



Request to Change or Adapt a Registered Program	
Item	Response <i>(type in the requested information)</i>
Institution name and address	<p>ROCHESTER INSTITUTE OF TECHNOLOGY</p> <p>1 Lomb Memorial Drive</p> <p>Rochester, New York 14623</p> <p><i>Additional information:</i></p> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	<p>Program title: ASL-English Interpretation</p> <p>Awards: Bachelor of Science</p> <p>Credits: Converted 184 quarter credit hours to 123 semester credit hours</p> <p>HEGIS code: 1199</p> <p><u>Program code</u>: 24561</p>
Contact person for this proposal	<p>Name and title: Christine M. Licata, Senior Associate Provost</p> <p>Telephone: 585-475-2953 Fax: 585-475-4460</p> <p>E-mail: <u>cmlnbt@rit.edu</u></p>

<p>CEO (or designee) approval</p> <p><i>Signature affirms the institution's commitment to support the program as revised.</i></p>	<p>Name and title: Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs</p> <p>Signature and date:</p>
	<p>If the program will be registered jointly¹ with another institution, provide the following information:</p>
	<p>Partner institution's name:</p> <p>Name and title of partner institution's CEO:</p> <p>Signature of partner institution's CEO:</p>

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 BS degree in ASL-English Interpretation was first approved in 2001 as the second two years of a 2 + 2 program. In 2006, the program was redesigned to be a four year program. At that time the curriculum underwent a major revision which is still reflected in the converted courses.

The conversion process gave us the opportunity to rethink, update and redesign the BS degree. Our work focused on how we could improve the students' exiting interpreting competency levels and reduce the time to professional certification. We know that a student's level of competency in ASL directly impacts interpreting competency. We also know from current students, graduates, deaf consumers and mentors that interpreters need higher levels of competency in ASL than what the current BS degree provides to effectively meet the current demands placed on ASL-English Interpreters. To this end we looked at program entry requirements related to ASL and ways to redesign the curriculum to include more ASL courses.

Below are the highlights of the major changes we are proposing:

- Skill equivalent to INTP-120 ASL I with a minimum grade of C will be pre-requisite for entry to the program.
- Expanded the course work in American Sign Language (ASL) from two to three years.
- Replaced the course in Deaf Culture and Community with two Deaf Cultural Studies electives.
- Added a course in Discourse Analysis
- Added a course in Transliteration

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 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:

This degree requires six semester courses in American Sign Language (ASL II – VII) and two Deaf Cultural Studies electives. Each course addresses the various aspects of language and culture and applies these principles to ASL and Deaf Culture. Students enrolled in these courses develop an understanding of Deaf Culture as a minority group; gain knowledge of minority/majority relations; understand the historical events significant to the forming of Deaf Culture; gain knowledge of contributions made by deaf individuals; and gain an understanding of 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 students enrolled in ASL-English Interpretation.

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 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. Student 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, Interpreting II and III: ASL to English and English to ASL) as well as in their field placements (Practicum and Seminar I and II). 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 four 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 BS 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 students develop the 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 four courses in Mathematical, Scientific and Technological Literacy. Students enrolled in the BS degree program in ASL-English Interpretation will be required to complete at least one course in the mathematical area (e.g. Statistics). In addition, within the interpreting skills courses students develop the competency to interpret in the math classroom.

d. Communication literacy

Students in the interpreting program complete six 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 involve English vocabulary development. The ASL to English interpreting courses 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 also learn 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 required ASL and Deaf Cultural Studies coursework (8 courses) students develop an appreciation of 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.

Students in the program develop the ability to translate and perform songs, poetry, and various forms of literature into American Sign Language. The translation process involves the application of dynamic equivalence theories and the performance portion involves performing arts stage training. In addition, many students become involved 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 BS degree program, 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 creative thinking, novel interpretations and risk taking.

In addition, interpreting students take the course Issues in Interpreting which is a senior capstone research course. This course is a guided research seminar culminating in a major project. This course allows students to select an area of inquiry, pose hypotheses, conduct a literature review, design a methodology for measurement and discuss the implications in a formal paper and a poster or PowerPoint presentation. This course also allows students to integrate knowledge from previous coursework, challenge assumptions, engage in creative thinking, and explore new areas of inquiry related to ASL-English Interpretation.

