

# Course Change Request

## New Course Proposal

Date Submitted: 09/06/19 3:41 pm

Viewing: **FMS 750 : Indigenous Film & Media**

Also listed as: ISP 755

Last edit: 09/06/19 3:41 pm

Changes proposed by: kmconrad

Academic Career	Graduate, Lawrence		
Subject Code	FMS	Course Number	750
Academic Unit	Department	Film and Media Studies	
	School/College	School of the Arts, CLAS	
Locations	Lawrence		
Do you intend to offer any portion of this course online?	No		
Title	Indigenous Film & Media		
Transcript Title	Indigenous Film & Media		
Effective Term	Fall 2019		

**Catalog Description** This course offers a survey of global Indigenous cultures, theory and aesthetics in cinema and digital media. It establishes an Indigenous media optics by examining media practices across a broad contemporary spectrum—including music videos and social media platforms, podcasting and video games. As the course moves geographically, students learn how media practices in diverse communities situate identity and experience in related but unique contexts. Through weekly readings, screenings and design workshops, students build the critical tools necessary for an examination of the wide range of practices that lend themselves to Indigenous media sovereignty. This course is offered at the 300 and 700 level with additional assignments at the 700 level. Not available to students with credit in FMS 350/ISP 355.

**Prerequisites** None

**Cross Listed Courses:**

Code	Title
ISP 755	Indigenous Film & Media

<b>Credits</b>	3
<b>Course Type</b>	Lecture (Regularly scheduled academic course) (LEC)
<b>Grading Basis</b>	A-D(+/-)FI (G11)
<b>Typically Offered</b>	Once a Year, Usually Spring
<b>Repeatable for credit?</b>	No
<b>Does this course fulfill RSRS (Research Skills Responsible Scholarship)?</b>	No

**Will this course be required for a degree, major, minor, certificate, or concentration?**

No

**Rationale for Course Proposal** This course has been taught three times over the past three years and is part of the development of a media studies cluster within the graduate curriculum. This course is open to majors and non-majors and is the only course offered in the FMS Department that teaches global Indigenous film and media theory and aesthetics.

**Supporting Documents** [FMS 702\\_Miner.pdf](#)

**KU Core Documents**

**Course Reviewer Comments**

### In Workflow

1. ARTS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. ARTS Final Approval
6. Registrar
7. PeopleSoft

### Approval Path

1. 09/09/19 11:49 am  
Rachel Schwien (rschwien): Approved for ARTS Graduate Program and Course Coordinator
2. 09/19/19 2:47 pm  
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee



# Course Change Request

## New Course Proposal

Date Submitted: 08/09/19 2:20 pm

Viewing: **LWS 794 : Topics in Law & Society: \_\_\_\_\_**

Last edit: 09/24/19 1:31 pm

Changes proposed by: c271k157

### In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Programs referencing this course: [PUAD-CRTG: Law & Society, Graduate Certificate in](#)

Academic Career: Graduate, Lawrence  
 Subject Code: LWS Course Number: 794  
 Academic Unit: Department: Public Affairs & Adm, School  
 School/College: College of Lib Arts & Sciences  
 Locations: Edwards  
 Lawrence

Do you intend to offer any portion of this course online?

Yes

**Please Explain**

Course may be offered in lecture or online format.

Title: Topics in Law & Society: \_\_\_\_\_  
 Transcript Title: Topics in Law & Society:  
 Effective Term: Summer 2020

### Approval Path

1. 09/03/19 9:10 am Rachel Schwien (rschwien): Approved for CLAS Graduate Program and Course Coordinator
2. 09/19/19 2:47 pm Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

Catalog Description: Study of selected topics in law and society. Course may be repeated for credit if content varies. Not open to students with credit in LWS 494 if topic is the same.

Prerequisites: Graduate student standing or faculty approval.

Cross Listed Courses:

Credits: 3  
 Course Type: Lecture (Regularly scheduled academic course) (LEC)  
 Grading Basis: A-D(+/-)FI (G11)  
 Typically Offered: Every Three Semesters  
 Repeatable for credit?: Yes

How many times may this course be **taken** 2 - AND/OR - For how many **maximum credits** 6

Can a student be enrolled in multiple sections in the same semester?

Yes

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Changing some 600-level PUAD courses to be split between 400 & 700 levels to clarify the difference in course expectations between undergrad & graduate levels.

[Rationale for Course Proposal](#)

[KU Core Documents](#)

[Course Reviewer Comments](#)

Key: 13068



# Course Change Request

## New Course Proposal

Date Submitted: 03/12/19 10:34 am

Viewing: **PHSX 719 : Physics and Astronomy Graduate Problem Solving**

Last edit: 05/08/19 8:32 am

Changes proposed by: tatekris

### In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

Academic Career	Graduate, Lawrence		
Subject Code	PHSX	Course Number	719
Academic Unit	Department	Physics & Astronomy	
	School/College	College of Lib Arts & Sciences	
Locations	Lawrence		
Do you intend to offer any portion of this course online?	No		
Title	Physics and Astronomy Graduate Problem Solving		
Transcript Title	Graduate Problem Solving		
Effective Term	Fall 2019		

Catalog Description: This course teaches students skills in solving graduate level physics and astronomy problems.

Prerequisites: None

Cross Listed Courses:

Credits	1
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	SUI (G21)
Typically Offered	Typically Every Semester
Repeatable for credit?	Yes

How many times may this course be **taken** 999

Can a student be enrolled in multiple sections in the same semester?

No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

No

Will this course be required for a degree, major, minor, certificate, or concentration?

No

Rationale for Course Proposal: This addresses an APS Bridge Program requirement. CLAS gave us 1 GTA spot for this course. There should be a faculty member assigned to the course to offer minimal guidance to the GTA, and also to step in in case the GTA should fail. The course should be taught by a senior/advanced graduate student.

Supporting Documents: [PHSX719\\_responsibilities.docx](#)

KU Core Documents

Course Reviewer Comments: Rachel Schwien (rschwien) (05/08/19 8:34 am): Requested information regarding GTA & Instructor of record responsibilities 03/28  
 Rachel Schwien (rschwien) (05/08/19 8:35 am): Dept provided information regarding GTA & Instructor of record responsibilities 05/07

Key: 12972



# Course Change Request

Date Submitted: 09/09/19 11:08 am

Viewing: **GEOG 806 : Proposal Writing and Research Design Basic Seminar**

Last approved: 05/01/19 4:31 am

Last edit: 09/09/19 11:08 am

Changes proposed by: x402c141

### In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

### Approval Path

1. 09/13/19 2:58 pm  
Rachel Schwien (rschwien):  
Approved for CLAS Graduate Program and Course Coordinator
2. 09/19/19 2:47 pm  
Rachel Schwien (rschwien):  
Approved for CGS PCC Subcommittee

### History

1. Sep 15, 2017 by koerner
2. May 1, 2019 by Kim O'Bryon (kobryon)

Academic Career	Graduate, Lawrence		
Subject Code	GEOG	Course Number	806
Academic Unit	Department	Geography	
	School/College	College of Lib Arts & Sciences	
Do you intend to offer any portion of this course online?			
<b>No</b>			
Title	<b>Proposal Writing and Research Design Basic Seminar</b>		
Transcript Title	<b>Proposal Writing &amp; Rsrch Dsgn Basic Seminar</b>		
Effective Term	Spring 2020		

Catalog Description: ~~The second of two courses required of M.A. The course is students~~ designed to assist graduate students provide experience in developing their the development of research project, including refining research questions, creating a literature review, proposals and defining appropriate methods exposure to aid methodologies in successfully answering their questions. geography. Learning outcomes include the production of an individual draft research proposal based upon the student's research design. This course deals with approaches to geographic problems, and involves individual examination of special topics which require preparation, presentation, and critical evaluation of research proposals.

