Please confirm (√) that the following are included in the degree proposal:

√ The total number of units required for graduation is specified (not just the total for the major):

√ a proposed bachelor’s program requires no fewer than 120 semester units

NA any proposed bachelor’s degree program with requirements exceeding 120 units must request an exception to the 120 semester unit limit policy

Please specify the total number of prerequisite units required for the major. Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:
ASLD 101 American Sign Language 1 (4 units)
ASLD 102 American Sign Language 2 (4 units)

Please specify the total number of prerequisite units required for the major option. Students can only be admitted to the option as a junior. Students may be native or transfer students.

Note: Prerequisites are included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:
1. LING 151/ASLD 101 (American Sign Language 1) 3 to 4 units with a grade of C or better;
2. LING 152/ASLD 102 (American Sign Language 2) 3 to 4 units with a grade of C or better;
3. ANTH/LING 170 (An Introduction to Linguistics) 3 units with a grade of C or better;
4. ASLD 124 (American Deaf Cultures) 3 units with a grade of C or better;
5. ASLD 201 (American Sign Language 3) 4 units with a grade of C or better;
6. ASLD 202 (American Sign Language 4) 4 units with a grade of C or better;
7. ASLD 211 (Beginning Interpreting 1) 3 units with a grade of C or better;
8. ASLD 212 (Beginning Interpreting 2) 3 units with a grade of C or better;
9. ASLPI National Exam with a score of 2 or higher;
10. Successful Interview;
11. Be selected as one of 20-25 students as a member of the yearly cohort
Title 5 minimum requirements for bachelor’s degree have been met, including:

- minimum number of units in major (BA 24 semester units), (BS 36 semester units)

- minimum number of units in upper-division (BA 12 semester units), (BS 18 semester units)
1. **Program Type** (Please specify any from the list below that apply—delete the others)
   
a. State-Support  
c. Delivery Type: Fully face to face  
d. Fast Track  
g. New Program  

2. **Program Identification**

   a. Campus
      
      California State University, Long Beach
   
   b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).
      
      Bachelor of Arts with a Major in American Sign Language (ASL) Linguistics and Deaf Cultures, Option in ASL-English Interpreting
   
   c. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.
      
      March 2016 (via Cecile Lindsay)
   
   d. Term and academic year of intended implementation (e.g. fall 2016).
      
      Fall 2017
   
   e. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.
      
      120 total units
f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Linguistics, ASLD Program

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Dr. Barbara LeMaster, PhD
Professor
Department of Linguistics
Department of Anthropology
Director
ASLD Program

h. Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

Please see attached letter written by CLA Dean Wallace.

i. Any other campus approval documents that may apply (e.g. curriculum committee approvals).

- EPCC Minutes from October 27, 2015, Meeting #15, approval of the BA and the BA Option Program Proposals
- Linguistics Department Faculty Minutes from October 2, 2015, approval of the BA and the BA Option Program Proposals
- Linguistics Department Faculty Minutes from February 1, 2013, approval of the program concept approval

j. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

Not applicable.

k. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the
system-wide list at: http://www.calstate.edu/app/resources.shtml, you can search CIP 2010 at http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

CSU Program Code: 20144
CSU Generic Title: Deaf Studies
Paired CIP Code: 30.9999

3. Program Overview and Rationale

a. Provide a rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.

For the B.A. in ASL Linguistics and Deaf Cultures:
This program is designed to teach students to be linguists who can work with signed and spoken languages and their cultures, but with a primary focus on American Sign Language and Deaf cultures. Students will be introduced to a variety of signed and spoken languages, and their cultures, in the United States and across the globe. Students will focus on acquisition of American Sign Language (ASL) and graduate with a fluid ability to understand and use the language and be culturally competent. The program is also designed to increase students’ competence in English. As linguists, the students will be able to apply their knowledge to any world language, to begin research on these languages, and to have the competence in linguistic analysis to judge and assess the quality of existing research in their field.

Students are drawn to the visual language, and to a curiosity about the culture of people who use ASL in America. Many of the courses will be taught in ASL. Students who have already expressed an interest in this major have goals of becoming linguists, social workers, lawyers, police officers, fire fighters, physicians, nurses, and teachers. A sister program would be California State University, Northridge’s Deaf Studies Program, which graduates approximately 100+ students each year. Their focus is on the culture of American Deaf people, and they draw large numbers of majors. The proposed CSULB program focuses on linguistics, and how culture influences language variation, language emergence, and language choice.
There is currently no undergraduate program precisely like this in the United States.

