Albany, NY 12234

Request to Change or Adapt a Registered Program

Item	Response *(type in the requested information)*
Institution name and address	**ROCHESTER INSTITUTE OF TECHNOLOGY** **1 Lomb Memorial Drive** **Rochester, New York 14623** *Additional information*: ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: ASL-English Interpretation Awards: Associate of Applied Science Credits: Converted 94 quarter credit hours to 60 semester credit hours HEGIS code: 5506 Program code: 22954
Contact person for this proposal	Name and title: **Christine M. Licata, Senior Associate Provost** Telephone:585-475-2953 Fax:585-475-4460 E-mail: cmlnbt@rit.edu

July 27, 2010

CEO (or designee) **approval** *Signature affirms the institution's commitment to support the program as revised.*	Name and title: **Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs** Signature and date:
	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO:

1. RIT Program Conversion: Overview of Proposed Changes

Describe how program faculty used the calendar conversion process as an opportunity to revise and improve the program.

Program Revisions and Improvements

The AAS degree in Educational Interpreting was approved in March 1981. In 2000 the program underwent a major redesign and became the AAS degree in ASL-English Interpretation. In 2007 the program underwent minor changes to be more aligned with the changes that occurred in the BS degree.

The coursework for the AAS degree includes the courses from year two and three of the BS degree. This overlap allows both degrees to continue to be offered with a minimal strain on resources. Rarely do students apply for direct entry into the AAS degree. Each year we graduate 2-3 students with this degree. The current standard in the profession of ASL-English Interpretation is a BS degree, which is required for professional certification. Students who wish to pursue the AAS degree fall into one of two categories: students who already have a baccalaureate degree in another discipline (frequently a student from another college at RIT) or students who are unable to satisfactorily complete the advanced coursework in the BS degree.

The conversion process gave us the opportunity to rethink, update and redesign the BS degree which has a direct impact on the content of the AAS degree.   The AAS degree has a limited amount of time for a student to develop ASL competency and interpreting competency. Thus, it is crucial that a student wishing to pursue an AAS degree enter this degree at intermediate competency in ASL. In addition, we recognize that one year of instruction in ASL is insufficient for a student to function as an entry level, competent ASL-English Interpreter. The changes we are proposing to the AAS degree such as additional ASL coursework address these main areas.

Describe how your converted program responds to the RIT Academic Program Profile (see RIT Academic Program Profile: https://www.rit.edu/conversion/media/documents/packet/RIT_Academic_Program_Profile_05-20-2010.pdf . How have you aligned the appropriate Essential Program Learning Outcomes from this profile into your program? Please also include these outcomes in your Program Level Assessment Plan required in Section 3 of this form.

Academic Program Profile

Essential Program Outcomes

1. Critical Thinking:
> Interpretation between American Sign Language and English requires the analysis of a source language, the identification of equivalents in a target language and then the rendering of a target message. The final product involves not only the analysis of languages but also the application of a professional code of conduct, situational protocols and cultural rules. This program develops in students the skills required for effective <u>entry level</u> critical thinking in ASL-English interpretation: critical observation, interpretation, analysis, inference, evaluation, explanation and meta-cognition. These critical thinking skills are taught throughout the program in all of the interpreting courses.

2. Global Interconnectedness:
> The program requires four courses in American Sign Language. Each course addresses the various aspects of language and culture and applies these principles to ASL and Deaf Culture. Students enrolled in these courses are introduced to concepts such as Deaf Culture as a minority group; minority/majority relations; historical events significant to the forming of Deaf Culture; contributions made by deaf individuals; and the values, beliefs, attitudes and behaviors that make up Deaf Culture.

Throughout the interpreting skills courses students explore the multicultural aspects of the Deaf Culture (e.g. Deaf-Black, Deaf-Asian, Deaf-Native American) and how this added dimension impacts on an interpreted interaction.

