UCC Program Review Committee summary of review

Program – Deaf Studies and Interpreting

This program includes the following degrees, minors, and certificates:

- Associates of Applied Science in Deaf Studies and Interpreting

Recommendation

This program is found to be viable, see the report for commendations, concerns, and recommendations.

Date of last review – AY 2007

Date of this review – Spring 2015

This review has been sent to the program chair and the dean, they have provided some comments which are attached.
University Curriculum Committee  
Academic Program Review  
Deaf Studies and Interpreting  
Ohio University—Lancaster Campus  

PURPOSE  
The intention and purpose of this program review for the Associates of Applied Science Degree (AAS) in Deaf Studies and Interpreting (DSI) at Ohio University—Lancaster (OUL) is to report on the general program, faculty profile, programmatic practices, teaching, commendations, and recommendations. The program review is based upon the Deaf Studies and Interpreting Self-Study from September 18, 2014 and information gathered during an on-site visit in the 2014-2015 academic year on April 22, 2015.  
The internal reviewers were Dr. Hayley Haugen, Department of English, OU Southern and Dr. Sheida Shirvani, Communications Studies, OU Zanesville. The external reviewer, Stephanie Criner, brought expertise from her academic background and professional affiliations.  
During the site visit, the reviewers interviewed two faculty members—both of which have full-time teaching, advising and recruitment responsibilities, the Ohio University Lancaster dean and associate dean, one DSI program graduate, and six DSI current students. The reviewers took a tour of the preferred teaching classrooms and labs that are most often used by the program.  
The report contains an Executive Summary, Program Review, Faculty Profile, Programmatic Practices, Commendations, and Recommendations.  

EXECUTIVE SUMMARY  
Deaf Studies and Interpreting at OU Lancaster is an accredited two-year A.S. program and is a viable program.  

PROGRAM REVIEW  
The Deaf Studies and Interpreting program (DSI) was established at the OU Chillicothe campus in 2007 and relocated to OU Lancaster in 2012 to meet the needs of a larger student population and to benefit from the proximity to Columbus where a larger population of deaf individuals reside. In 2010, the program began a curriculum development and revision phase; the shift from quarters to semesters further served as a catalyst for the overhaul of the curriculum. The current full-time faculty were instrumental in the revision and development of the new curriculum. While this is a seven-year review of DSI, it is only the third-year for using the new curriculum and of the official relocation to the Lancaster campus.
The Associates in Deaf Studies and Interpreting degree is designed to prepare students for employment as professional interpreters in community and educational settings. The program offers ample opportunities for students to gain expertise in their field through 400 hours of practicum—100 hours of which are in an educational placement. The program meets the Educational Interpreter for the Hearing Impaired Licensure Standards; at the conclusion of the program, students are eligible to apply for a license from the Department of Education to work in K-12 settings in the State of Ohio. Additionally, the DSI Associates Degree program compliments other Bachelor’s Degree programs on the Lancaster campus, the completion of which would allow students who ultimately graduate with a B.A. to be eligible for national interpreting certification through the Registry of Interpreters for the Deaf.

As noted in the self-review, the DSI program learning outcomes are, as follows:

- Demonstrate language proficiency in American Sign Language, written, spoken and signed English.
- Demonstrate understanding of the multiplicity within the Deaf community including history, cultural norms and values, communication practices and community resources.
- Demonstrate at least entry level competency in different modes of interpreting and transliterating (simultaneous and consecutive) and different target language forms (e.g., ASL, spoken or signed English, tactical language) in order to transfer a message from the source language into the target language.
- Apply knowledge of ethical and culturally competent decision making, professional standards, the NAD-RID Code of Professional Conduct and multicultural sensitivity as they relate to the work of interpreters in various contexts.
- Demonstrate the ability to critically assess their own work and use creative problem-solving to continually develop themselves
- Demonstrate the attitudes and skills expected of professionals including the ability to apply critical and creative thinking skills as well as participation in professional organizations.