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.

- We have added the pre-requisite to the program of skill equivalent to INTP-120 ASL I with a minimum grade of C. Given this is a language and interpretation program it is reasonable to expect previous experience with the language before entry. Over the past 5 years we have tracked the numbers of students entering the program at ASL I. These numbers have continued to drop as a direct result of the increased availability of ASL classes in high schools and community colleges. In AY 2006 we admitted 46 students with 23 (50%) taking ASL I. In AY 2010 we admitted 55 students with 9 (16%) taking ASL I.

We recognize that we will continue to receive applications from students who have little or no experience with ASL. We do not want to deny entry to students who otherwise qualify for the program. These students will be able to complete the pre-requisite course ASL I as well as ASL II and III during the first year by either taking courses during the January interim (J-session) and/or during summer session. This action will have minimal impact on enrollment.

- We have expanded the course work in American Sign Language (ASL) from two to three years. This expansion will provide the students with a longer time period in which to acquire the language and will establish a stronger foundation on which to build interpretation skills. The ASL sequence will incorporate the current language learning outcomes as well as new learning outcomes. This action will improve ASL competency.
- The course *Deaf Culture and Community* will be deleted from the curriculum and replaced by two Deaf Studies electives offered through the College of Liberal Arts. This action will allow students to more fully explore the many aspects of Deaf Culture. Students will choose two electives from courses such as *American Deaf History*, *American Sign Language Literature*, *Deaf Art and Cinema*, *Deaf Culture in America*, *Diversity in the Deaf Community*, *Oppression in the Lives of Deaf People*, *Deaf People in Global Perspective*, *American Sign Language Linguistics*. In addition, the COLA courses mentioned above are taught by deaf faculty and have high deaf student enrollments. Interpreting students will greatly benefit from taking courses taught by deaf faculty in ASL, alongside deaf students.

- 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 for the written portion of professional certification. The course will address both features of ASL and English. This action has no significant impact.
- The course INTP-440 *Transliteration* will be added to the curriculum. This course is in response to student, consumer and employer feedback citing the need for a course that addresses interpreting for deaf consumers who prefer a more English-like signing style. 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.
- These changes will have no affect on the capacity of the current faculty to deliver the revised program. Admission standards and enrollment projections for the program will remain the same.
- New goals in selected courses were added to address the RIT academic program profile, e.g. Global Interconnectedness.

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:

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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):

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c) Courses that will be counted toward both awards:

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

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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: BS

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
1	0875-201	ASL I*	4	INTP-120	ASL I *	(4)	SR	INTP-120 contains 0875-201 ASL I and parts of 0875-202 ASL II Skill equivalent to INTP-120 ASL I with a minimum grade of C is pre-requisite for entry to the program.
XXXX	XXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXX	XXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
1	0875-202	ASL II*	4	INTP-125	ASL II *	4	SR	INTP-125 ASL II contains portions of 0875-202 ASL II and all of 0875-203 ASL III
1	0875-203	ASL III*	4					Content moved to NITP 125 ASL II, 1 st year. Course name moved to 2 nd year, INTP-226
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	10	Math and Science	12		LAS Perspectives and elective	6		
1	05	Liberals Arts	16		LAS Perspectives	12		
1	05	General Education Elective	4					
2	0875-301	ASL IV*	4	INTP-126	ASL III*	4	SR	INTP-126 contains all of 0875-301 ASL IV and portions of 0875-302 ASL V
2				INTP-225	ASL IV*	3	SR	INTP-225 contains portions of 0875-302 ASL V and all of 0875-303 ASL VI.
2	0875-302	ASL V*	4					Content moved to INTP-126 ASL III and INTP-225 ASL IV, 2 nd year. Course name moved to 2 nd year
2	0875-303	ASL VI*	4					Content moved to INTP-225 ASL IV, 2 nd year and INTP-226 ASL V, 2 nd year. Course name moved to 3 rd year.
2	0875-212	Deaf Culture and Community	4				D	This requirement has been replaced by two Deaf Studies electives.
2	0875-300	Intermediate Fingerspelling and Number Skills Development	4				D	Content for this course has been distributed in INTP-225 ASL IV, INTP-226, INTP-325 and INTP-336 ASL VII
2	0875-213	Introduction to the Field of Interpreting	4	INTP-210	Introduction to the Field of Interpreting	3	SE	