The conversion to semesters will open additional options for the interpreting students to pursue a study abroad program. NTID and ASLIE have developed a relationship with the Sienna School in Sienna, Italy and the Hogeschool Utrecht, The Netherlands. Both of these schools have programs developed specifically for sign language interpreters. These programs provide our students with the opportunities to study European sign languages and learn about Deaf Culture in other parts of the world. The Utrecht school has sent five students to study at NTID. Their presence within our program has been an enlightening experience for students and faculty. Once the conversion process is complete we will be exploring other study abroad options for the interpreting students.

3. Ethical Reasoning:

ASL-English Interpretation involves the facilitation of communication between people using different languages and cultural perspectives; thus ethical reasoning is a critical outcome for the program.

Students in the AAS interpreting program take several courses that require the critical analysis of personal and professional ethics. Practical and Ethical Applications is the primary course that discusses the underlying principles of personal ethics and explores the professional code of conduct for sign language interpreters. Students must complete this course with a grade of C or better to progress to their internship.

Students apply ethical reasoning in their interpreting skills courses, (Interpreting I and Interpreting II as well as in their field placement, Practicum and Seminar I.) Throughout these courses students are evaluated on their ethical knowledge, analysis and behaviors.

4. Integrative Literacies :

a. Scientific literacy

Within the general education requirements, the Arts and Sciences Perspectives courses will include two courses in Mathematical, Scientific and Technological Literacy and students will also take courses in the disciplines of social sciences and science, technology and values. From these courses students enrolled in the AAS degree program in ASL-English Interpretation will acquire scientific literacy.

It is important for interpreting students to possess a broad generalized fund of knowledge. Interpreting students will be required to complete at least one science course (e.g. Human Biology). In addition, within the interpreting skills courses AAS students develop entry level competency to interpret in the science classroom.

b. Computational or digital literacy

Students in the program take all of their interpreting skills courses in a custom designed digital language lab. The Windows-based interactive and integrated system allow students to capture all of their work (video and audio), store files on the department server, and receive visual &/or auditory feedback edited into their work. Students use Windows Movie Maker to edit their work and create assignments for their ASL and interpreting courses.

This lab allows for the creation of simulated interpreting situations involving technology. For example, students experience Video Relay Services (VRS) and Video Remote Interpreting (VRI) which are widely used services that allow deaf and hearing people to communicate over video telephones and phone lines through the use of a sign language interpreter.

ASL-English interpreters must be prepared to function in many different environments and situations (e.g. a math classroom, dental surgery, a City Council meeting). Interpreters must be generalists and know how to quickly obtain information about a topic. Students are taught how to research topics online, evaluate the efficacy of the information, and apply the knowledge to the interpreting task.

c. Mathematical literacy or numeracy

Within the general education requirements, the Arts and Sciences Perspectives courses include two courses in Mathematical, Scientific and Technological Literacy. Students enrolled in the AAS degree program in ASL-English Interpretation will be required to complete one course in the mathematical area (e.g. Statistics). In addition, within the interpreting skills courses students develop entry level competency to interpret in the math classroom.

d. Communication literacy

Students in the interpreting program complete four courses in ASL and are expected to be competent communicators in ASL. Each course requires the student to achieve a grade of C or better before moving to the next course.

Students are also expected to be competent communicators in all forms of English. In addition to the English intensive requirements in COLA, the program regularly critiques and grades the use of written English. For example, several courses require students to read articles and post online reactions that are "thoughtful, professional and prepared." Students submit written projects and papers throughout the program and receive feedback and grades on their ability to effectively express themselves in written English.

