

TROY UNIVERSITY

JUSTIFICATION FOR NEW AND REVISED PROGRAMS

Program Title: Deaf Interpreter Training Program
Contact: Dr. Lance Tatum, Dean College of Education
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1. Purpose of new or revised program (Define the purpose of the program, and for revised programs, include how the changes will improve the former program.):

The purpose of the new Deaf Interpreter Training Program (ITP), leading to a Bachelor of Science degree in the College of Education is to prepare undergraduate students for entry-level positions within the field of interpretation for the hearing impaired. Students graduating with this degree would be able to find employment in schools (K – 12), colleges and universities, State Departments of Education, Community Agencies, and other human service agencies that interact with deaf and hard-of-hearing consumers.

Students will complete the General Studies requirement during the first 2 years of study. The ITP curriculum was designed after reviewing published national competencies needed for entry to the profession. Key elements in the curriculum include infusion of 4 developmental levels of American Sign Language prior to admission to the program. Students would be required to achieve an Intermediate Plus or Advanced Level on the Sign Communication Proficiency Interview in order to be admitted to the Program in interpreting. The program focuses on developing knowledge and skills specific to interpreting in a variety of settings. Practicum I and II will consist of field experiences and observations after admission to the program. Two internships are being required: one in a community setting and one in an educational setting (k-12 or postsecondary). Exit criteria will be a 3.4 on the Educational Interpreter Performance Assessment (EIPA). An Externship program will provide trained Mentors for ITP graduates to assist them in achieving the goal of acquiring state or national credentials within a year after graduation. Summer Institutes will allow immersion opportunities for students in the program, as well as for working interpreters, to improve and enhance cultural knowledge and skills.

2. Relationship of purpose to university purpose (Tell how the program purpose is related to the university purpose—mission.):

Mission Statement:

Troy University is a public institution comprised of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional and nontraditional and emerging electronic

formats. Academic programs are supported by a variety of student services, which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research.

The purpose of the Deaf Interpreter Training Program relates specifically to the University's objective of providing a "variety of educational programs at the undergraduate and graduate levels for a diverse student body" by addressing the needs of those who are hearing impaired. By preparing students to work with deaf and hard-of-hearing consumers in Alabama and throughout the nation, this fosters an inclusive environment where hearing-impaired individuals will have the same opportunities as those who are not hearing-impaired.

3. Expected outcomes/student learning outcomes of the Program (Define the measurable expected outcomes/student learning outcomes to measure the effectiveness of the program.):

Upon completion of the undergraduate Deaf Interpreter Training Major, students will be able to:

- a. Recognize and describe the foundational theories and knowledge of Deaf Interpretation.
- b. Demonstrate the human relations, language, and interpreting skills necessary to competently interact with the hearing impaired.
- c. Demonstrate a level of professionalism within the field of Deaf Interpretation commensurate with a four-year bachelor's degree.

These student learning outcomes will be assessed with the Educational Interpreter Performance Assessment (EIPA). Students will be expected to earn a minimum of a 3.4 (out of a possible 4 points) on this exit exam.

In addition, an Externship program will provide trained mentors for graduates from this program to assist them in achieving the goal of acquiring state or national credentials within a year after graduation.

4. Assessment instruments/tools/methods/measures (Name assessment instruments/tools/methods/ measures to measure the expected outcomes/student learning outcomes of the program.):

As noted above, the assessment instrument that will be used to measure student learning outcomes of this program will be the Educational Interpreter Performance Assessment (EIPA). Also, multiple standard exams and projects will required for specific courses.

5. Procedures for assessment of expected outcomes/student learning outcomes (Describe who will be assessed, who will assess, when and where assessment will occur, and how assessment will be accomplished.):

When students have completed their internships, they would sit for the national interpreting proficiency evaluation (EIPA). Students would be expected to achieve a minimum of a 3.4 on the EIPA. According to Dr. Berne Jones who administers the EIPA, students who have completed a Bachelor's program in interpreting typically score a 3.4. To receive national certification based on EIPA evaluations, a minimum score of 4.0 is required.

Students graduating from the interpreter training program would be eligible to apply for a provisional permit from the Alabama Licensure Board for Interpreters and Transliterators or would receive a Permit if they scored a 3.0 on the EIPA or on other states' quality assurance evaluations. The ultimate goal would be to have graduates skilled enough to receive national certification within a year after graduation. In order to support that goal, Troy University will offer graduates a unique opportunity to participate in an Externship. We are unaware of any other University program which has this component.

6. Persons responsible for assessment (Include who will provide assessment results, maintain a database of results, analyze the results, formulate plans for improvement—PFI as needed, implement PFI, and provide evidence of achievement of PFI and expected outcomes/student learning outcomes.):

- A. Persons/Positions Designated to Analyze the Results
 - 1. Dean, College of Education
 - 2. Associate Deans, College of Education
 - 3. Faculty, College of Education
 - 4. Discipline Curriculum Committee (and other faculty committees when appropriate)

- B. Persons/Positions Designated to Formulate, if necessary, the Means to Strengthen or Improve the Program
 - 1. Dean, College of Education
 - 2. Associate Deans, College of Education
 - 3. Faculty, College of Education
 - 4. Discipline Curriculum Committee (and other faculty committees when appropriate)

- C. Persons Designated to be Responsible for Implementing the Plan for Improvement
 - 1. Dean, College of Education
 - 2. Associate Deans, College of Education
 - Faculty, College of Education

7. How will faculty/staff be made available to meet the needs of this new or revised program?

- **Program Coordinator**

Funds are being requested from a grant to hire a 12-month Program Coordinator. The person hired in this position would hold faculty rank of Assistant, Associate, or Full Professor in a tenure-track position. A national recruitment effort would be initiated to find a person with the background, training, and skills necessary to fill this highly specialized position. In order to be competitive, the salary should be one that would attract highly qualified individuals. Forty thousand dollars is being requested from grant funds for this position. Troy University is matching the requested funds with \$40,000.

