



COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
OFFICE OF THE DEAN

RECEIVED APR 03 2007

APPROVED APR 18 2007

To: Marsha Daly, Academic Program Management

From: Sarah Fishman

Re: New program request for Bachelor's Degree in ASL Interpreting

Date: 29 March 2007

The proposal for a new BA in American Sign Language Interpreting was approved today by the CLASS Undergraduate Studies Committee. Please submit this to the appropriate Undergraduate Council committee for action.

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval; and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. Note: An institution which does not have preliminary authority for the proposed program shall submit a separate request for preliminary authority. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution:

University of Houston

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Bachelor of Arts in American Sign Language (ASL) Interpreting (CDASL)

3. Proposed CIP Code: 16.1601.0001 American Sign Language (ASL);

16.1602.0001 Linguistics of ASL and Other Sign Languages;

16.1603.0001 Sign Language Interpretation and Translation

4. Brief Program Description – Describe the program and the educational objectives:

American Sign Language (ASL) is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body. It is the first language of many deaf North Americans (United States and Canada), and one of several communication options available to deaf people. American Sign language is the third most commonly used language in the United States.

In spoken language, the different sounds created by words and tones of voice (intonation) are the most important devices used to communicate. Sign language is based on the idea that sight is the most useful tool a deaf person has to communicate and receive information. Thus, ASL uses hand shape, position, and movement; body movements; gestures; facial expressions; and other visual cues to form its words. Like any other language, fluency in ASL happens only after a long period of study and practice.

Even though ASL is used in the United States, it is a language completely separate from English. It contains all the fundamental features a language needs to function on its own--it has its own rules for grammar, punctuation, and sentence order. ASL evolves as its users do and it also allows for regional usage and jargon. Every language expresses its features differently; ASL is no exception. Whereas English speakers often signal a question by using a particular tone of voice, ASL users do so by raising the eyebrows and widening the eyes. Sometimes, ASL users may ask a question by tilting their bodies forward while signaling with their eyes and eyebrows.

According to Texas Education Code 28.002(e), American Sign Language (ASL) may be offered for foreign language credit at the secondary level. Many of the high school and college programs in Texas offer this opportunity.

ASL Interpreting is a very complex field. Post-secondary Interpreting programs provide education and training to both interpret and transliterate. An Interpreter is an individual fluent in two languages who is qualified to interpret between languages. A Transliterater is an individual who is qualified to transliterate between a spoken, signed or written language and simultaneously or consecutively coding the message into another form of the same language. Usually, this occurs between spoken English and English based sign system or speech reading but also, may also involve transliterating spoken English to text. Interpreters must thoroughly understand the subject matter in which they work. In addition, they must remain sensitive to the cultures associated with their languages of expertise. Interpreters are utilized in a variety of settings such as: classrooms, conferences, medical and legal settings, video phone relay services, religious settings, post-secondary education classes, and guides or escorts. In order to interpret from spoken English into ASL one has to listen to the speaker, process the information and interpret it into ASL. An interpreter is simultaneously listening to the speaker and interpreting what was said one or two sentences previously.

Currently there is a shortage of qualified ASL interpreters for deaf people in Texas and the United States. According to the U.S. Department of labor, Bureau of labor Statistics, interpreters must thoroughly understand the subject matter in which they work so that they are able to convert information from one language into another. (www.bis.gov). Interpreting an engineering class requires that the interpreter understand or learn the terminology used in that class. It is projected that there will be strong demand for people in this field through the year 2014.

At the 2003 Registry of the Deaf (RID) national Conference in Chicago, the membership passed a motion which requires a Bachelor's degree in any field for future performance interview tests.

In 2012, applicants who are hearing will be required to have a minimum of a Bachelor's degree in any field in order to be considered a candidate for certification while applicants who are deaf will be required to have a minimum of an associate's degree.

Currently, there are no Bachelors degree programs in Texas for ASL sign language interpreting. The University of Houston would be the first such program and be recognized as a leader in the field if this program is established.

The establishment of this program would have the full support of the Community College Associate programs that are in Texas.