Prerequisites: None

Cross Listed Courses:

Credits	2
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Typically Offered	Once a Year, Usually Spring
Repeatable for credit?	No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?	
<b>No</b>	

Will this course be required for a degree, major, minor, certificate, or concentration?  
**No**

Rationale for Course Proposal: The course has been recently resurrected in order to provide instruction within the department on proposal writing, a skill once taught by the writing center through their graduate writing courses. The new title and description reflect the updated vision for this course.

KU Core Documents

Justification for this request: Course has not been offered since spring 2011.

Course Reviewer Comments





# Course Change Request

Date Submitted: 09/11/19 10:33 am

Viewing: **GEOL 763 : Tectonics and Regional Geology**

Last edit: 09/11/19 10:33 am

Changes proposed by: stearns

### In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

### Approval Path

1. 09/11/19 10:37 am  
Rachel Schwien (rschwien):  
Approved for CLAS Graduate Program and Course Coordinator
2. 09/19/19 2:47 pm  
Rachel Schwien (rschwien):  
Approved for CGS PCC Subcommittee

Academic Career	Graduate, Lawrence		
Subject Code	GEOL	Course Number	763
Academic Unit	Department	Geology	
	School/College	College of Lib Arts & Sciences	
Do you intend to offer any portion of this course online?			
	<b>No</b>		
Title	Tectonics and Regional Geology		
Transcript Title	Tectonics and Regional Geology		
Effective Term	<b>Fall 2020</b>		

**Catalog Description** Topics vary with demand and include fundamental features of plate tectonics, interpretation and distribution of regional geology of mountain belts with emphasis on tectonic setting and processes, regional geology, and tectonics of selected mountain belts. **This course is offered at the 500 and 700 level with additional assignments at the 700 level. Not open to students with credit in GEOL 563.**

**Prerequisites** GEOL 562, GEOL 512, or GEOL 331, and GEOL 572.

**Cross Listed Courses:**

Credits	3
Course Type	Lecture (Regularly scheduled academic course) (LEC)
Grading Basis	A-D(+/-)FI (G11)
Typically Offered	
Repeatable for credit?	No
Does this course fulfill RSRS (Research Skills Responsible Scholarship)?	

Will this course be required for a degree, major, minor, certificate, or concentration?  
**No**

**Rationale for Course Proposal** Added text about GEOL 563.

**KU Core Documents**

**Course Reviewer Comments**

Key: 4180





# Course Change Request

Date Submitted: 09/05/19 1:04 pm

Viewing: **UBPL 705 : Urban Economic Theory and Analysis for Planners**

Last approved: 05/04/17 4:32 am

Last edit: 09/05/19 1:04 pm

Changes proposed by: dianak

Catalog Pages referencing this course

[Accelerated Master of Urban Planning/BA in Environmental Studies](#)  
[BA in Environmental Studies/Accelerated Master of Urban Planning](#)  
[Master of Urban Planning](#)

Academic Career Graduate, Lawrence

Subject Code UBPL Course Number 705

Academic Unit Department Urban Planning  
 School/College College of Lib Arts & Sciences

Do you intend to offer any portion of this course online?

**No**Title **Urban Economic Theory and Analysis for Planners**Transcript Title **Urban Economic Thry & Analysis for Planners**Effective Term **Spring 2020**  
~~Summer 2017~~

Catalog Description ~~An introduction to the concepts and analytical techniques of economics that are most relevant to urban planners. This course examines the first part of the economic forces which shape course is devoted to microeconomic theory, welfare economics, and affect cities. the role of the government in the economy. In the first part of the course, theories of location are considered. With the help of these theories our objectives are An introduction to understand why cities exist, why they are located where they are, the distribution of city sizes, the causes of regional the concepts and metropolitan growth and decline, and the spatial distribution of alternative activities within cities. analytical techniques of economics that are most relevant to urban planners. Part two The remainder covers public finance, investment analysis, and methods of this course introduces analysis methods which aid in determining the comprehension allocation of local and regional economic characteristics and in decision-making concerning the distribution of public resources within cities. (such as benefit-cost analysis).~~

Prerequisites None

Cross Listed Courses:

Credits 3

Course Type Lecture (Regularly scheduled academic course) (LEC)

Grading Basis A-D(+/-)FI (G11)

Typically Offered Only Spring Semester

Repeatable for credit? No

Does this course fulfill RSRS (Research Skills Responsible Scholarship)?

Will this course be required for a degree, major, minor, certificate, or concentration?

**No**

Rationale for Course Proposal Updating the title & description of UBPL 705 according to the direction that the new instructor, assistant prof Joel Mendez, wants to take it in.

## In Workflow

1. CLAS Graduate Program and Course Coordinator
2. CGS PCC Subcommittee
3. CGS Committee
4. CAC
5. CLAS Final Approval
6. Registrar
7. PeopleSoft

## Approval Path

1. 09/11/19 2:21 pm  
Rachel Schwien (rschwien):  
Approved for CLAS Graduate Program and Course Coordinator
2. 09/19/19 2:47 pm  
Rachel Schwien (rschwien):  
Approved for CGS PCC Subcommittee

## History

1. May 4, 2017 by  
Kim O'Bryon (kobryon)

[KU Core Documents](#)

[Course Reviewer Comments](#)

Key: 856



# Program Change Request

## New Program Proposal

Date Submitted: 03/06/19 2:19 pm

Viewing: **LA&S-CRTG : Advanced American Sign Language Graduate Certificate**

Last edit: 03/25/19 8:28 am

Changes proposed by: m388w332

Academic Career	Graduate, Lawrence		
Program Type	Certificate		
Department/Program	Liberal Arts & Sciences		
School/College	College of Lib Arts & Sciences		
Consulting School(s)/College(s)	<table border="1"> <tr> <th>School(s)/College(s)</th> </tr> <tr> <td>College of Lib Arts &amp; Sciences</td> </tr> </table>	School(s)/College(s)	College of Lib Arts & Sciences
School(s)/College(s)			
College of Lib Arts & Sciences			
Consulting Department(s)	<table border="1"> <tr> <th>Department(s)</th> </tr> <tr> <td>Lang, Litr &amp; Cultures, School</td> </tr> </table>	Department(s)	Lang, Litr & Cultures, School
Department(s)			
Lang, Litr & Cultures, School			
CIP Code	16.1601		
Program Name	Advanced American Sign Language Graduate Certificate		
Location(s) of Instruction	Edwards		
Do you intend for this program to be offered online?	No		
Effective Catalog	2020 - 2021		

- In Workflow**
- A. CLAS Dean or Associate Dean
  - B. Provost's Office
  - C. COGA Director
  - D. CGS PCC Subcommittee
  - E. CGS Committee
  - F. CAC
  - G. CLAS Final Approval
  - H. OIRP CIP Approval
  - I. Provost's Office
  - J. Future Academic Catalog

- Approval Path**
- A. 03/01/19 1:43 pm  
Kristine Latta (klatta): Rollback to Initiator
  - B. 03/27/19 9:40 am  
Kristine Latta (klatta): Approved for CLAS Dean or Associate Dean
  - C. 05/13/19 11:00 am  
Linda Luckey (lluckey): Approved for Provost's Office
  - D. 05/22/19 10:24 am  
Kristine Latta (klatta): Approved for COGA Director
  - E. 09/19/19 2:47 pm  
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

### Program Description

The School of Language Literatures and Cultures (within the College of Liberal Arts and Science) and the KU Edwards Campus propose the development of a Graduate Certificate in Advanced American Sign Language. The certificate is being developed for delivery on the KU Edwards Campus.