All of the interpreting skills courses in the AAS program focus on English vocabulary development. The courses Interpreting I and Interpreting II: ASL to English specifically evaluate for spoken English syntax and grammar. In addition, students are encouraged to take a course in public speaking.

e. Technical literacy

Interpreting students learn and discuss the impact of technology on Deaf Culture and the profession of interpreting. For example, students explore and discuss the cultural and social implications of cochlear implants, digital hearing aids, C-print, etc. Students are introduced to how technology has changed how interpreters do their jobs, e.g. Video Relay Services (VRS) and Video Remote Interpreting (VRI).

f. Aesthetic literacy

In addition to the aesthetic literacy that students acquire from humanities courses such as Fine Arts, interpreting students develop an appreciation of the various creative forms that exist within ASL and Deaf Culture. Through the required four ASL courses students are introduced to ASL poetry, ASL literature, Deaf Art and Deaf artists, and domestic and international films about the Deaf experience that have been created by Deaf people.

In addition, many AAS students become involve with the NTID theater by acting/performing in productions or by taking theater coursework, e.g. Sign Mime, ASL Translation.

5. Creative and Innovative Thinking

Throughout the AAS degree, students are engaged in creative and innovative thinking. ASL-English interpretation is fundamentally a creative process. The analysis of a source text can result in the rendering of a wide range of acceptable target messages. Students are exposed to ASL and interpreting models that inspire risk taking, creative thinking and novel interpretations.

NYSED: Please check the appropriate boxes in section A-H and provide other requested information as appropriate.

A. Program Goals, Objectives, Focus and/or Design

Have there been changes to the goals, objectives, focus and /or design of the program?

	No changes
X	Slight-moderate changes
	Substantive changes (e.g., substantial change in the focus and design of the program; change of 1/3 or more in program outcomes/objectives and accompanying content of the program).

Explain any proposed changes, the rationale for these changes, the impact of changes on the capacity of current faculty to deliver the revised program, impact, if any, on current admissions standards and the expected impact on enrollment projections. Enrollment Projection changes should be provided by EMCS, as appropriate.

- The converted AAS degree program in ASL-English Interpretation will have the pre-requisite of the skill equivalent to ASL III (INTP-126) with a minimum grade of C and one course in Deaf Culture. To accomplish the program goals of the AAS degree it is critical that entering students possess an intermediate level of competency in ASL. The change in pre-requisites is in keeping with the changes to the BS degree and will allow the AAS course sequence to overlay years two and three of the BS degree thus allowing both degrees to be offered with minimal strain on resources.

  Students internal to RIT wishing to complete this degree will be able to satisfy the pre-requisite through the College of Liberal Arts. The Department of Modern Languages will offer ASL I-VI and many Deaf Studies courses. Many community colleges in New York offer ASL I–IV and Deaf Culture coursework (e.g. MCC, GCC, MVCC, as well as the community colleges across the United States that typically feed into this program.

- The converted AAS program will expand the ASL course work over 2 the years. A student's ability to perform as an effective interpreter is directly related to language competency.   Data collected from students, faculty, deaf consumers and mentors indicate that students need more advanced ASL language development.   The expanded coursework will provide the student with greater language and interpreting competency.

- The course *Deaf Culture and Community* will be deleted from the curriculum. A course in Deaf Culture is pre-requisite for entry to the program. This action will allow the student more time to devote to the acquisition of ASL.

- The content from the course *Intermediate Fingerspelling and Numbers Development* will be distributed in INTP-225 *ASL IV*, INTP-226 *ASL V*, INTP-325 *ASL VI and* INTP-326 *ASL VII*. This action has no significant impact.

- The course INTP-220 *Discourse Analysis* will be added to the curriculum. This course is in response to students needing an understanding of basic linguistics principles and how language functions. The course will address both features of ASL and English. This action has no significant impact.

- The courses *INTP-226 ASL V, INTP-*325 *ASL VI* and INTP-326 *ASL VII* will be added to the curriculum. These courses will provide students with an additional full year of ASL and directly impact on the students' interpreting competency.

- Given the limited number of students opting for this degree the above changes will not have a significant impact on enrollment.

B. Program Options or Concentrations (i.e., a specific group of related courses that lead to greater understanding in a field or discipline).