Based on the review process, the DSI program meets its overall goals. The program provides students with the knowledge and practical interpreting experience necessary for gaining employment within the interpreting field. Students are able to obtain licensure from the Ohio Department of Education as part of their coursework. In addition, the program provides a service to the deaf and hard-of-hearing community by providing pro bono interpreting services for campus and community events.

**FACULTY PROFILE**

There is one Group I faculty, one Group II faculty, along with up to nine adjunct faculty who serve multiple campuses. Adjunct faculty demographics include both male and female. All faculty and adjunct faculty members have expertise in a variety of specializations in the interpreting field and stay current with the trends and needs within the profession. It is important that the program is represented and supported by the Deaf community. There are also Deaf adjunct faculty members teaching in the program, and one of the full-time faculty members is Deaf.
Faculty contribute to their professional communities of practice and are members of and certified by professional organizations in the areas of teaching American Sign Language and Interpreting.

**PROGRAMMATIC PRACTICES**

**Teaching and Advising:** Currently, there are 57 majors in the DSI program at OUL. Tenured faculty workload expectation is 80% for teaching/advising, 10% for research, and 10% for service. Faculty teach a base load as established by University guidelines.

The Group I faculty member, in addition to teaching DSI courses, teaches interdisciplinary courses. The Group II faculty member primarily teaches language courses in DSI.

The minimum requirement for the Associate in Applied Science (A.A.S.) degree is the completion of 60 credits with a 2.0 accumulative GPA upon graduation. A maximum of 15 credits earned through the experiential learning may be applied to any technical associate degree. Students must earn a minimum of 18 semester credit hours while enrolled at Ohio University, and a minimum of 50 percent of coursework taken to fulfill their major concentration in residence with resident credit Graduation Requirements. Students also must meet Ohio University General Education requirements for associate degrees. The following is a list of courses on the OUL website:

The DSI major requires a grade of C (2.0) or better and completion of:
- DSI 1110 - Beginning American Sign Language I Credit Hours: 3.0
- DSI 1120 - Beginning American Sign Language II Credit Hours: 3.0
- DSI 1810 - Introduction to Interpreting Credit Hours: 3.0
- DSI 1921 - Environmental Observation in Interpreting Credit Hours: 1.0
- DSI 2110 - Intermediate American Sign Language I Credit Hours: 3.0
- DSI 2120 - Intermediate American Sign Language II Credit Hours: 3.0
- DSI 2130 - American Sign Language Linguistics Credit Hours: 3.0
- DSI 2140 - Educational Interpreting Credit Hours: 2.0
- DSI 2170 - English and the Interpreter Credit Hours: 2.0
- DSI 2810 - Professional Decision Making and Interpreting Credit Hours: 2.0
- DSI 2820 - Interpreting and Transliterating Techniques I Credit Hours: 3.0
- DSI 2830 - Interpreting and Transliterating Techniques II Credit Hours: 3.0
- DSI 2860 - Study of Deaf Culture Credit Hours: 2.0
- DSI 2921 - Practicum I Credit Hours: 2.0
- DSI 2922 - Practicum II Credit Hours: 2.0

During orientation, students are provided with a Student Handbook which provides detailed information regarding the advising process. Each semester, an advising hold is placed on students requiring them to meet with their academic advisor to plan the upcoming semester and to check-in on their progress. The advisor then lifts the advising hold which opens the system for the student to register for the appropriate courses. Students meet with their advisor individually and as a group in the cohort to discuss
required core courses and needs. Second year students are notified that they must apply for graduation and meet with the program advisor to ensure all requirements have been satisfied and that grade expectations have been met.

Research, Scholarship, and Creative Activity: The Group I faculty member has an annual evaluation process that requires demonstration of scholarly activities (e.g. presentations, publications, grants). To support scholarly activity, newly hired full-time faculty receive one load reduction the first two years of their service. The Group II faculty member does not have any scholarly expectations but is encouraged through the evaluation process to participate in scholarly and service activities for potential promotions.