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
2	0875-311	Processing Skills Development	4	INTP-215	Processing Skills Development	3	SE	
				INTP-220	Discourse Analysis	3	N	This course is in response to students needing an understanding of basic linguistic principles and how language functions.
2					Deaf Studies (LAS Electives)	6	N	These courses replace Deaf Culture and Community which is deleted.
2	10	Math and Science	8		LAS Perspectives	7		One course is lab science-LAS-P5
2	05	General Education Electives	8					
2	0504-319	Arts of Expression	4		LAS Perspective	3		
2	11	Wellness Education	0		Wellness Education	0		
3				INTP-226	ASL V*	3	N	This course is in response to students needing more advanced ASL competency.
3				INTP-325	ASL VI*	3	N	This course is in response to students needing more advanced ASL competency.
3				INTP-326	ASL VII*	3	N	This course is in response to students needing more advanced ASL competency.
3	0875-315 0875-316	English to ASL Interpreting I ASL to English Interpreting I	4 4	INTP-310	Interpreting I	3	SR	
3	0875-320	Practical and Ethical Applications	4	INTP-315	Practical and Ethical Applications	3	SE	
3	0875-325	English to ASL Interpreting II	4	INTP-335	Interpreting II: English to ASL	3	SE	
3	0875-326	ASL to English Interpreting II	4	INTP-336	Interpreting II: ASL to English	3	SE	
3	05	Concentration courses	12		LAS Immersion	3		
3	05	General Education Elective	4		LAS Elective	3		
3					Free Elective	3		Moved from 3 rd year
3	11	Wellness Education	0		Wellness Education	0		
3	0875-XXX	Professional Electives	8	INTP-XXX	Professional Elective	3	SE	One professional elective moved to 4 th year
3	0875-400	Interactive Interpreting	4				SR	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.
4				INTP-XXX	Professional Elective	3	SE	Moved from 3 rd year
4	0875-501 0875-502	English to ASL Interpreting III ASL to English Interpreting	4 4	INTP-435 INTP-436	Interpreting III: English to ASL	3 3	SR SR	0875-501 English to ASL Interpreting III and parts of 0875-400 Interactive Interpreting

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
4		III			Interpreting III: ASL to English			0875-502 ASL to English Interpreting III and parts of 0875-400 Interactive Interpreting
4	0875-350	Practicum and Seminar I	4	INTP-350	Practicum and Seminar I	3	SE	
4	0875-510	Practicum and Seminar II	4	INTP-450	Practicum and Seminar II	3	SE	
4	0875-520	Issues in Interpreting	4	INTP-460	Issues in Interpreting	3	SE	Writing Intensive
4		Free Electives	12		Free Elective	3		
4	05xx-xxx	General Education Electives	6					
				INTP-440	Transliteration	3	N	
4					Arts and Sciences Concentration courses	6		
	0875-598	Special Topics: ASL-English Interpretation	Variable	INTP-489	Special Topics: ASL-English Interpretation	Variable	SE	
	0875-599	Independent Study: ASL-English Interpretation	Variable				D	
	(0875-399)	(Independent Study: ASL-English Interpretation)		INTP-399	Independent Study: ASL-English Interpretation	Variable	SE	INTP-399 will be the only independent study course in the interpreting program
		Total	184		Total	123		