- **One Full-Time Faculty**

Funds are being requested to hire a 10-month faculty member. The person hired in this position would hold faculty rank of Assistant, Associate, or Full Professor in a tenure-track position. A national recruitment effort would be initiated to find a person with the background, training, and skills necessary to fill this faculty position.

- **Clerical Support**

Funds are being requested to provide clerical support for the program. Again, Troy University is equally matching the funds being requested.

- **Adjunct Faculty**

Highly qualified faculty to teach the sign language and the interpreting courses in the major will be the key to the successful outcomes for students graduating from this interpreter training program. Comparable national salaries for on-line course delivery are approximately \$4,000 per course per semester. There would be a total of 20 Sign Language and/or Interpreting courses that would need persons highly skilled in distance learning as well as in the field of sign language interpreting/transliterating. Seventy-five thousand dollars would be needed to cover instructional costs. Forty thousand is being requested; Troy will provide the matching funds.

8. What additional resources will be required to meet the needs of this new or revised program (List materials, equipment, etc. needed)?

Costs for expendable office supplies will come from the Departmental budget of Curriculum and Teaching consistent with amounts for other programs. These funds are not being requested from the funding source.

9. Estimated annual cost to the university:

Troy University is matching the requested funds of \$250,000 with an additional \$250,000

	Grant Request	Troy University Contribution	Total
Salary			
Project Coordinator	40,000	40,000	80,000
Full Time Faculty	27,500	27,500	55,000
Student	10,000	10,000	20,000
Foreign Benefits - Project Coordinator, Consultant	25,408	25,408	50,816
Consultant and Contract Services			
Evaluation Consultant	3,500	3,500	7,000
Recruitment Consultant	20,000	0	20,000
SCPA Evaluations	2,500	2,500	5,000
Advisory Committee	1,000	1,000	2,000
Indirect Cost			
Indirect Cost (8%)	18,512	0	18,512
Training Costs			
Adjunct Faculty	27,872	27,872	55,744
Foreign Benefits - Adjunct	1,728	1,728	3,456
Online Course Development	8,000	8,000	16,000
SCPA Evaluations	2,464	2,464	4,928
FBA Evaluations	2,500	2,500	5,000
Externship Mentor Stipends	28,000	28,000	56,000
Vendor Training	1,500	1,500	3,000
Summer Immersion Institutes	5,000	5,000	10,000
Student Internship Stipends	15,000	15,372	30,372
Training Materials - Resources	1,500	1,500	3,000
Recruitment			
Brochures	1,000	1,000	2,000
Travel	3,000	4,000	7,000
Total	250,000	250,000	500,000

Budget for subsequent years would be similar with appropriate personnel adjustments.

10. This program addition or revision will be required of students in the following major/minor program(s):

No existing programs are affected.

11. Number of students currently enrolled in this (these) program(s):

N/A

12. Total FTE faculty in this department (AY 2008 - 2009): Seven existing full-time faculty in the Department of Curriculum and Teaching, two new full time faculty, plus adjunct faculty members as needed.

13. Analysis of credit hour production in this department:

a. Total credit hours of General Studies (GS) and remedial courses (AY 2008 - 2009): 60

b. Total credit hours of all other courses (same period):

c. Percentage analysis:

GS and remedial 50 %

Upper level 50 %

Graduate 0 %

14. Relevant course syllabi (attach):

ASL XXXX American Sign Language I (3)
ASL XXXX American Sign Language II (3)
ASL XXXX American Sign Language III (3)
ASL XXXX American Sign Language IV (3)
EDU XXXX ASL/English Linguistics (3)
EDU XXXX Discourse Analysis I (3)
EDU XXXX Discourse Analysis II (3)
EDU XXXX Interpreting Internship: Community Setting (3)
EDU XXXX Interpreting Internship: Educational Setting (3)
EDU XXXX Interpreting ASL to English (3)
EDU XXXX Interpreting English To ASL (3)
EDU XXXX Introduction To Educational Interpreting / Transliterating (3)
EDU XXXX Introduction To Interpreting (3)
EDU XXXX Manual Codes For English (3)
EDU XXXX Models Of Interpretation & Transliteration (3)
EDU XXXX Practicum I (3)
EDU XXXX Practicum II (3)
EDU XXXX Advanced Sign To Voice Interpreting/Transliterating (3)
EDU XXXX Transliteration (3)
EDU XXXX Advanced Voice To Sign Interpreting / Transliterating (3)
EDU XXXX Advanced Interactive Interpreting (3)