The Registry of Interpreters for the Deaf (RID) is the national organization that oversees interpreting certification. They also provide evaluation and certification of interpreter training programs. The University of Houston would follow their guidelines regarding certification. The Texas Society of Interpreters for the Deaf (TSID) is the statewide organization in Texas. The Board of Evaluation of Interpreters (BEI) under the Department of Assistive and Rehabilitative Services (DARS) is responsible to over see the process of certifying ASL Interpreters in Texas. There are three levels of certification: Basic, Advanced or Master's level interpreters. The Master's level requires years of experience in the field.

The BA in ASL Interpreting will offer students ASL and interpreting courses at all proficiency levels and interdisciplinary perspectives on language acquisition, linguistics, and Deaf culture. The goals of the BA in ASL Interpreting are:

1. To provide high quality instruction in ASL courses at all levels. ASL fluency will assist students in serving as the method of communication throughout upper level classes in interpreting.
2. To provide high quality instruction in the code of ethics as developed by the Registry of Interpreters for the Deaf (RID).
3. To prepare students for a variety of employment opportunities.
4. To acquire the necessary interpreting skills to pass the Texas certification standards.
5. To prepare students that wish to obtain graduate degrees so they may become interpreting instructors themselves.
6. To develop a strong professional and community relationship with members of the Deaf community throughout Houston and Texas.

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

CDASL in the Department of Communication Sciences and Disorders within the College of Liberal Arts and Social Sciences.

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Fall 2008

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Michael Bienenstock

Title: Associate Clinical Professor

**E-mail: Mbeany@aol.com
MBienenstock@UH.edu**

Phone:

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

The demand for Sign Language interpreters exceeds supply. The Bureau of Statistics projects that there will be a strong demand for people in this field through the year 2014. Similarly, the Americans with Disabilities Act and other laws, such as the Rehabilitation Act, mandate that, in certain situations, an interpreter must be available for people who are deaf or hard of hearing. Given the shortage of interpreters and translators meeting the desired skill level of employers, interpreters for the deaf will continue to have favorable employment prospects (www.bis.gov). This includes full-time and flexible part-time opportunities. Below is a list of some examples.

A1. WWW.esc20.net/deaf/deaf/vacancy%20Region%20DE.htm

This website from Region 20 Education Service Center lists job opportunities for interpreters for deaf children in school programs throughout Texas. There are over 50 current opportunities for sign

language interpreters in Texas in school settings. Multiply this by 50 and you have probably over 2000 interpreting openings in educational settings.

A2. There are approximately 7 sign language interpreting agencies within the Houston area and 25 within the state of Texas. One of these is Sign Shares Inc. (www.signshares.com) Another is Communication Access Ability Group (www.axsability.com). These agencies provide interpreters for both educational and community settings. They have contracts with hospitals, post-secondary education programs, the Houston legal system, religious places, and so forth. Recently two deaf students went through medical school. Interpreters had to be recruited from all over the United States to fulfill the number of hours required for these students.

A3. There are numerous government opportunities for ASL interpreters. Agencies such as the FBI, Department of Education etc. hire numerous deaf people and require ASL interpreting services.

A4. Currently the universities looking for interpreter trainers and sign language instructors are Eastern Kentucky, Western Oregon, Louisville University and Mesa College in Arizona. Columbia College in Chicago is searching for a chairperson for their interpreter training program.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

B1:

There has been an overflow enrollment in American Sign Language 1 (COMD 1301) every year it has been offered. Last semester there were 75 students enrolled in two sections of COMD 1301. The original class size was 25 students which is the optimal limit for teaching a foreign language. Many of these students have chosen ASL to meet their foreign language requirement. In fact ASL 1 typically "sells out" after 15 minutes of registration. If we had the faculty we could probably offer and fill another 2 sections of ASL.

The table below shows the enrollment in American Sign Language since the first initiated at the University of Houston.

Please note:

- 1) Since ASL is a manual language, class size has to be somewhat limited. In order to respond to some of the demand, class quotas were exceeded. In fall 2004 class quotas were exceeded by 12 students; in fall 2005 class quotas were exceeded by 30. Quotas were increased in Fa06, but classes were 27 students over the Fall 05 quotas.
- 2) In the four years reported, American Sign Language enrollment has been steady and substantial.