The certificate is designed for students who have completed an undergraduate degree focusing on ASL and/or ASL interpreting. Alternatively, this certificate could serve students who have a bachelor's degree in some other academic discipline, but who are sufficiently proficient and fluent in both American Sign Language and English to pass a language proficiency entrance exam. These individuals in this latter category may be Deaf or hearing heritage ASL users.

By housing this certificate within SLLC and CLAS, we take advantage of the Language and Culture expertise already established at KU while expanding into new areas of focus.

Governance of the program comes from SLLC in collaboration with KUEC. Similar to other programs housed in CLAS and delivered at KUEC, all curriculum and design decisions are made by the home department with governance and oversight in collaboration with KUEC.

This certificate moves students from basic ASL to ASL proficiency. It is ideal for students who have completed a BA in ASL from an accredited program or ASL I-IV. This certificate may also benefit working interpreters or educators working with the Deaf community, who have basic knowledge of ASL, but would like to improve their skills.

### Demand/Need for the Program

There are currently only 4 graduate certificate programs in the area of ASL or ASL Interpreting in the United States, and there is a growing number of institutions offering bachelor's degrees in ASL related disciplines. Therefore, it is expected that the enrollment for the degree will be robust.

National Occupational Employment Statistics published in May 2016 showed that about 51,500 individuals were employed in the US as ASL Interpreters and Translators. Of these about 36% percent are in Professional, Scientific, or Technical Services (which includes companies such as Sorenson Communications and ZVRS in the Kansas City metro area). Another 20% are employed by Elementary and Secondary Schools. For example, at this time, both the North Kansas City and Blue Valley Unified School Districts are actively searching for ASL interpreters. The third largest employer of ASL interpreters are general medical and surgical hospitals, who employ about 10% of the ASL interpreters currently employed in the US. This is again consistent with our own local job market given that there are currently job postings for ASL interpreters in both Truman Medical Centers and Children's Mercy Hospital. Other common employers include higher education institutions such as community colleges and universities, museums and similar institutions, and community emergency relief services.

Looking more locally, in the KC Metro area, there were about 530 individuals employed as an ASL Interpreter in 2016 according to federal employment statistics. Interestingly, there seems to be more demand for ASL interpreters in the rural regions of Kansas than is the case for other non-metropolitan parts of the US. For example, Northeast and Southwest Kansas are both in the top 5 for rural regions employing these individuals. In Wichita, there is also a strong job market for ASL interpreters, and we have been working with educators and employers in that region of Kansas to find ways to make our programs designed so that they can be taught, utilizing educational technology at a remote site in Wichita, thus serving the needs of a larger number of Kansans.

### Comparative/Locational Advantage

The proposed certificate would be the only one of its kind in the state of Kansas or the region. By offering the certificate program at the KU Edwards Campus, we are accessible to the Kansas City region, which includes a robust Deaf Community and growing need for ASL interpreters.

According to data reported at the recent Symposium on Signed Language Interpretation and Translation Research held at Gallaudet University in March 2017, there are only 140 interpreter education programs currently in the United States (100 AA programs, 33 BA programs, 6 MA programs, 4 graduate certificates, and 1 PhD program). Of these 140 institutions offering ASL and interpreter training, one is in the State of Kansas (Johnson County Community College) and this is our partner institution in developing a bachelors degree in American Sign Language and Deaf Culture, which is currently in the final stages of approval and would create a pathway into the Advanced ASL graduate certificate.

The KU Edwards campus is the perfect home for this new free-standing program because it fits perfectly with the specific mission of our campus, in that it is taking a very academically rigorous discipline, the humanistic study of a specific language and culture and goes beyond the traditional academic goals to provide students with very workforce-ready skills that can make them immediately competitive and successful when entering the job market. This program is also perfectly placed on the Edwards campus because of our close geographic and cultural proximity to Johnson County Community College, the institution that has the greatest depth of experience and the strongest reputation in serving the Deaf community in Kansas and the larger Kansas City region. JCCC invited us to partner with them to build a true 21st century ASL interpreting program and we are proud to be a partner in this effort. Finally, this program has been designed as an interdisciplinary program within the University of Kansas because we can also draw on particular academic strengths in our cultural studies and social sciences departments. It also should be mentioned that there is a rich Deaf community in Olathe with the Kansas School for the Deaf (more than 150 years old) and the Museum of Deaf History. Thus Olathe, which is of course geographically close to our campus, is already a center for Deaf art and culture.

**How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.**

This certificate aims to provide insight into Deaf Studies and the deaf community, while also continuing to develop ASL proficiency. This program will recruit diverse students to KU that might not otherwise consider KU as an option. This certificate would attract students that are Deaf or those that work in the deaf community. In addition, it would provide current KU students from a variety of backgrounds with a better understanding of a diverse population.

**Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?**

Yes, in developing this certificate, we created a curriculum advisory committee, made up of faculty currently teaching ASL and diverse populations as well as members of the deaf community. This group helped to develop curriculum, course materials, and pedagogical techniques to support the needs of this diverse population.

**Admission Requirements**

The program follows the policies governing admission to graduate study outlined in the Admission to Graduate Study policy (<http://policy.ku.edu/graduatestudies/admission-to-graduate-study>). Students must submit a Graduate Application online (<http://graduate.ku.edu/ku-graduate-application>). Admissions decisions will be the responsibility of the Director of the ASL program and all applications will be reviewed by a faculty admissions committee consisting of ASL and SLLC faculty.

The following criteria will be used to determine admissions into the program.

1. A B.A. or B.S. from an accredited U.S. college or university or an equivalent degree from a foreign institution;
2. A cumulative undergraduate GPA of 3.0 or above is required; students with a GPA between 3.0 and 2.0 may be provisionally admitted given relevant professional experience and achievement.
3. As required by the Commission on Collegiate Interpreter Education Standards (CCIE Standards) students also must successfully pass an ASL language competency exam (ASLPI 4.0), an English proficiency exam, and an entrance interview. Additional information regarding the CCIE Standards can be found here (<http://www.cit-asl.org/ccie.html>).

**Degree Requirements**

The Advanced ASL Graduate Certificate is a 15 credit hour certificate that requires the following:

**Course List**

Code	Title	Hours
<a href="#">ASLD 705</a>	American Sign Language V (ASL V)	3
<a href="#">ASLD 706</a>	American Sign Language VI (ASL VI)	3
Select three electives:		9
<a href="#">ASLD 720</a>	American Sign Language Linguistics	
<a href="#">ASLD 721</a>	Discourse Analysis of ASL	
<a href="#">ASLD 723</a>	ASL Pragmatics and Syntax	
<a href="#">ASLD 724</a>	Visual-Gestural Communication	
<a href="#">ASLD 730</a>	American Sign Language Literature	
<a href="#">ASLD 831</a>	Advanced American Sign Language Literature	
<a href="#">ASLD 826</a>	Topics in ASL Vocabulary and Discourse: _____	

**Faculty Profile**

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Studies	1
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Interpreting	1
Assistant/Associate Teaching Professor	MA/PhD in ASL	1

**Student Profile**

Anticipated student enrollment			
	Full Time	Part Time	Total
<b>Year 1</b>	3	2	5
<b>Year 2</b>	7	3	10
<b>Year 3</b>	10	5	15

Anticipated number of program graduates	
<b>After 5 Years</b>	40
<b>After 7 Years</b>	70

**Academic Support**

Staffing for the location will be a blend of onsite personnel as well as Lawrence and Edwards Campus personnel. On-site personnel will provide onsite program coordination and liaising between Lawrence, and Edwards locations. The admissions process and advising will be handled through Edwards Campus advising. An advisor will be assigned to support the certificate program and will work with students from point of inquiry through graduation.

In supporting instructors, the Academic and Faculty Support Center at the Edwards Campus will provide faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support the faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

The academic and student services provided will have similar delivery methods to our other programs located at the KU Edwards Campus. Students will have access to services either in person or virtually. On-site staff will carry out the core student service and support functions needed and will have administrative

support from the Lawrence Campus. Additional academic resources are available to students virtually through the KU Library or virtual lab.