Service: Faculty members are actively engaged within the community through organizational involvement. For example, the Group I faculty member delivered five professional presentations during the review period and maintains membership with five professional organizations. The Group II faculty member is the past president of the Ohio Chapter of the American Sign Language Teacher’s Association, delivered four professional presentations, and attended five professional development opportunities during the review period.

Many of the DSI faculty and staff are professional sign language interpreters and provide pro bono interpreting services to many events which occur on campus. This also creates opportunities for DSI students to be able to shadow professional working interpreters.

Students speak highly of the faculty’s commitment to their growth by providing extracurricular activities and clubs for students to continue their language development. Given the small size of the program, faculty and students are able to participate in a surprisingly wide-variety of service activities.

**COMMENDATIONS**

- We commend the effort to overhaul the curriculum for the OUL DSI program since the program was suspended in 2006. The program attained outside professional consults from competing institutions to assist them in this matter. This effort assisted them to relocate the program from the Chillicothe campus to the Lancaster campus. The program now has a stronger faculty base and is well-qualified to support and advocate for the students.

- According to the self-review, the number of graduating students has increased since 2010 after the relocation of the program from OUC to OUL. In 2010, the number of graduates was 6. In 2014, the number of graduates increased to 19. At present, there is no system to gather retention data.

- The program offers ample opportunity for students to gain expertise in their field through 400 hours of practicum—100 hours of which are in an educational placement. At the conclusion of the program, students are eligible to apply for a license from the Department of Education to work in K-12 settings in the State of Ohio.
• Graduates of the program are actively employed after completing the program, both in educational settings and in community settings. Students report feeling well-prepared to pursue additional education if they so choose. The DSI Associates Degree program compliments other Bachelor’s Degree programs on the Lancaster campus. Students specifically mentioned Psychology and Social Work. This has an added draw for students due to the B.A. requirement to become nationally certified with the Registry of Interpreters for the Deaf.

• Students interviewed in this program demonstrated the knowledge and skill to contribute significantly to the improvement of the program. The qualities of the students in the program are impressive. These graduates can contribute to promoting the program in the region. We commend alumni’s eagerness to return to campus and provide services.

RECOMMENDATIONS

• The program may benefit from additional staff support in the area of practicum placement and supervision which may allow faculty to better serve the current students and perhaps, in the future, put additional resources into growing the program. The DSI program may wish to establish an Advisory Board in order to receive outside facts and information to increase student population in the program and benefits for placing students in their internship. In addition, we agree that exploring the option of both an educational and community practicum track would expand practicum placement opportunities.

• Within the program there is a desire to increase the credit hours in the first year language series for DSI majors. This desire is due to credit hours lost in the conversation from quarters to semesters. Faculty and students report that students can benefit from more classroom time in which to hone their ASL skills. As noted in the department’s self-review, “This was learned through student assessment, talking to graduates of the program, individual production and reception of ASL, PEE results, conversations with practicum placement supervisors.” In an effort to meet this perceived need for more instruction time, there is a desire to align the first-year DSI language series with the University’s other foreign language courses to allow students more practice and development of language skills. We encourage the campus to explore the feasibility of these requests. As the self-report advises, “one way to do this is to align our courses with the foreign language courses in Athens (Spanish, French) whose courses are 4 credit hours for their first two courses (1110 and 1120) and 3 credit hours for their second two courses (2110 and 2120).” Additionally, the department reports that adding a third Technical Interpreting course to the curriculum will also build students’ interpreting competencies. We encourage the campus to look into the viability of this addition.

• Continue to provide mentorship to the Group I faculty member to maintain excellence, specifically in research, grant writing, scholarship, and other creative activity.
According to the self-review, “Currently the OUL DSI interpreting training program is the only program of seven programs in the state Ohio operating without a computer lab.” Although a shared lab space is provided, the department reports that it is not sufficient to meet the program’s long-term goals, suggesting that options for the creation of a lab more specific to the DSI program need to be explored. As the self-review notes, sound-proof rooms will allow students privacy to record their assignment responses and increase the overall quality of their work; a designated lab space will also allow more students to work at the same time. We recommend the department and campus follow through with plans as noted in the report to explore grants and other funding opportunities to create a designated lab space.