ASL Enrollment at the University of Houston

<u>Courses</u>	<u>Fall</u> <u>03</u>	<u>Fall</u> <u>04</u>	<u>Fall</u> <u>05</u>	<u>Fall</u> <u>06</u>
ASL	66	103	112	111

B2:

The North Harris Community College Interpreting Advisory Council has a goal of establishing a Bachelor's degree program at a 4 year college. I am a member of this committee. Students will need to be able to transfer, once completing their Associate's degree, to a 4 year program. The new RID requirements must be met. There are approximately 12 Associate degree programs in Texas. Based on communication with some of these programs it is estimated that 100 interpreters graduate from these programs each year. However, not all of them have acquired certification upon graduation.

B3:

Personally, in the past at the University of Houston at least 25 students have asked me if there was a major or minor in either ASL or Interpreting.

B4:

I have already had inquiries from certified interpreters who would like to obtain the Bachelor's degree. I expect that there will be many individuals who are currently certified that will want to return to school to obtain a BA in ASL interpreting.

B5:

Currently, there are some students at the University that are already certified interpreters. They would have liked to have majored in ASL interpreting, but no such major exists at the present time.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	10	20	30	40	40
FTSE	10	20	30	40	40

II. Quality

- A. **Degree Requirements** – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Case One: Any minor

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum (bachelor's degree only)	42	
Required Courses	52	
Prescribed Electives	3	
Free Electives, (Includes minor and requirements within the College of Liberal Arts and Social Science)	23	
Other (Specify, e.g., internships, clinical work)	(if not included above)	
TOTAL	120	

- B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Prefix and Number	Required Courses	SCH
COMD 2301	Intermediate American Sign Language I	3.0
COMD 2302	Intermediate American Sign Language II	3.0
COMD 3301	Deaf Culture	3.0
*CDASL 1310	Finger Spelling	3.0
* CDASL 23xx	Visual and Gestural Communication	3.0
* CDASL 33**	Introduction to the Interpreting Profession	3.0
* CDASL 33xx	Education of the Deaf	3.0
* CDASL 23xx	Interpreting I English to ASL	3.0
* CDASL 33xx	Interpreting II Sign to Voice	3.0

* CDASL 43xx	Interpreting III	3.0
* CDASL 43xx	Transliteration and Educational Interpreting	3.0
* CDASL 43xx	Court, Medical and Trilingual Interpreting	3.0
* CDASL 44xx	Internship in Interpreting	4.0
Eng 4300	Introduction to the Study of Language	3.0
Phys 2340	Science of Sound	3.0
COMD 3381	Fundamentals of Audiology	3.0
COMD 3383	Speech, Hearing, and Language Development of the Normal Child	3.0

Prefix and Number	Prescribed Elective Courses	SCH
Eng 4303 or Psyc 4397	Any one of the following courses: English as a Second Language (formerly 4320) or Psyc 4397 Bilingualism and Second Language Acquisition	3.0

Case Two: Minor in CMD required (Minor is currently awaiting approval in Undergraduate council for Fall 2007)

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum (bachelor's degree only)	42	
Required Courses	40	
Prescribed Electives (INCLUDES minor)	18	
Free Electives, (does not include minor)	20	
Other (Specify, e.g., Internships, clinical work)	(if not included above)	
TOTAL	120	

- B. Curriculum** – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Prefix and Number	Required Courses	SCH
COMD 2301	Intermediate American Sign Language I	3.0
COMD 2302	Intermediate American Sign Language II	3.0
* CDASL 1310	Finger Spelling	3.0
* CDASL 23xx	Visual and Gestural Communication	3.0
* CDASL 33**	Introduction to the Interpreting Profession	3.0
* CDASL 33xx	Education of the Deaf	3.0
* CDASL 23xx	Interpreting I English to ASL	3.0
* CDASL 33xx	Interpreting II Sign to Voice	3.0
* CDASL 43xx	Interpreting III	3.0
* CDASL 43xx	Transliteration and Educational Interpreting	3.0
* CDASL	Court, Medical and Trilingual Interpreting	3.0

43xx		
* CDASL 44xx	Internship in Interpreting	4.0
Eng 4300	Introduction to the Study of Language	3.0

Prefix and Number	Prescribed Elective Courses	SCH
Eng 4303 or Psyc 4397	Any one of the following courses: English as a Second Language (formerly 4320) or Psyc 4397 Bilingualism and Second Language Acquisition	3.0
COMD 3301	Deaf Culture (Minor requirement)	3.0
Phys 2340	Science of Sound (Minor requirement)	3.0
COMD 3381	Fundamentals of Audiology ((Minor requirement)	3.0
COMD 2339	Speech, Hearing, and Language Development of the Normal Child (Minor requirement)	3.0
COMD 3383	Language Disorders (Minor Requirement)	3.0

- C. **Faculty** – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program.
(Add and delete rows as needed.)