Professional Electives

3 or 4	0875-411	Interpreting Frozen and Literary Texts	4	INTP-340	Interpreting Frozen and Literary Texts	3	SE	
3 or 4	0875-430	Introduction to K-12 Interpreting	4	INTP-360	Introduction to K-12 Interpreting	3	SE	
3 or 4	0875-531	Educational Interpreting: Elementary Settings	4	INTP-361	Educational Interpreting: Elementary Settings	3	SE	
3 or 4	0875-532	Educational Interpreting: Middle/Secondary Settings	4	INTP-362	Educational Interpreting: Middle/Secondary Settings	3	SE	
3 or 4	0875-533	Educational Interpreting: Post-Secondary Settings	4	INTP-363	Educational Interpreting: Post-Secondary Settings	3	SE	
1,2,3 or 4	0875-305	Deaf Expressions	1	INTP-200	Deaf Expressions	1	SE	

*** Comparison of quarter system ASL courses converted to semester system:**

Quarter System ASL Courses		Converted Semester System ASL Courses
0875-201 ASL I	→	INTP-120 ASL I
0875-202 ASL II	→	INTP-125 ASL II
0875-203 ASL III	→	
0875-301 ASL IV	→	INTP-126 ASL III
0875-302 ASL V	→	INTP-225 ASL IV
0875-303 ASL VI	→	
		New: INTP-226 ASL V
		New: INTP-325 ASL VI
		New: INTP-326 ASL VII

3. Program Level Outcomes Assessment Plan

See Program Outcomes Assessment [Overview and Directions](#) for guidance, required form, and sample plans.

<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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](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	BS in ASL-English Interpretation
Linda Siple	2/23/2011	1.2	BS in ASL-English Interpretation (after ICC review)
Marianne Gustafson	4/13/11	1.3	Clerical Corrections
Marianne Gustafson	5/6/11	1.4	Clerical Corrections re LAS-P5 3 credits instead of 4; 122 total
Marianne Gustafson	8/25/11	1.5	Clerical Corrections re LAS-P5 4 credits instead of 3; 123 total
Marianne Gustafson	4/16/12	1.6	Clerical Corrections for Biology course number changes

Table 1a: Undergraduate Program Schedule ASL and English Interpretation BS

- 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

BS in ASL-English Interpretation

Term: Fall 1					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-125 ASL II	4	X			Skill equivalent to INTP-120 ASL I with a minimum grade of C
First-Year Seminar	3	X			
LAS-P1	3	X			
LAS-P2	3	X			
LAS-P7a	3	X			
Term credit total:	16	16	0		
Term: Fall 2					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-210 Introduction to the Field of Interpreting	3		X		
INTP-225 ASL IV	3		X		INTP-126 ASL III with minimum grade of C or equivalent skill
Deaf Cultural Studies Elective*	3	X		X	
LAS-elective	3	X			
LAS-P5 ^o	4	X			

Term: Spring 1					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-126 ASL III	4	X			INTP-125 ASL II with minimum grade of C or equivalent skill
First-Year Writing Seminar	3	X			
LAS-P3	3	X			
LAS-P4	3	X			
LAS-P7b	3	X			
Term credit total:	16	16			
Term: Spring 2					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-215 Processing Skills Development	3		X		INTP-225 ASL IV with a minimum grade of C or equivalent skill
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
INTP-226 ASL V	3		X	X	INTP-225 ASL IV with a minimum grade of C or equivalent skill
Deaf Cultural Studies Elective*	3	X		X	
LAS-P6	3	X			

Term credit total:		16	10	6	
Term: Fall 3					
Course Number & Title	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-310 Interpreting I	3		X		INTP-215 Processing Skills Development and INTP-226 ASL V with minimum grades of C or equivalent skill
INTP-315 Practical and Ethical Applications	3		X		INTP-210 Introduction to the Field of Interpreting
LAS-elective	3	X			
Free Elective	3				
Term credit total:		15	3	9	
Term: Fall 4					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-435 Interpreting III: English to ASL	3		X		INTP-335 Interpreting II: English to ASL and INTP-326 ASL VII with minimum grades of C
INTP-436 Interpreting III: ASL to English	3		X		INTP-336 Interpreting II ASL to English and INTP-326 ASL VII with minimum grades of C