All of the necessary library materials are available online or through the Edwards' library services available to all students. As part of the Diversity and Inclusion efforts of the KU Edwards Campus, we are in the process of adding interpreter and other student services that would be need for this program as well as the campus as a whole. At this time, we also rely on support from the AAAC services from the Lawrence campus as needed.

**Facilities and Equipment**

The program will be offered at the KU Edwards campus. Space is sufficient on this campus to provide a high-quality program.

**Program Review, Assessment, Accreditation**

In all KU academic courses, student feedback regarding course instruction is collected through course and teaching evaluations. Additionally, because this is a program that is housed at the KU Edwards campus, it will also go through an annual internal review.

The College and Graduate Studies will evaluate the certificate program every 7 years as part of the mandatory review and renewal process for all graduate certificates.

**Costs, Financing**

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

**What is the source of the new funds?**

The program will be supported by Edwards Campus tuition revenue.

**Rationale for proposal**

KU is dedicated to preparing its students for the challenges educated citizens will encounter in an increasingly complex and diverse community. This program respects and seeks to provide students with the skills needed to interact with and serve the very diverse Deaf communities in the state of Kansas, nationally, and internationally. This certificate will prepare student to serve diverse populations that are currently being under-served.

**Additional Information**

Salaries and OOE are funded through the proposed BA/BGS program. Students will be embedded in crossed sections at the graduate level at no additional cost.

**Supporting Documents**

**Program Reviewer Comments**

**Kristine Latta (klatta) (03/01/19 1:02 pm):** Corrected reference to certificate name in first line of Program Description.  
**Kristine Latta (klatta) (03/01/19 1:43 pm):** Rollback: See email.  
**Kristine Latta (klatta) (03/27/19 9:38 am):** Approved by Clarence Lang on 3/26/19.

**Kristine Latta (klatta) (03/27/19 9:40 am):** Department contacts are Shannon Portillo and Michelle Reames.

Key: 666



# Program Change Request

## New Program Proposal

Date Submitted: 03/07/19 12:18 pm

Viewing: **LA&S-CRTG : Becoming an Interpreter Graduate Certificate**

Last edit: 06/03/19 9:19 am

Changes proposed by: m388w332

Academic Career Graduate, Lawrence

Program Type Certificate

Constituent

Department/Program Liberal Arts & Sciences Department/Program

School/College College of Lib Arts & Sciences School/College

Degree Code -

Consulting School(s)/College(s)

School(s)/College(s)
College of Lib Arts & Sciences

Consulting Department(s)

Department(s)
Lang, Litr & Cultures, School

CIP Code 16.1601

Program Name Becoming an Interpreter Graduate Certificate

Do you intend to offer a track(s)?

Please name the track(s)

Location(s) of Instruction Edwards

Detail of Other Location

Do you intend for this program to be offered online?

No

Describe Other Resources

Is this program for licensure?

Describe how:

Effective Catalog 2020 - 2021

### In Workflow

- A. CLAS Dean or Associate Dean
- B. Provost's Office
- C. COGA Director
- D. CGS PCC Subcommittee
- E. CGS Committee
- F. CAC
- G. CLAS Final Approval
- H. OIRP CIP Approval
- I. Provost's Office
- J. Future Academic Catalog

### Approval Path

- A. 03/01/19 1:43 pm  
Kristine Latta (klatta):  
Rollback to Initiator
- B. 03/27/19 9:41 am  
Kristine Latta (klatta):  
Approved for CLAS Dean or Associate Dean
- C. 05/13/19 11:00 am  
Linda Luckey (lluckey):  
Approved for Provost's Office
- D. 05/22/19 10:24 am  
Kristine Latta (klatta):  
Approved for COGA Director
- E. 09/19/19 2:47 pm  
Rachel Schwien (rschwien):  
Approved for CGS PCC Subcommittee

### Program Description

The School of Language Literatures and Cultures (within the College of Liberal Arts and Science) and the KU Edwards Campus propose the development of a Graduate Certificate in Becoming an Interpreter. The certificate is being developed for delivery on the KU Edwards Campus.

The certificate is designed for students who have completed an undergraduate degree focusing on ASL and/or ASL interpreting. Alternatively, this certificate could serve students who have a bachelor's degree in some other academic discipline, but who are sufficiently proficient and fluent in both American Sign Language and English to pass a language proficiency entrance exam. These individuals in this latter category may be Deaf or hearing heritage ASL users.

By housing this certificate within SLLC and CLAS, we take advantage of the Language and Culture expertise already established at KU while expanding into new areas of focus.

Governance of the program comes from SLLC in collaboration with KUEC. Similar to other programs housed in CLAS and delivered at KUEC, all curriculum and design decisions are made by the home department with governance and oversight in collaboration with KUEC.

This certificate is designed for students who have completed course work toward a BA with ASL proficiency IV. It is also open to students who are heritage language signers, or have completed ASL I-IV. It is highly recommended that students complete the Advanced ASL certificate before the Becoming an Interpreter track due to the level of proficiency required. Students that enter the program with proficiency beyond ASL VI are eligible to pursue the Becoming an Interpreter certificate without completion of the Advanced ASL certificate, with instructor permission. There is an ASL proficiency test required to begin the Becoming an Interpreter certificate.

### Demand/Need for the Program

There are currently only 4 graduate certificate programs in the area of ASL or ASL Interpreting in the United States, and there is a growing number of institutions offering bachelor's degrees in ASL related disciplines. Therefore, it is expected that the enrollment for the degree will be robust.

National Occupational Employment Statistics published in May 2016 showed that about 51,500 individuals were employed in the US as ASL Interpreters and Translators. Of these about 36% percent are in Professional, Scientific, or Technical Services (which includes companies such as Sorenson Communications and ZVRS in the Kansas City metro area). Another 20% are employed by Elementary and Secondary Schools. For example, at this time, both the North Kansas City and Blue Valley Unified School Districts are actively searching for ASL interpreters. The third largest employer of ASL interpreters are general medical and surgical hospitals, who employ about 10% of the ASL interpreters currently employed in the US. This is again consistent with our own local job market given that there are currently job postings for ASL interpreters in both Truman Medical Centers and Children's Mercy Hospital. Other common employers include higher education institutions such as community colleges and universities, museums and similar institutions, and community emergency relief services.

Looking more locally, in the KC Metro area, there were about 530 individuals employed as an ASL Interpreter in 2016 according to federal employment statistics. Interestingly, there seems to be more demand for ASL interpreters in the rural regions of Kansas than is the case for other non-metropolitan parts of the US. For example, Northeast and Southwest Kansas are both in the top 5 for rural regions employing these individuals. In Wichita, there is also a strong job market for ASL interpreters, and we have been working with educators and employers in that region of Kansas to find ways to make our programs designed so that they can be taught, utilizing educational technology at a remote site in Wichita, thus serving the needs of a larger number of Kansans.

### Comparative/Locational Advantage

The proposed certificate would be the only one of its kind in the state of Kansas or the region. By offering the certificate program at the KU Edwards Campus, we are accessible to the Kansas City region, which includes a robust Deaf Community and growing need for ASL interpreters.

According to data reported at the recent Symposium on Signed Language Interpretation and Translation Research held at Gallaudet University in March 2017, there are only 140 interpreter education programs currently in the United States (100 AA programs, 33 BA programs, 6 MA programs, 4 graduate certificates and 1 PhD program). Of these 140 institutions offering ASL and interpreter training, one is in the State of Kansas (Johnson County Community College) and this is our partner institution in developing a bachelors degree in American Sign Language and Deaf Culture, which is currently in the final stages of approval and would create a pathway into the Becoming an Interpreter graduate certificate.