X	No changes to options or concentrations
	Kept current option(s)/concentrations with some revisions
	Added an option(s)/concentration(s)
	Title of new option(s)/concentration(s)
	Eliminated option(s)/concentration(s)

Explain these proposed changes and the rationale for these changes:

C. Program Title

X	No change in program title
	New program title proposed
	New program title: Old program title:
	Explain the rationale for any proposed change in program title:

D. Elimination of a requirement for completion (e.g. requirements to be eliminated might include an internship, clinical, cooperative education or other work-based experience).

X	No change in requirements
	Change made to program completion requirements

Describe any change proposed and the rationale for the change:

E. Change in program award (e.g. BFA to BS, MBA to MS, etc).

X	No change in program award
	Change in program award

Describe any proposed change and the rationale for the change:

F. **Mode of delivery** (e.g. adding distance education format).

X	No change in mode of delivery
	Change in mode of delivery

Describe the change proposed and the rationale for the change:

G. Format Change (a change that alters the program's financial aid eligibility;e.g. from full-time to part-time, or to an abbreviated or accelerated semester format).

X	No change in format
	Proposed change in format

Describe the proposed change in format and any change in availability of courses, faculty, resources or support services that this proposed format change requires:

H. Discontinuing a Program

X	No discontinuance
	Proposed discontinuance

Indicate the date by which the program will be discontinued and reason for discontinuance action:

I. Dual-Degree Program

   a)   Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

   b)   Proposed dual-degree program (title and award):

   c)   Courses that will be counted toward both awards:

   d)   Length of time for candidates to complete the proposed program:

   e)   Use the Sample Program Schedule in   Table 1   to show the sequencing and scheduling of courses in the dual-degree program.

J. Creating a new program by merging or consolidating with one or more existing programs and basing the new program entirely on existing courses converted to semester calendar

   a) Provide Current Program Name(s) and Program Code(s)

   b) Brief description of proposed program and rationale for converting the existing coursework to a separately registered program.

c) Brief description of the expected impact on existing program(s).

d) Adjustments the institution will make to its current resource allocations to support the newly created program.

e) Statement confirming that the admissions standards, process and evaluation methods are the same as those in the existing program.

2. Program Course Mask and Schedule

Directions:
a) Using Table 1, display program course sequencing by semester. Use the table to show how a typical student may progress through the program.
   a. Free electives which may be taken from any college should be designated in table 1 and table 2. A listing of possible elective courses is not needed.
   b. If a program includes track, concentration, area of interest or general technical/professional electives, please indicate this in table 1 and table 2. In addition please attach a list of the courses (number, name, credit hours) that satisfy this requirement.
   c. If a program includes electives from a broad discipline area or areas (which are not included as part of the general education requirement) please list the discipline area (eg. Mathematics). A list of specific courses is not required.
b) Using **Table 2** (which follows below), display program courses by year level in the quarter calendar and display how program courses have been converted to the semester calendar. Please follow the course conversion designation directions on Table 2.

Table 2
Program Course Conversion Table: Quarter Calendar and Semester Calendar Comparison

Name of Program: ASL-English Interpretation   Degree: AAS

Directions: Use the following legend to show course comparison by year in program in quarter calendar and semester formats. Use courses as listed in the current (2010-11) bulletin as basis for this table. Display all required program courses and program-specific elective courses. Display General Education course requirements with generic label (not each course) of "Liberal Arts and Sciences "= X Credits. Clarify how course sequences in the quarter calendar convert to semesters by either bracketing or using some other notation.

Course Conversion Designations
Semester Equivalent (SE) – Closely corresponds to one quarter course (e.g., a 4 quarter credit hour (qch) course which becomes a 3 semester credit hour (sch) course.) The semester course may develop material in greater depth or length. Identify the number and the title of the quarter course being converted.