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g. Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MC200, MC285 MC824 (Lab Only)	50%
Bienenstock, Michael Clinical Professor	Ph.D. in Special Education, Univ. of Maryland, College Park	COMD 1301, 1302, 2301, 2302, 3301	100%
English Department faculty		Eng 4300, Eng 4303	Courses are already included in the English Department
Dr. Hernandez (psychology Department Faculty)		Psyc 4397	Course is already a psychology elective
Psychology Department Faculty		Psyc 3350	Course is already included in the English Department

New Faculty in Year ____	Adjuncts in Interpreting TBA		
New Faculty in Year ____	TBA		

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (*Add and delete rows as needed.*)

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g. Robertson, David Ass. Professor	Ph.D. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Bienenstock, Michael Clinical Professor	Ph.D. in Special Education, Univ. of Maryland, College Park	COMD 1301, 1302, 2301, 2302, 3301	100%
English Department faculty		Eng 4300, Eng 4303	Courses are already contained within the English Department
Dr. Hernandez (psychology Department Faculty)		Psyc 4397	Course is already a psychology elective
Sandra Gold-Singleton, Adjunct Professor	M.A. in Communication Disorders, U of H	Elective: Phys 2340, COMD 2338	Courses already included in COMD curriculum
Martha Dunkelberger, Assistant Clinical Professor	Ph.D. in Educational Psychology, U of H	Electives: COMD 2339 and COMD 3383	Courses already included in COMD curriculum
Barbara Snelling, Assistant Clinical Professor.	Au.D , University of Arizona	Electives: COMD 3381	Courses already included in COMD curriculum
New Faculty in Year ____	Adjuncts in Interpreting TBA – 2 per semester	COMD interpreting classes	New courses
New Faculty in Year ____	TBA		

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Snelling, Barbara, Assistant Clinical Professor	Au.D. University of Arizona		
Dunkelberger, Martha, Assistant Clinical Professor	Ph.D. in Educational Psychology University of Houston		
Gold-Singleton, Sandra Undergraduate Advisor	M.A. in COMD, University of Houston	Part-time Advisor	20-30%
Dr. Lynn Maher	Ph.D. Communication Science and Disorders, University of Florida	Department Chair	

- D. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

A library search was completed by Derral Parkin of the University of Houston. A fairly broad subject search was done on "Sign Language" and found 76 books. Many of those do not specifically relate to ASL. The links to review this list is: <http://library.uh.edu/search/d?SEARCH=sign+language>

There are also some electronic databases that may be useful in this area. One link is: <http://info.lib.uh.edu/research/subjectList.html?id=9>
I also maintain a subject guide that may be of use:

There are books published on interpreting that will be required for class.

- E. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Students will need access to audio equipment and DVD/VCR machines to facilitate practice. Additional external funding grants will be sought from the United States Department of Education. These grants are normally 4 to 5 years in length, and will be used to programmatic support and to fund additional positions as needed. In addition, these grants often include the possibility of scholarship money for students. Money from these grants can also be used to obtain the needed materials for classes. Resources can also be acquired from student incidental fees.

- F. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The Registry of Interpreters for the Deaf (RID) is the national organization that oversees interpreting certification. They also provide evaluation and certification of interpreter training programs. The University of Houston would follow their guidelines regarding certification.

The Conference of Interpreter Trainers (CIT) is an association of interpreter educators. The mission of the Conference of Interpreter Trainers is to encourage interpreter educators, which includes American Sign Language and interpreting instructors, mentors, and presenters, to provide the highest quality instruction possible in ASL and interpreting courses, with the recognition that fluency in ASL is a critical precursor to interpreting education. The CIT promotes quality instruction by providing its membership with:

- a. Standards for interpreting programs and curricula;
- b. Standards for interpreter educators;
- c. Opportunities for professional development and mentoring;
- d. Support for research relevant to the practice and instruction of interpretation and mentoring;
- e. A mechanism for sharing information among interpreter educators
- f. Support of high quality sign language education
- g. Development and support of collegial relationships with professionals in other related disciplines and organizations.