The KU Edwards campus is the perfect home for this new free-standing program because it fits perfectly with the specific mission of our campus, in that it is taking a very academically rigorous discipline, the humanistic study of a specific language and culture and goes beyond the traditional academic goals to provide students with very workforce-ready skills that can make them immediately competitive and successful when entering the job market.

This program is also perfectly placed on the Edwards campus because of our close geographic and cultural proximity to Johnson County Community College, the institution that has the greatest depth of experience and the strongest reputation in serving the Deaf community in Kansas and the larger Kansas City region. JCCC invited us to partner with them to build a true 21st century ASL interpreting program and we are proud to be a partner in this effort. Finally, this program has been designed as an interdisciplinary program within the University of Kansas because we can also draw on particular academic strengths in our cultural studies and social sciences departments. It also should be mentioned that there is a rich Deaf community in Olathe with the Kansas School for the Deaf (more than 150 years old) and the Museum of Deaf History.

**How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.**

This certificate aims to provide insight into Deaf Studies and the deaf community by preparing students to become ASL interpreters and bridge the gap between ASL and English. This program will recruit diverse students to KU that might not otherwise consider KU as an option. This certificate



would attract students that are Deaf or those that work in the deaf community. In addition, it would provide current KU students from a variety of backgrounds with a better understanding of a diverse population.

**Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?**

Yes, in developing this certificate, we created a curriculum advisory committee, made up of faculty currently teaching ASL and diverse populations as well as members of the deaf community. This group helped to development curriculum, course materials, and pedagogical techniques to support the needs of this diverse population

**Admission Requirements**

The program follows the policies governing admission to graduate study outlined in the Admission to Graduate Study (<http://policy.ku.edu/graduatestudies/admission-to-graduate-study>)policy. Students must submit a Graduate Application (<http://graduate.ku.edu/ku-graduateapplication>)online. Admissions decisions will be the responsibility of the Director of the ASL program and all applications will be reviewed by a faculty admissions committee consisting of ASL and SLLC faculty.

The following criteria will be used to determine admissions into the program.

1. A B.A. or B.S. from an accredited U.S. college or university or an equivalent degree from a foreign institution;
2. A cumulative undergraduate GPA of 3.0 or above is required; students with a GPA between 3.0 and 2.0 may be provisionally admitted given relevant professional experience and achievement.
3. As required by the Commission on Collegiate Interpreter Education Standards (CCIE Standards) students also must successfully pass an ASL language competency exam (ASLPI 4.0), an English proficiency exam, and an entrance interview. Additional information regarding the CCIE Standards can be foundhere (<http://www.cit-asl.org/ccie.html>).

**Degree Requirements**

The Becoming an Interpreter Graduate Certificate is a 15 credit hour certificate that requires the following. Students wishing to pursue both the Becoming an Interpreter and the Professional Interpreting Certificates must complete all requirements of each certificate and may utilize a maximum of one course to count towards both certificates.

Course List

Code	Title	Hours
<a href="#">ASLD 701</a>	Introduction to the Interpreting Profession	3
<a href="#">ASLD 702</a>	Theories of Interpreting: Co-Constructions of Meaning	3
<a href="#">ASLD 703</a>	Interpreting: Mediated Interactions in Communications	3
Select two of the following electives:		6
<a href="#">ASLD 708</a>	Interpreting: Diverse Communities	
<a href="#">ASLD 709</a>	Ethics and Professionalization for Interpreters	
<a href="#">ASLD 710</a>	Psychological Effects of Interpreting	
<a href="#">ASLD 804</a>	Interpreting: ASL to English	
<a href="#">ASLD 805</a>	Interpreting: English to ASL	

**Faculty Profile**

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Studies	1
Assistant/Associate Teaching Professor	MA/PhD in ASL Interpreting	1
Assistant/Associate Teaching Professor	MA/PhD in ASL	1

**Student Profile**

Anticipated student enrollment			
	Full Time	Part Time	Total
<b>Year 1</b>	3	2	5
<b>Year 2</b>	7	3	10
<b>Year 3</b>	10	5	15

Anticipated number of program graduates	
<b>After 5 Years</b>	40
<b>After 7 Years</b>	70

**Academic Support**

Staffing for the location will be a blend of onsite personnel as well as Lawrence and Edwards Campus personnel. On-site personnel will provide onsite program coordination and liaising between Lawrence, and Edwards locations. The admissions process and advising will be handled through Edwards Campus advising. An advisor will be assigned to support the certificate program and will work with students from point of inquiry through graduation.

In supporting instructors, the Academic and Faculty Support Center at the Edwards Campus will provide faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support the faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

The academic and student services provided will have similar delivery methods to our other programs located at the KU Edwards Campus. Students will have access to services either in person or virtually. On-site staff will carry out the core student service and support functions needed and will have administrative support from the Lawrence Campus. Additional academic resources are available to students virtually through the KU Library or virtual lab.

All of the necessary library materials are available online or through the Edwards' library services available to all students. As part of the Diversity and Inclusion efforts of the KU Edwards Campus, we are in the process of adding interpreter and other student services that would be need for this program as well as the campus as a whole. At this time, we also rely on support from the AAAC services from the Lawrence campus as needed.

**Facilities and Equipment**

The program will be offered at the KU Edwards campus. Space is sufficient on this campus to provide a high-quality program.

**Program Review, Assessment, Accreditation**

In all KU academic courses, student feedback regarding course instruction is collected through course and teaching evaluations. Additionally, because this is a program that is housed at the KU Edwards campus, it will also go through an annual internal review.

The College and Graduate Studies will evaluate the certificate program every 7 years as part of the mandatory review and renewal process for all graduate certificates.

**Costs, Financing**

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

**What is the source of the new funds?**

The program will be supported by Edwards Campus tuition revenue.

**Rationale for proposal**

KU is dedicated to preparing its students for the challenges educated citizens will encounter in an increasingly complex and diverse community. This program respects and seeks to provide students with the skills needed to interact with and serve the very diverse Deaf communities in the state of Kansas, nationally, and internationally. This certificate will prepare student to serve diverse populations that are currently being under-served.

**Additional Information**

Salaries and OOE are funded through the proposed BA/BGS program. Students will be embedded in crossed sections at the graduate level at no additional cost.

**Supporting Documents**

**Program Reviewer Comments**

**Kristine Latta (klatta) (03/01/19 1:03 pm):** Corrected reference to certificate name in first line of Program Description.  
**Kristine Latta (klatta) (03/01/19 1:43 pm):** Rollback: See email.  
**Kristine Latta (klatta) (03/27/19 9:39 am):** Approved by Clarence Lang on 3/26/19.