Semester Replacement (SR) – A semester course (or courses) taking the place of previous a quarter course(s) by rearranging or combining material from a previous quarter course(s) (e.g. a two semester sequence that replaces a three quarter sequence). List the new semester course or sequence and the old quarter course or sequence it is replacing. For all SR designations, if additional space is needed to describe the distribution of content among courses, use space provided in the last column.

New (N) - No corresponding quarter course(s).

Course Deleted (D) – No corresponding semester course.

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	QCH	Course #	Course Title	SCH	Course Conversion Designation **SE, SR, N, D**	Additional comments on content distribution within semester courses
	Program Prerequisites	0875-203 ASL III or equivalent skill		Program Prerequisites	Skill equivalent to INTP-126 ASL III with a minimum grade of C and one, 3 semester credit Deaf Culture course			
1	0875-212	Deaf Culture and Community	4				D	A course in Deaf Culture is pre-requisite for entry to the program.
1	0875-300	Intermediate Fingerspelling and Number Skills Development	4				D	
1	0875-213	Introduction to the Field of Interpreting	4	INTP-210	Introduction to the Field of Interpreting	3	SE	
				INTP-220	Discourse Analysis	3	N	This course is in response to students needing an understanding of basic linguistics principles and how language functions.
1	0875-301	ASL IV	4					Content of 0875-301 ASL IV and parts of 0875-302 ASL V have been moved to INTP-126 ASL III. INTP ASL III is now the

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
								program pre-requisite.
1	0875-302	ASL V	4	INTP-225	ASL IV	3	SR	INTP-225 ASL IV contains portions of 0875-302 ASL V and all of 0875-303 ASL VI.
1	0875-303	ASL VI	4	INTP-226	ASL V	3	N	This course is in response to students needing more advanced ASL competency
1	0875-311	Processing Skills Development	4	INTP-215	Processing Skills Development	3	SE	
1	0502-227	Writing Seminar	4		First-Year Writing Seminar	3		
1	1105-051 1105-052	First-Year Enrichment	2		First-Year Seminar	3		
1	05	Liberal Arts Core	8		Sciences Perspectives	3		
1	1016-	Math	4		LAS Perspectives and elective	6		2nd course from year 2
1	11	Wellness	0	11	Wellness	0		
2				INTP-325	ASL VI	3	N	This course is in response to students needing more advanced ASL competency.
				INTP-326	ASL-VII	3	N	This course is in response to students needing more advanced ASL competency.
2	0875-315 0875-316	English to ASL Interpreting I ASL to English Interpreting I	4 4	INTP-310	Interpreting I	3	SR	0875-315 English to ASL Interpreting I and 0875-316 ASL to English Interpreting I
2	0875-320	Practical and Ethical Applications	4	INTP-315	Practical and Ethical Applications	3	SE	
2	0875-325	English to ASL Interpreting II	4	INTP-335	Interpreting II: English to ASL	3	SE	
2	0875-326	ASL to English Interpreting II	4	INTP-336	Interpreting II: ASL to English	3	SE	
2	0875-350	Practicum and Seminar I	4	INTP-350	Practicum and Seminar I	3	SE	
2	0875-400	Interactive Interpreting	4				D	Content for 0875-400 Interactive Interpreting was moved to INTP-435 Interpreting III: English to ASL and INTP-436 Interpreting III: ASL to English. These courses are only part of the BS curriculum.
2	0875-XXX	Professional Elective	4				D	The professional elective requirement was deleted from the degree. Greater emphasis has been placed on the acquisition of ASL.
2	05	Liberal Arts	12		LAS Perspectives	9		
2	10	Science	4					Moved to year 1
1/2	(0875-598)	(Special Topics)	Var.	INTP-489	Special Topics	Var.	SE	INTP-489 will be the only special topics course in the interpreting program.
	0875-398	Special Topics					D	
1/2	0875-399	Independent Study	Var.	INTP-399	Independent Study	Var.	SE	
		Total	94		Total	60		

3. Program Level Outcomes Assessment Plan

See Program Outcomes Assessment Overview and Directions for guidance, required form, and sample plans.