Create a formal vehicle to track DSI graduates and their movement in the interpreting field to continue to inform choices in practicum sites and to assist graduates with potential employment opportunities when they become available. Implementing such a system to collect retention data might also help to improve recruiting additional students. It was noted in the self-review that graduating students were going to be asked for an email address to accomplish this task.
MEMORANDUM

September 22, 2015

To: David C. Ingram, Chair, Program Review Committee of UCC

CC: William Willan, Executive Dean

From: James M. Smith, Dean, Ohio University Lancaster

Subj: A.A.S. in Deaf Studies and Interpreting Program Review

I was pleased to receive the results of the program review pertaining to the associate of applied science in deaf studies and interpreting (DSI). While the program is relatively new to the Lancaster Campus, several aspects of the report indicate that the program is stable, meeting programmatic goals, and is summarized as being viable. I am appreciative of the hard work of the faculty in overhauling the curriculum, transitioning the program to OUL, increasing the number of graduates and working very hard to find appropriate clinical placements. I also wish to acknowledge their preparation of the detailed self-study and the thoughtful work of the internal reviewers.

Regarding recommendations in the UCC report, I concur with the observation that practicum placements require a great deal of attention and time. It is one of the program’s greatest challenges with a very limited number of sites to use and thus in an area for attention. Such clinical placements may be facilitated by connections with community and I note in Dr. Brooks’ response (attached) that a program advisory board is in place and has already met.

The curriculum is a challenging in scope and sequence in that students must gain proficiency in a language and then develop accuracy in interpreting that language. Doing this within the constraints of 4 semesters and a 60 credit associate degree is difficult. While I agree with the reviewers observation that additional credits in the language series is desirable, that poses the question as to what content must be eliminated from the program. This is an area that will require faculty evaluation.

While a plan for a shared lab for the social sciences has been proposed and concept plans can be developed, it is uncertain when funding may become available to do minor alterations to the physical configuration of the room. Exploring grant funding opportunities is an excellent recommendation.

The final recommendation in the UCC Academic Program Review is to track graduates and their movement in the field. This is a common area needing additional attention across academic programs. The suggestion of seeking a secondary personal email account is already underway. Ideally, to benefit all programs, this could be handled centrally in the student information system and students could update personal contact information periodically such as when registering for courses.

If I can be of any assistance in the final stages of this program review, please feel free to contract me.
MEMORANDUM

September 22, 2015

To:       David C. Ingram, Chair, Program Review Committee of UCC

CC:       James M. Smith, Dean, Ohio University Lancaster

From:     Becky Brooks, Program Coordinator, Deaf Studies and Interpreting

Subj:     A.A.S. in Deaf Studies and Interpreting Program Review

The faculty of the DSI program wish to thank everyone involved in the review process. Responses to the review recommendations are below:

• The DSI program may wish to establish an Advisory Board in order to receive outside facts and information to increase student population in the program and benefits for placing students in their internship. The DSI program has established an advisory board; our first meeting was held in April, 2014. Board members include faculty members, members of the Lancaster community, members of the interpreting community and members of the Deaf community.

• We recommend the department and campus follow through with plans as noted in the report to explore grants and other funding opportunities to create a designated lab space. Even though we have been able to serve our students well and dedicated lab space would be optimal, budgetary constraints negate internal funding for a lab at this time. As you recommended, grants and other funding are excellent opportunities for our programs.

• Create a formal vehicle to track DSI graduates and their movement in the interpreting field to continue to inform choices in practicum sites and to assist graduates with potential employment opportunities when they become available. Implementing such a system to collect retention data might also help to improve recruiting additional students. It was noted in the self-review that graduating students were going to be asked for an email address to accomplish this task. The DSI program has begun the process of collecting information from former graduates. In addition, the current second year cohort will fill out an exit form requesting contact information during spring semester.