**Kristine Latta (klatta) (03/27/19 9:40 am):** Department contacts are Shannon Portillo and Michelle Reames.

Key: 668



# Program Change Request

## New Program Proposal

Date Submitted: 03/06/19 2:08 pm

Viewing: **LA&S-CRTG : Deaf Studies and Social Justice Graduate Certificate**

Last edit: 03/25/19 8:33 am

Changes proposed by: m388w332

Academic Career	Graduate, Lawrence		
Program Type	Certificate		
Department/Program	Liberal Arts & Sciences		
School/College	College of Lib Arts & Sciences		
Consulting School(s)/College(s)	<table border="1"> <tr> <th>School(s)/College(s)</th> </tr> <tr> <td>College of Lib Arts &amp; Sciences</td> </tr> </table>	School(s)/College(s)	College of Lib Arts & Sciences
School(s)/College(s)			
College of Lib Arts & Sciences			
Consulting Department(s)	<table border="1"> <tr> <th>Department(s)</th> </tr> <tr> <td>Lang, Litr &amp; Cultures, School</td> </tr> </table>	Department(s)	Lang, Litr & Cultures, School
Department(s)			
Lang, Litr & Cultures, School			
CIP Code	16.1601		
Program Name	Deaf Studies and Social Justice Graduate Certificate		
Location(s) of Instruction	Edwards		
Do you intend for this program to be offered online?	No		
Effective Catalog	2020 - 2021		

### In Workflow

- A. CLAS Dean or Associate Dean
- B. Provost's Office
- C. COGA Director
- D. CGS PCC Subcommittee
- E. CGS Committee
- F. CAC
- G. CLAS Final Approval
- H. OIRP CIP Approval
- I. Provost's Office
- J. Future Academic Catalog

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Kristine Latta (klatta): Approved for COGA Director
- E. 09/19/19 2:47 pm  
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

### Program Description

The School of Language Literatures and Cultures (within the College of Liberal Arts and Science) and the KU Edwards Campus propose the development of a Graduate Certificate in Deaf Studies and Social Justice. The certificate is being developed for delivery on the KU Edwards Campus. The certificate is designed for students who have completed an undergraduate degree focusing on ASL and/or ASL interpreting. Alternatively, this certificate could serve students who have a bachelor's degree in some other academic discipline, but who are sufficiently proficient and fluent in both American Sign Language and English to pass a language proficiency entrance exam. These individuals in this latter category may be Deaf or hearing heritage ASL users.

By housing this certificate within SLLC and CLAS, we take advantage of the Language and Culture expertise already established at KU while expanding into new areas of focus.

Governance of the program comes from SLLC in collaboration with KUEC. Similar to other programs housed in CLAS and delivered at KUEC, all curriculum and design decisions are made by the home department with governance and oversight in collaboration with KUEC.

This certificate provides an overview of Deaf Studies and social justice with the deaf community.

### Demand/Need for the Program

There are currently only 4 graduate certificate programs in the area of ASL or ASL Interpreting in the United States, and there is a growing number of institutions offering bachelor's degrees in ASL related disciplines. Therefore, it is expected that the enrollment for the degree will be robust.

National Occupational Employment Statistics published in May 2016 showed that about 51,500 individuals were employed in the US as ASL Interpreters and Translators. Of these about 36% percent are in Professional, Scientific, or Technical Services (which includes companies such as Sorenson Communications and ZVRS in the Kansas City metro area). Another 20% are employed by Elementary and Secondary Schools. For example, at this time, both the North Kansas City and Blue Valley Unified School Districts are actively searching for ASL interpreters. The third largest employer of ASL interpreters are general medical and surgical hospitals, who employ about 10% of the ASL interpreters currently employed in the US. This is again consistent with our own local job market given that there are currently job postings for ASL interpreters in both Truman Medical Centers and Children's Mercy Hospital. Other common employers include higher education institutions such as community colleges and universities, museums and similar institutions, and community emergency relief services.

Looking more locally, in the KC Metro area, there were about 530 individuals employed as an ASL Interpreter in 2016 according to federal employment statistics. Interestingly, there seems to be more demand for ASL interpreters in the rural regions of Kansas than is the case for other non-metropolitan parts of the US. For example, Northeast and Southwest Kansas are both in the top 5 for rural regions employing these individuals. In Wichita, there is also a strong job market for ASL interpreters, and we have been working with educators and employers in that region of Kansas to find ways to make our BA and MA programs designed so that they can be taught, utilizing educational technology at a remote site in Wichita, thus serving the needs of a larger number of Kansans.

### Comparative/Local Advantage

The proposed certificate would be the only one of its kind in the state of Kansas or the region. By offering the certificate program at the KU Edwards Campus, we are accessible to the Kansas City region, which includes a robust Deaf Community and growing need for ASL interpreters.

According to data reported at the recent Symposium on Signed Language Interpretation and Translation Research held at Gallaudet University in March 2017, there are only 140 interpreter education programs currently in the United States (100 AA programs, 33 BA programs, 6 MA programs, 4 graduate certificates, and 1 PhD program). Of these 140 institutions offering ASL and interpreter training, one is in the State of Kansas (Johnson County Community College) and this is our partner institution in developing a bachelors degree in American Sign Language and Deaf Culture, which is currently in the final stages of approval.

The KU Edwards campus is the perfect home for this new free-standing program because it fits perfectly with the specific mission of our campus, in that it is taking a very academically rigorous discipline, the humanistic study of a specific language and culture and goes beyond the traditional academic goals to provide students with very workforce-ready skills that can make them immediately competitive and successful when entering the job market. This program is also perfectly placed on the Edwards campus because of our close geographic and cultural proximity to Johnson County Community College, the institution that has the greatest depth of experience and the strongest reputation in serving the Deaf community in Kansas and the larger Kansas City region. JCCC invited us to partner with them to build a true 21st century ASL interpreting program and we are proud to be a partner in this effort. Finally, this program has been designed as an interdisciplinary program within the University of Kansas because we can also draw on particular academic strengths in our cultural studies and social sciences departments. It also should be mentioned that there is a rich Deaf community in Olathe with the Kansas School for the Deaf (more than 150 years old) and the Museum of Deaf History. Thus Olathe, which is of course geographically close to our campus, is already a center for Deaf art and culture.

**How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.**

This certificate aims to provide insight into Deaf Studies and social justice with the deaf community. This program will recruit diverse students to KU that might not otherwise consider KU as an option. This certificate would attract students that are Deaf or those that work in the deaf community. In addition, it would provide current KU students from a variety of backgrounds with a better understanding of a diverse population.

**Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?**

Yes, in developing this certificate, we created a curriculum advisory committee, made up of faculty currently teaching ASL and diverse populations as well as members of the deaf community. This group helped to development curriculum, course materials, and pedagogical techniques to support the needs of this diverse population.

**Admission Requirements**

The program follows the policies governing admission to graduate study outlined in the Admission to Graduate Study (<http://policy.ku.edu/graduatestudies/admission-to-graduate-study>)policy. Students must submit a Graduate Application (<http://graduate.ku.edu/ku-graduate-application>)online. Admissions decisions will be the responsibility of the Director of the ASL program and all applications will be reviewed by a faculty admissions committee consisting of ASL and SLLC faculty.

The following criteria will be used to determine admissions into the program:

1. A B.A. or B.S. from an accredited U.S. college or university or an equivalent degree from a foreign institution;
2. A cumulative undergraduate GPA of 3.0 or above is required; students with a GPA between 3.0 and 2.0 may be provisionally admitted given relevant professional experience and achievement.

**Degree Requirements**

The Deaf Studies and Social Justice Graduate Certificate is a 15 credit hour certificate program that requires the following:

**Course List**

Code	Title	Hours
<a href="#">ASLD 611</a>	Introduction to Deaf Studies	3
<a href="#">ASLD 612</a>	Intersectionality and Deaf Communities	3
<a href="#">ASLD 613</a>	Social Justice and Allyship with Deaf Communities	3
Pick two electives from the following list:		6
<a href="#">ASLD 714</a>	History of Deaf Education	
<a href="#">ASLD 728</a>	Special Topics in Deaf Studies: _____	
<a href="#">ASLD 788</a>	Internship in American Sign Language and Deaf Studies	
<a href="#">ASLD 789</a>	Research Experience in American Sign Language and Deaf Studies	
<a href="#">LING 735</a>	Psycholinguistics I	

**Faculty Profile**

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Studies	1
Assistant/Associate Teaching Professor	MA/PhD in ASL Interpreting	1
Assistant/Associate Teaching Professor	MA/PhD in ASL	1

**Student Profile**

Anticipated student enrollment			
	Full Time	Part Time	Total
<b>Year 1</b>	3	2	5
<b>Year 2</b>	7	3	10
<b>Year 3</b>	10	5	15

Anticipated number of program graduates	
<b>After 5 Years</b>	40
<b>After 7 Years</b>	70

**Academic Support**

Staffing for the location will be a blend of onsite personnel as well as Lawrence and Edwards Campus personnel. On-site personnel will provide onsite program coordination and liaising between Lawrence, and Edwards locations. The admissions process and advising will be handled through Edwards Campus advising. An advisor will be assigned to support the certificate program and will work with students from point of inquiry through graduation.