☒	a. Attach updated Program Level Outcomes Assessment Plan which should include how your program meets the RIT Essential Program Outcomes outlined in the RIT Academic Program Profile. b. Program Assessment Plan should follow one of the formats found at: *Program Level Outcomes Assessment Plan Blank Form Option 1* *Program Level Outcomes Assessment Plan Blank Form Option 2* *Program Level Outcomes Assessment Plan Blank Form Option 3*
☒	c. Complete information requested in Table 3 for Middle States. (See: Sample Completed Form for guidance and other information.)

4. RIT Incremental Resources (faculty, space, library holdings, equipment, other)

It is not expected that significant incremental resources will be required to deliver the same program outcomes in a semester format. If you believe that incremental resources are required, please explain.

None needed

5. RIT Course Outlines
Course outlines for all required courses offered by the program and any program-specific electives must be deposited in the course outlines-final PDF module using the proper naming conventions. Use the RIT Course Outline Form. These course outlines will be reviewed by the curriculum committees.

For guidance on assignment of appropriate credit hour/contact hour designation, please refer to:
http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL[1]Dec09.pdf

Congratulations! You are on your way to conversion!

Table1.doc

Program Course Mask and Schedule

Audience

This document is intended for all department chairs and program directors.

Summary

This document is the table for the program course mask and schedule.

Change Log

Responsible	Date	Version	Short description
Chris Licata	6/15/2010	1	Document originator
Linda Siple	1/13/2011	1.1	AAS in ASL-English Interpretation
Linda Siple	2/23/2011	1.2	AAS in ASL-English Interpretation (after ICC review)

Table 1a: Undergraduate Program Schedule
- Indicate academic calendar type: _X_Semester ___Quarter ___ Trimester ___Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

AAS in ASL-English Interpretation

Term: Fall 1		Check course classification (s)				Term: Spring 1		(Check course classification (s)			
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-210 Introduction to the Field of Interpreting	3		X			INTP-215 Processing Skills Development	3		X		INTP-225 ASL IV with a minimum grade of C or equivalent skill
INTP-225 ASL IV	3		X		Skill equivalent to INTP-126 ASL III with a minimum grade of C	INTP-220 Discourse Analysis	3		X	X	INTP-210 Introduction to the Field of Interpreting; INTP-225 ASL IV with a minimum grade of C or equivalent skill Co-requisite INTP-226 ASL V
First –Year Seminar	3	X				INTP-226 ASL V	3		X	X	INTP-225 ASL IV with a minimum grade of C or equivalent skill
LAS – P1	3	X				First-Year Writing Seminar	3	X			
LAS – P2	3	X				LAS – P3	3	X			
Term credit total:	15	9	6			Term credit total:	15	6	9		
Term: Fall 2		Check course classification (s)				Term: Spring 2		(Check course classification (s)			
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)	Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-310 Interpreting I	3		X		INTP-215 Processing Skills Development and INTP-226 ASL V with minimum grades of C or equivalent skill	INTP-326 ASL VII	3		X	X	INTP-325 ASL VI with a minimum grade of C or equivalent skill
INTP-315 Practical and Ethical Applications	3		X		INTP-210 Introduction to the Field of Interpreting	INTP-335 Interpreting II: English to ASL	3		X		INTP-310 Interpreting I with a minimum grade of C; INTP-325 ASL VI with a minimum grade of C or equivalent skill