However, CIT does not provide evaluation and accreditation or programs.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$75,000 for new part-time instructor's salary (\$3000 per course for a total of 25	Reallocated Funds	\$0

	classes for 5 years.		
	\$26,000 for Advisor for five years (\$5,200 per year)		
Facilities and Equipment	\$2000	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$500,000
Total Costs	\$103,000	Total Funding	\$500,000

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant
Commissioner Approval – For a program to be approved by the Commissioner or
the Assistant Commissioner for Academic Affairs and Research, the Board of
Regents or designee must certify that the new program meets the eight criteria
under TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) Have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date

UC 9271 07S

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Date: Thu, 01 Mar 2007 17:37:33 -0600
From: "Antel, John J" <Antel@UH.EDU>
Subject: RE: RE: interpreter program proposal
To: "Dr. Sarah Fishman" <sfishman@uh.edu>
Thread-topic: RE: interpreter program proposal
Thread-index: AcdcP6AKKfhPKMcIR/Shuf9839L5mgAGt3lw
X-MS-Has-Attach:
X-MS-TNEF-Correlator:
Original-recipient: rfc822;[REDACTED]

Yes,

I think this is a great program. As long as Lynn Mayer supports it I do.

JA

From: Dr. Sarah Fishman [mailto:sfishman@uh.edu]
Sent: Thursday, March 01, 2007 2:24 PM
To: antel@uh.edu
Subject: Fwd: RE: interpreter program proposal

John,

I think you knew about this, but wanted to send along the proposal which the College Undergraduate Studies committee will consider late in March. They will want to know if it has your support I'm sure.
Sarah

Date: Thu, 01 Mar 2007 12:56:29 -0600
From: "Bienenstock, Michael A" <mabienen@Central.UH.EDU>
Subject: RE: interpreter program proposal
To: "Dr. Sarah Fishman" <sfishman@uh.edu>
Thread-topic: interpreter program proposal
Thread-index: AcdcHr7fm8DwdmYZSYmUaR1gTA4rSgABqbxwAAGXb+0AAc7GIA==
X-MS-Has-Attach: yes
X-MS-TNEF-Correlator:
Original-recipient: rfc822;histl@mail.uh.edu

I am attaching our interpreter program proposal. Can you please look it over and see if we need anything else? One question is what do you mean by FTSE. Full time salaried employees?
Michael Bienenstock

From: Maher, Lynn M
Sent: Thursday, March 01, 2007 12:02 PM
To: Bienenstock, Michael A
Subject: RE: interpreter program proposal

Yes, but ask Sarah to look it over and see if she thinks we need anything else. we still don't know what the FTSE is, do we?



DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

The Department is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association in Speech-Language Pathology.

March 21, 2007

Sarah Fishman, PhD
Associate Dean for Undergraduate Studies
College of Liberal Arts and sciences
University of Houston
402 Agnes Arnold Hall
Houston, TX 77204-3000


Dear Dr. Fishman and CLASS Undergraduate Committee:

I am writing in support of the proposed undergraduate degree program in American Sign Language Interpreting. In fall, 2006 the faculty of the Department of Communication Sciences and Disorders voted unanimously to support this proposal. In doing so the faculty recognized the need for this type of program, which would be the first of its kind in the state of Texas.

I have had the opportunity to review the proposed program and the implications this program would have on our department. Dr. Bienenstock, Associate Clinical Professor and Ms. Gold-Singleton, COMD Undergraduate Advisor have worked diligently to develop a degree program in ASL Interpreting that combines the technical training necessary for successful sign language interpreting with a scholarly theoretical foundation in manual communication, deaf culture and basic science of communication. The physical demands of the program on the department and the university are minimal. It will require the addition of a two adjunct professors initially until the program can obtain extramural funding, space for an additional office and training lab, and an additional five hours per week of undergraduate advisement. In exchange for the relatively minimal investment, the University of Houston will have a unique program that will address a significant personal shortage in the state and help meet the needs of the hearing deaf and hearing impaired in the community.

On personal note, I have been impressed with Dr. Bienenstock vision for this program. He is very knowledgeable in this area and is an excellent choice to lead us in this effort. I have complete confidence in his ability to manage the work involved, and I enthusiastically endorse his proposal.

Sincerely,


Lynn M. Maher, PhD
Professor and Chair
Dept. of Communication Sciences and Disorders