In supporting instructors, the Academic and Faculty Support Center at the Edwards Campus will provide faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support the faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

The academic and student services provided will have similar delivery methods to our other programs located at the KU Edwards Campus. Students will have access to services either in person or virtually. On-site staff will carry out the core student service and support functions needed and will have administrative support from the Lawrence Campus. Additional academic resources are available to students virtually through the KU Library or virtual lab.

All of the necessary library materials are available online or through the Edwards' library services available to all students. As part of the Diversity and Inclusion efforts of the KU Edwards Campus, we are in the process of adding interpreter and other student services that would be need for this program as well as the campus as a whole. At this time, we also rely on support from the AAAC services from the Lawrence campus as needed.

**Facilities and Equipment**

The program will be offered at the KU Edwards campus. Space is sufficient on this campus to provide a high-quality program.

[Program Review, Assessment, Accreditation](#)

In all KU academic courses, student feedback regarding course instruction is collected through course and teaching evaluations. Additionally, because this is a program that is housed at the KU Edwards Campus, it will also go through an annual internal review.

The College and Graduate Studies will evaluate the certificate program every 7 years as part of the mandatory review and renewal process for all graduate certificates.

[Costs, Financing](#)

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

[What is the source of the new funds?](#)

The program will be supported by Edwards Campus tuition revenue.

[Rationale for proposal](#)

KU is dedicated to preparing its students for the challenges educated citizens will encounter in an increasingly complex and diverse community. This program respects and seeks to provide students with the skills needed to interact with and serve the very diverse Deaf communities in the state of Kansas, nationally, and internationally. This certificate will prepare student to serve diverse populations that are currently being under-served.

[Additional Information](#)

Salaries and OOE are funded through the proposed BA/BGS program. Students will be embedded in crossed sections at the graduate level at no additional cost.

[Supporting Documents](#)

[Program Reviewer Comments](#)

**Kristine Latta (klatta) (03/01/19 1:43 pm):** Rollback: See email.  
**Kristine Latta (klatta) (03/27/19 9:39 am):** Approved by Clarence Lang on 3/26/19.  
**Kristine Latta (klatta) (03/27/19 9:40 am):** Department contacts are Shannon Portillo and Michelle Reames.

Key: 665



# Program Change Request

## New Program Proposal

Date Submitted: 03/07/19 12:28 pm

Viewing: **LA&S-CRTG : Professional Interpreting Graduate Certificate**

Last edit: 05/30/19 8:54 am

Changes proposed by: m388w332

Academic Career	Graduate, Lawrence		
Program Type	Certificate		
Department/ Program	Liberal Arts & Sciences		
School/College	College of Lib Arts & Sciences		
Consulting School(s)/College(s)	<table border="1"> <tr> <th>School(s)/College(s)</th> </tr> <tr> <td>College of Lib Arts &amp; Sciences</td> </tr> </table>	School(s)/College(s)	College of Lib Arts & Sciences
School(s)/College(s)			
College of Lib Arts & Sciences			
Consulting Department(s)	<table border="1"> <tr> <th>Department(s)</th> </tr> <tr> <td>Lang, Litr &amp; Cultures, School</td> </tr> </table>	Department(s)	Lang, Litr & Cultures, School
Department(s)			
Lang, Litr & Cultures, School			
CIP Code	16.1601		
Program Name	Professional Interpreting Graduate Certificate		
Location(s) of Instruction	Edwards		
Do you intend for this program to be offered online?	No		
Effective Catalog	2020 - 2021		

### In Workflow

- A. CLAS Dean or Associate Dean
- B. Provost's Office
- C. COGA Director
- D. CGS PCC Subcommittee
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- E. 09/19/19 2:47 pm  
Rachel Schwien (rschwien): Approved for CGS PCC Subcommittee

### Program Description

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The certificate is designed for students who have completed an undergraduate degree focusing on ASL and/or ASL interpreting. Alternatively, this certificate could serve students who have a bachelor's degree in some other academic discipline, but who are sufficiently proficient and fluent in both American Sign Language and English to pass a language proficiency entrance exam. These individuals in this latter category may be Deaf or hearing heritage ASL users.

By housing this certificate within SLLC and CLAS, we take advantage of the Language and Culture expertise already established at KU while expanding into new areas of focus.

Governance of the program comes from SLLC in collaboration with KUEC. Similar to other programs housed in CLAS and delivered at KUEC, all curriculum and design decisions are made by the home department with governance and oversight in collaboration with KUEC.

This certificate is ideal for working interpreters and students who have completed the previous Interpreter Training. Students must have some previous experience as an interpreter and hold a bachelors from an accredited program or have completed the Becoming an Interpreter certificate before beginning this certificate.

### Demand/Need for the Program

There are currently only 4 graduate certificate programs in the area of ASL or ASL Interpreting in the United States, and there is a growing number of institutions offering bachelor's degrees in ASL related disciplines. Therefore, it is expected that the enrollment for the degree will be robust.

National Occupational Employment Statistics published in May 2016 showed that about 51,500 individuals were employed in the US as ASL Interpreters and Translators. Of these about 36% percent are in Professional, Scientific, or Technical Services (which includes companies such as Sorenson Communications and ZVRS in the Kansas City metro area). Another 20% are employed by Elementary and Secondary Schools. For example, at this time, both the North Kansas City and Blue Valley Unified School Districts are actively searching for ASL interpreters. The third largest employer of ASL interpreters are general medical and surgical hospitals, who employ about 10% of the ASL interpreters currently employed in the US. This is again consistent with our own local job market given that there are currently job postings for ASL interpreters in both Truman Medical Centers and Children's Mercy Hospital. Other common employers include higher education institutions such as community colleges and universities, museums and similar institutions, and community emergency relief services.

Looking more locally, in the KC Metro area, there were about 530 individuals employed as an ASL Interpreter in 2016 according to federal employment statistics. Interestingly, there seems to be more demand for ASL interpreters in the rural regions of Kansas than is the case for other non-metropolitan parts of the US. For example, Northeast and Southwest Kansas are both in the top 5 for rural regions employing these individuals. In Wichita, there is also a strong job market for ASL interpreters, and we have been working with educators and employers in that region of Kansas to find ways to make our programs designed so that they can be taught, utilizing educational technology at a remote site in Wichita, thus serving the needs of a larger number of Kansans.

### Comparative/Locational Advantage

The proposed certificate would be the only one of its kind in the state of Kansas or the region. By offering the certificate program at the KU Edwards Campus, we are accessible to the Kansas City region, which includes a robust Deaf Community and growing need for ASL interpreters.

According to data reported at the recent Symposium on Signed Language Interpretation and Translation Research held at Gallaudet University in March 2017, there are only 140 interpreter education programs currently in the United States (100 AA programs, 33 BA programs, 6 MA programs, 4 graduate certificates, and 1 PhD program). Of these 140 institutions offering ASL and interpreter training, one is in the State of Kansas (Johnson County Community College) and this is our partner institution in developing a bachelors degree in American Sign Language and Deaf Culture, which is currently in the final stages of approval and would create a pathway into the Professional Interpreting graduate certificate.

The KU Edwards campus is the perfect home for this new free-standing program because it fits perfectly with the specific mission of our campus, in that it is taking a very academically rigorous discipline, the humanistic study of a specific language and culture and goes beyond the traditional academic goals to provide students with very workforce-ready skills that can make them immediately competitive and successful when entering the job market.