Course	Cr	LAS	Maj	New	Prerequisite(s)	Course	Cr	LAS	Maj	New	Prerequisite(s)
INTP-325 ASL VI	3		X	X	INTP-226 ASL V with a minimum grade of C or equivalent skill	INTP-336 Interpreting II: ASL to English	3		X		INTP-310 Interpreting I with a minimum grade of C; INTP-325 ASL VI with a minimum grade of C or equivalent skill
LAS - P4	3	X				INTP-350 Practicum & Seminar I	3		X		Permission of the instructor, cumulative GPA 2.5 and in good standing; INTP-315 Practical and Ethical Applications with a minimum grade of C. Co-requisite INTP-335 Interpreting II: English to ASL and INTP-336 Interpreting II: ASL to English
LAS – P6	3	X				LAS – elective (math)	3	X			
Term credit total:	15	6	9			Term credit total:	15	3	12		

Program Totals:	Credits: 60	Liberal Arts & Sciences: 24	Major: 36	Elective & Other: 0

Cr: credits   **LAS:** liberal arts & sciences   **Maj:** major requirement   **New:** new course   **Prerequisite(s):** list prerequisite(s) for the noted courses

Table3.doc

Version 1

Audience

This document is intended for all department chairs and program directors.

Summary

This document is used to collect information on the use of program-level outcomes data to make improvements and changes to programs.

Change Log

Responsible	Date	Version	Short description
Anne Wahl	6/15/2010	1	Document originator
Linda Siple	1/13/2011	1.1	AAS degree in ASL-English Interpretation
Linda Siple	2/23/2011	1.2	AAS degree in ASL-English Interpretation (after ICC review)

TABLE 3

Use of Program Level Assessment Data to
Inform Calendar Conversion

Program Name/College: AAS in ASL-English Interpretation, NTID
Program Assessment Contact: Dr. Linda Siple

Describe how you used the results from your current program level outcomes assessment plan to inform proposed changes to your program made as part of the conversion to semesters.

Changes to Curriculum (program focus, content, requirements, course inventory, etc.)	Data Source (2009-10) List data, measures, findings, etc. used to inform change(s).
Competency in American Sign Language - Require skill equivalent to semester INTP-126 ASL III with a minimum grade of C as a pre-requisite for entry to the program. - Expand the study of ASL from one year to two years (ASL IV-ASL VII)	**Data Source: 2009-2010 Outcome Assessment Plan** **Domain 1**: *Students will demonstrate the ability to communicate effectively in English and ASL.* **Assessment of Performance:** All students will achieve a rating of 85% in each area as assessed on videotape, resulting in a grade of B or better in the course. **Findings:** In AY 2009 -2010, 30 of 31 students in the most advanced course 0875-303 ASL VI (quarter system) received at least a grade of B (97%). **Discussion:** As noted above, 97% of the students in ASL VI received a B or better. However, other outcomes are impacted by students' competency in ASL. Domain 2 (*Students will interpret and transliterate effectively between English and ASL)* and Domain 6 (*Acquire professional certification)* show the need for more advanced instruction in ASL. Raising the entry

| | requirement and adding a full year of advanced ASL instruction should improve the performance level for these two areas.

As previously noted, the AAS degree includes the courses from year two and three of the BS degree. This overlap allows both degrees to continue to be offered with a minimal strain on resources. Given we are changing the entry requirement to the BS degree the AAS degree must follow.

External and internal transfer students have greater access to ASL courses. Courses in ASL have increased in high school, community colleges and on the RIT campus. Starting in AY 2011 the RIT College of Liberal Arts will offer ASL I, II and III and add ASL IV, V and VI. |
|---|---|
| **Changes to course inventory**
    • Required a semester course in *Deaf Culture and Community* as pre-requisite to entry.

    • Developed a new course, *Discourse Analysis* | Courses in Deaf culture are readily available at most community colleges. It is reasonable to expect a student who satisfies the ASL III pre-requisite to have also taken a course in Deaf culture.