Term credit total:		15	6	9	
Term: Spring 3					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-326 ASL VII	3		X	X	INTP-325 ASL VI with a minimum grade of C or equivalent skill
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
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
INTP-XXX Professional Elective**	3		X		Third year status
LAS-I1	3	X			
Term credit total:		15	3	12	
Term: Spring 4					
Course Number & Title	CR	LAS	Maj	New	Prerequisite(s)
INTP-440 Transliteration	3		X	X	INTP-435 Interpreting III: English to ASL and INTP-436 Interpreting III: ASL to English with minimum grades of C
INTP-450 Practicum and Seminar II	3		X		Permission of instructor, cumulative GPA of 2.5 and in good standing; INTP-350 Practicum and Seminar I; INTP-435 Interpreting III: English to ASL, INTP-436

INTP-350 Practicum and Seminar I	3		X		Permission of instructor, cumulative GPA 2.5 and in good standing; INTP-315 Practical and Ethical Applications, INTP-335 Interpreting II: English to ASL and INTP-336 Interpreting II: ASL to English with minimum grades of C
INTP-XXX Professional Elective**	3		X		Third year status
LAS-12		X			
Term credit total:	15	3	12		

					Interpreting III:ASL to English with minimum grades of C
INTP-460 Issues in Interpreting (WI)	3		X		INTP-435 Interpreting III: English to ASL, INTP-436 Interpreting III:ASL to English
LAS-13	3	X			
Free elective	3				
Term credit total:	15	3	9		

	Credits: 123	Liberal Arts & Sciences: 60	Major: 57	Elective & Other: 6
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Cr: credits **LAS:** liberal arts & sciences **Maj:** major requirement **New:** new course **Prerequisite(s):** list prerequisite(s) for the noted courses

^o Students will satisfy this requirement by taking a 4 ch lab science course. Students may select one of the following lab science courses listed below to fulfill this requirement. Both the lecture and laboratory sections must be taken as indicated

- COS- MEDG-101 and 103 Human Biology I and Human Biology Lab I
- COS- MEDG -102 and 104 Human Biology II and Human Biology Lab II
- COS-BIOG-110 Field Biology
- COS-BIOL -101 and 103 General Biology I and General Biology Lab I
- COS-BIOL-102 and 104 General Biology II and General Biology Lab II
- COS-BIOL-121 Introductory Biology I
- COS-BIOL-122 Introductory Biology II
- COS-CHMG-111 General-Organic-Biochemistry I
- COS-PHYS-111 College Physics I
- COS-PHYS-112 College Physics II

*** Deaf Cultural Studies COLA courses:**

Examples:

- MLAS-450 American Sign Language Linguistics
- MLAS-451 American Sign Language Literature

FNRT-440 Deaf Art and Cinema
SOCI-240 Deaf Culture in America
HIST-230 American Deaf History
HIST-231 Deaf People in Global Perspective
HIST-330 Deaf People and Technology
HIST-333 Diversity in the Deaf Community
HIST-334 Oppression in the Lives of Deaf People
HIST-335 Women and the Deaf Community

**** Professional Electives**

Examples:

INTP-200 Deaf Expressions - 1 credit
INTP-340 Interpreting Frozen & Literary Texts (INTP-310 Interpreting I)
INTP-360 Introduction to K-12 Interpreting (3rd year)
INTP-361 Educational Interpreting: Elementary Settings (INTP-360 Introduction to K-12)
INTP-362 Educational Interpreting: Middle/Secondary Settings (INTP-360 Introduction to K-12)
INTP-363 Educational Interpreting: Post-Secondary Settings (INTP-435 Interpreting III: English to ASL and INTP-436 Interpreting III:ASL to English)
INTP-489 Special Topics (e.g. Healthcare Interpreting, Interpreting in the Mental Health Setting, Community Interpreting, Deaf Blind Interpreting)

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	BS degree in ASL-English Interpretation
Linda Siple	2/23/2011	1.2	BS degree in ASL-English Interpretation (after ICC review)