This program is also perfectly placed on the Edwards campus because of our close geographic and cultural proximity to Johnson County Community College, the institution that has the greatest depth of experience and the strongest reputation in serving the Deaf community in Kansas and the larger Kansas City region. JCCC invited us to partner with them to build a true 21st century ASL interpreting program and we are proud to be a partner in this effort. Finally, this program has been designed as an interdisciplinary program within the University of Kansas because we can also draw on particular academic strengths in our cultural studies and social sciences departments. It also should be mentioned that there is a rich Deaf community in Olathe with the Kansas School for the Deaf (more than 150 years old) and the Museum of Deaf History.

**How will you enhance the successful recruitment, retention, and completion of women and historically underrepresented racial/ethnic minority groups (African American/black, Native American/Alaskan Native, Latinx/Hispanic, Native Hawaiian/Pacific Islander) in the proposed program, as well as the retention of other historically marginalized students (e.g., Asian and Asian American students in some disciplines, those with disabilities, and sexual and gender minorities)? Briefly explain the challenges, if any, to maintaining and/or increasing diversity in this field.**

This certificate aims to provide insight into Deaf Studies and the deaf community by advancing students' ASL interpreting abilities to better bridge the gap between ASL and English. This program will recruit diverse students to KU that might not otherwise consider KU as an option. This certificate would attract students that are Deaf or those that work in the deaf community. In addition, it would provide current KU students from a variety of backgrounds with a better understanding of a diverse population.



Do you intend to offer inclusive pedagogical techniques and course materials, specific advising and mentoring strategies, etc. in the proposed program to achieve your diversity goals in this field?

Yes, in developing this certificate, we created a curriculum advisory committee, made up of faculty currently teaching ASL and diverse populations as well as members of the deaf community. This group helped to development curriculum, course materials, and pedagogical techniques to support the needs of this diverse population.

**Admission Requirements** The program follows the policies governing admission to graduate study outlined in the Admission to Graduate Study (<http://policy.ku.edu/graduatestudies/admission-to-graduate-study>)policy. Students must submit a Graduate Application (<http://graduate.ku.edu/ku-graduateapplication>)online. Admissions decisions will be the responsibility of the Director of the ASL program and all applications will be reviewed by a faculty admissions committee consisting of ASL and SLLC faculty.

The following criteria will be used to determine admissions into the program.

1. A B.A. or B.S. from an accredited U.S. college or university or an equivalent degree from a foreign institution;
2. A cumulative undergraduate GPA of 3.0 or above is required; students with a GPA between 3.0 and 2.0 may be provisionally admitted given relevant professional experience and achievement.
3. As required by the Commission on Collegiate Interpreter Education Standards (CCIE Standards) students also must successfully pass an ASL language competency exam (ASLPI 4.0), an English proficiency exam, and an entrance interview. Additional information regarding the CCIE Standards can be foundhere (<http://www.cit-asl.org/ccie.html>).
4. Prior interpreting experience, completion of a previous interpreting degree and/or completion of the Becoming an Interpreter Certificate

**Degree Requirements**

The Professional Interpreting Graduate Certificate is a 15 credit hour certificate that requires the following. Students wishing to pursue both the Becoming an Interpreter and the Professional Interpreting Certificates must complete all requirements of each certificate and may utilize a maximum of one course to count towards both certificates.

Course List

Code	Title	Hours
<a href="#">ASLD 709</a>	Ethics and Professionalization for Interpreters	3
Select four electives from the following:		12
<a href="#">ASLD 701</a>	Introduction to the Interpreting Profession	
<a href="#">ASLD 702</a>	Theories of Interpreting: Co-Constructions of Meaning	
<a href="#">ASLD 703</a>	Interpreting: Mediated Interactions in Communications	
<a href="#">ASLD 804</a>	Interpreting: ASL to English	
<a href="#">ASLD 805</a>	Interpreting: English to ASL	
<a href="#">ASLD 708</a>	Interpreting: Diverse Communities	
<a href="#">ASLD 738</a>	Topics in Interpreting: _____	
<a href="#">ASLD 715</a>	Business Practices for Interpreters	
<a href="#">ASLD 716</a>	Interpreting: Dynamic Paralinguistic Demands	
<a href="#">ASLD 710</a>	Psychological Effects of Interpreting	

Faculty Profile

Name of Faculty and Rank	Highest Degree	Number of Faculty FTE
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Studies	1
Assistant/Associate Teaching Professor	MA/PhD in ASL/Deaf Interpreting	1
Assistant/Associate Teaching Professor	MA/PhD in ASL	1

Student Profile

Anticipated student enrollment			
	Full Time	Part Time	Total
Year 1	3	2	5
Year 2	7	3	10
Year 3	10	5	15

Anticipated number of program graduates	
After 5 Years	40
After 7 Years	70

Academic Support

Staffing for the location will be a blend of onsite personnel as well as Lawrence and Edwards Campus personnel. On-site personnel will provide onsite program coordination and liaising between Lawrence, and Edwards locations. The admissions process and advising will be handled through Edwards Campus advising. An advisor will be assigned to support the certificate program and will work with students from point of inquiry through graduation.

In supporting instructors, the Academic and Faculty Support Center at the Edwards Campus will provide faculty development opportunities focused on instruction, course delivery, and teaching pedagogies that support the faculty. This includes training on the institution learning management system, classroom technology, and focuses on active and engaged learning strategies for non-traditional and working professional students.

The academic and student services provided will have similar delivery methods to our other programs located at the KU Edwards Campus. Students will have access to services either in person or virtually. On-site staff will carry out the core student service and support functions needed and will have administrative support from the Lawrence Campus. Additional academic resources are available to students virtually through the KU Library or virtual lab.

All of the necessary library materials are available online or through the Edwards' library services available to all students. As part of the Diversity and Inclusion efforts of the KU Edwards Campus, we are in the process of adding interpreter and other student services that would be need for this program as well as the campus as a whole. At this time, we also rely on support from the AAAC services from the Lawrence campus as needed.

#### Facilities and Equipment

The program will be offered at the KU Edwards campus. Space is sufficient on this campus to provide a high-quality program.

#### Program Review, Assessment, Accreditation

In all KU academic courses, student feedback regarding course instruction is collected through course and teaching evaluations. Additionally, because this is a program that is housed at the KU Edwards campus, it will also go through an annual internal review.

The College and Graduate Studies will evaluate the certificate program every 7 years as part of the mandatory review and renewal process for all graduate certificates.

#### Costs, Financing

	Salaries	OOE	Equipment	Other	TOTAL
Year 1	0	0	0	0	0
Year 2	0	0	0	0	0
Year 3	0	0	0	0	0

#### What is the source of the new funds?

The program will be supported by Edwards Campus tuition revenue.

#### Rationale for proposal

KU is dedicated to preparing its students for the challenges educated citizens will encounter in an increasingly complex and diverse community. This program respects and seeks to provide students with the skills needed to interact with and serve the very diverse Deaf communities in the state of Kansas, nationally, and internationally. This certificate will prepare student to serve diverse populations that are currently being under-served.

#### Additional Information

Salaries and OOE are funded through the proposed BA/BGS program. Students will be embedded in crossed sections at the graduate level at no additional cost.

#### Supporting Documents

#### Program Reviewer Comments

**Kristine Latta (klatta) (03/01/19 1:03 pm):** Corrected reference to certificate name in first line of Program Description.

**Kristine Latta (klatta) (03/01/19 1:43 pm):** Rollback: See email.

**Kristine Latta (klatta) (03/27/19 9:39 am):** Approved by Clarence Lang on 3/26/19.

**Kristine Latta (klatta) (03/27/19 9:40 am):** Department contacts are Shannon Portillo and Michelle Reames.

Key: 669