Data Sources: 2009-2010 Outcome Assessment Plan
    Domain 7: *Student Satisfaction*
    Assessment of Performance: 80% of responses on "overall program satisfaction" and "overall course satisfaction" will show >50% agreement ratings.
Findings: Students have indicated strong overall satisfaction with the program (85%) and with the courses (87%).
Discussion: The survey provides students with the |

	opportunity to comment. A large number of students have indicated the desire to include the Deaf Cultural Studies courses in the curriculum and a course that addresses ASL and English linguistics. The course, *Discourse Analysis* will also address the linguistic knowledge needs for professional certification.
Changes to Instruction (pedagogy, strategies, etc.)	
No changes to instruction.	N/A
Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)	
No significant changes were made to the program goals. Minor changes were made to the assessment plan to address the addition of the academic program profile and semester time frame.	N/A
Other Programmatic Changes/Comments	
No other programmatic changes.	N/A

Option 1
Program Level Outcomes Assessment Plan

Program Name/College: AAS in ASL-English Interpretation/ NTID

College Contact for Program Assessment: Dr. Linda Siple

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
1. Develop the ability to effectively communicate using ASL and English.	1.1 Demonstrate advanced competency in grammatical, discourse, strategic and sociolinguistic aspects of American Sign Language.	☒ Critical Thinking ☐ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	INTP-326 ASL VI ASL Competency Rubric	85% of the students will receive a rating of satisfactory or better on their overall ASL competency.	Data will be collected annually (Spring semester) by course instructor(s) and given to program director who will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
2. Develop critical thinking and ethical reasoning required to function as professionals in the field of ASL/English Interpretation.	2.1 Apply the Registry of Interpreters for the Deaf, Code of Professional Conduct.	☒ Critical Thinking ☒ Ethical Reasoning ☐ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	INTP-315 Practical and Ethical Interpreting Ethical Reasoning Rubric	85% of the students will receive a rating of satisfactory or better on the Ethical Reasoning Rubric.	Data will be collected biennially (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested

3. Develop work habits, attitudes, and interpreting ability that lead to successful employment and professional certification.	3.1 Display entry level work habits and attitudes that can lead to successful employment.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	INTP-350 Practicum and Seminar I Practicum I Student Evaluation Form	85% of the students will receive a rating of satisfactory or better on all of the items in the work habits section of the Practicum Evaluation.	Data will be collected annually (Spring semester) from the interpreting practicum mentors by the supervising instructor(s) and given to the program director who will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
	3.2 Produce entry level simultaneous English to ASL and ASL to English interpretations.	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	INTP-350 Practicum and Seminar I Practicum I Student Evaluation Form	85% of the students will receive a rating of satisfactory or better on the overall interpreting ability section of the Practicum Evaluation.	Data will be collected annually (Spring semester) from the interpreting practicum mentors by the supervising instructor(s) and given to the program director who will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
	3.3 Secure employment as an interpreter.	☐ Critical Thinking ☐ Ethical Reasoning ☐ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	Employment Survey	85% of the students will be employed as interpreters.	Data will be collected annually, 4 months after graduation. The program director will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as

							requested
	3.4 Start the process of obtaining professional certification.	☐ Critical Thinking ☐ Ethical Reasoning ☐ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	Professional certification exam	85% of the students will have passed the written test associated with professional certification.	Data will be collected annually, 4 months after graduation. The program director will aggregate and analyze.	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
4. Develop satisfaction with program goals.	4.1 Indicate satisfaction at time of graduation.	☐ Critical Thinking ☐ Ethical Reasoning ☐ Integrative Literacies ☐ Global Interconnectedness ☐ Creative/Innovative Thinking	4.1 Senior Satisfaction Survey	4.1 85% of the students will indicate overall satisfaction with the program.	4.1 Data will be collected annually.	Program Director	4.1-2 Data will be shared with: •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
	4.2 Indicate satisfaction post graduation.		4.2 NTID Alumni Survey	4.2 85% of the students will indicate overall satisfaction with the program	4.2 Data will be collected every three years starting AY 2014-15.		

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