TABLE 3

Use of Program Level Assessment Data to Inform Calendar Conversion

Program Name/College: BS 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).
<p>Competency in American Sign Language</p> <ul style="list-style-type: none"> • Require skill equivalent to semester INTP-120 ASL I with a minimum grade of C as a pre-requisite for entry to the program. • Expand the study of ASL from two years to three years (ASL II-ASL VII) 	<p>Data Source: 2009-2010 Outcome Assessment Plan</p> <p>Domain 1: <i>Students will demonstrate the ability to communicate effectively in English and ASL.</i></p> <p>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.</p> <p>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%).</p> <p>Discussion: In the original planning for the design of the BS degree, it was expected that students would enter the program having completed beginning coursework in ASL. At the time, however, there were limited opportunities for students to accomplish an ASL pre-requisite thus, the BS curriculum started at ASL I. Since AY 2006-07 the numbers of students needing to take ASL I, have reduced from 50% to 16% in AY 2010-11. This reduction is the direct result of increased availability of ASL coursework in high schools and community colleges. Therefore, it is an appropriate time for the program to establish ASL I (or equivalent) as a pre-requisite for entry to the program. The program will continue to offer ASL I and trailer courses for students “conditionally” accepted, so this decision will have no impact on enrollment.</p> <p>As noted above, 97% of the students in ASL VI received a B or better. However, other outcomes are</p>

	<p>impacted by students' competency in ASL. For example, in Domain 2: Students will interpret and transliterate effectively between English and ASL and in Domain 6: Acquire professional certification show students need instruction in more advanced ASL. Raising the entry requirement and adding a full year of advanced ASL instruction should improve the performance level for these two areas.</p>
<p>Changes to course inventory</p> <ul style="list-style-type: none"> • Replaced the required course <i>Deaf Culture and Community</i> with two required electives from the Deaf Cultural Studies course offerings. • Developed a new course, <i>Discourse Analysis</i> 	<p>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, <i>Discourse Analysis</i> will also address the linguistic knowledge needs for professional certification.</p>
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

					and give to the program director who will aggregate and analyze		
2. Develop the ability to interpret between ASL and English.	2.1 Produce successful simultaneous English interpretations of ASL or contact signing source texts.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	INTP-436 Interpreting III: ASL to English Interpreting Competency Rubric	85% of the students will receive a rating of satisfactory or better on their overall ASL to English interpretation competency.	Data will be collected annually (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.	Program Director	Data will be shared with: <ul style="list-style-type: none"> •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
	2.2 Produce successful simultaneous ASL interpretations of English source texts.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	INTP-435 Interpreting III: English to ASL Interpreting Competency Rubric	85% of the students will receive a rating of satisfactory or better on their overall English to ASL interpretation competency.	Data will be collected annually (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.	Program Director	Data will be shared with: <ul style="list-style-type: none"> •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 critical thinking and ethical reasoning required to function as professionals in the field of	3.1 Apply the Registry of Interpreters for the Deaf, Code of Professional Conduct.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	Program Director	Data will be shared with: <ul style="list-style-type: none"> •faculty and used to inform changes in instructional strategies and/or curriculum. •NTID Annual

ASL/English Interpretation.					analyze.		Assessment summary •NTID Annual Report •RIT reports as requested
4. Develop work habits, attitudes, and interpreting ability that lead to successful employment and professional certification.	4.1 Display entry level work habits and attitudes that can lead to successful employment.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	INTP-450 Practicum and Seminar II Practicum II 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
	4.2 Produce entry level simultaneous English to ASL and ASL to English interpretations.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	INTP-450 Practicum and Seminar II Practicum II 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
	4.3 Secure employment as an interpreter.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> 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	Program Director	Data will be shared with: •faculty and used to inform changes in instructional strategies and/or

					and analyze.		curriculum. •NTID Annual Assessment summary •NTID Annual Report •RIT reports as requested
	4.4 Start the process of obtaining professional certification.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> 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
5. Develop satisfaction with program goals.	5.1 Indicate satisfaction at time of graduation. 5.2 Indicate satisfaction post graduation.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	5.1 Senior Satisfaction Survey 5.2 NTID Alumni Survey	5.1 85% of the students will indicate overall satisfaction with the program. 5.2 85% of the students will indicate overall satisfaction with the program.	5.1 Data will be collected annually. 5.2 Data will be collected every three years starting AY 2014-15.	Program Director	5.1-2 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