For the B.A. Option, ASL-English Interpreting:
The option is designed to teach students to be linguists, with an understanding of the connections between language and culture. Concurrently, the program will be training these students to become ethical ASL-English interpreters with the finest skills they can achieve in a four-year degree program. The goal is to prepare these students for a life job skill as an ASL-English Interpreter. The targeted audience for those who become part of the B.A. Option is a group of students who have strong ASL and English skills, and also strong linguistic training in their lower division courses. The Option is only open to students with a junior standing. These students must receive a C or higher in all of their lower division courses, and receive a 2 or higher on the ASLPI national exam, and have a successful interview with the CSULB B.A. Option admissions committee, as well as have completed the other required prerequisite courses with a C or better. The goal is to produce the best interpreters possible, giving this opportunity to students at a state university.

b. Provide the proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

Bachelor of Arts in ASL Linguistics and Deaf Cultures

Program Description:
This program is designed to teach students to be linguists who can work with signed and spoken languages and their cultures. Students will be introduced to a variety of signed and spoken languages, and their cultures, in the United States and across the globe. Students will focus on acquisition of American Sign Language (ASL) and graduate with a fluid ability to understand and use the language and be culturally competent. The program is designed to also increase students’ competence in English. As linguists, the students will be able to apply their knowledge to any world language, to begin research on these languages, and to have the competence in linguistic analysis to judge and assess the quality of existing research in their field.

Degree Requirements (50 units):

Lower Division (22 units). Take the following courses:

- ASLD 101: American Sign Language 1 (4)
- ASLD 102: American Sign Language 2 (4)
- LING/ANTH 170: Introduction to Linguistics (3)
ASLD 124: American Deaf Cultures (3)
ASLD 201: American Sign Language 3 (4)
ASLD 202: American Sign Language 4 (4)

Upper Division (28 units). Take the following courses:

LING 325: Modern English Grammar (3)
ASLD 305: American Sign Language 5 (4)
ASLD 306: American Sign Language Linguistics (3)
ASLD 424: Global Deaf Culture and Languages (3)
LING/ANTH 413: Language and Culture (3)

One course out of the following:
   LING 421: Syntax (3)
   LING 433: Survey of Discourse Analysis (3)
   LING 423: Semantics (3)

Three Courses out of the following:
   LING 301: Introduction to Research Methods (3)
   LING 329: Language Acquisition (3)
   LING 379: Sociolinguistics (3)
   LING 401: Corpus Linguistics
   LING 420: Phonology (3)
   LING 421: Syntax (3)
   LING 423: Semantics (3)
   LING 426: History of English (3)
   LING 433: Survey of Discourse Analysis (3)
   LING 438: Psycholinguistics (3)
   LING 460: TESOL composition (3)
   LING 470/ANTH 475: Language and Gender in Cross-Cultural Perspective (3)
   LING 472: Language and Social Justice

Admission Requirements:
   ASLD 101 (American Sign Language 1), and ASLD 102 (American Sign Language 2) with a grade of C or better.

For the B.A. Option, ASL-English Interpreting:

Program Description:
This program is designed to teach students to be linguists who can work with signed and spoken languages and their cultures. The Option to our general BA expands on students’ language and culture training to additionally train them to become interpreters between ASL and English. For admission, students must receive a C or better in all required lower division courses, a 2 or higher on the ASLPI national exam, and have a successful interview with an invitation from the CSULB BA Option admissions committee to join a Fall semester cohort.
Admission Requirements for the new B.A. Option in ASL-English Interpreting:

1. LING 151/ASLD 101 (ASL 1) with a grade of C or better;
2. LING 152/ASLD 102 (ASL 2) with a grade of C or better;
3. ANTH/LING 170 with a grade of C or better;
4. ASLD 124 (American Deaf Cultures) with a grade of C or better;
5. ASLD 201 (ASL 3) with a grade of C or better;
6. ASLD 202 (ASL 4) with a grade of C or better;
7. ASLD 211 (Beg. Interpreting 1) with a grade of C or better;
8. ASLD 212 (Beg. Interpreting 2) with a grade of C or better;
9. ASLPI National Exam with a score of 2 or higher;
10. Successful Interview;
11. Be selected as one of 20 to 25 students as a member of the yearly cohort

Curriculum – (These requirements conform to the revised 2013 WASC Handbook of Accreditation)

a. These program proposal elements are required for the B.A.:

- Institutional learning outcomes (ILOs)

Graduates of CSULB will be:
1. Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study;
2. Critically and ethically engaged in global and local issues;
3. Knowledgeable and respectful of the diversity of individuals, groups, and cultures;
4. Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;
5. Skilled in collaborative problem-solving, research, and creative activity.

- Program learning outcomes (PLOs)

Graduates of the ASL Linguistics and Deaf Cultures Program will:
1. Acquire and combine their general education skills with a rich body of relevant linguistic and cultural analytic knowledge and information to solve complex global and local linguistic and cultural problems and challenges;
2. Apply and integrate the methods of acquiring a new language and
culture, and linguistic scientific methods of dissecting languages and their cultural influences in the field or in archival settings through critical analysis, problem solving, and collaborative communication techniques,

3. Synthesize information on signed and spoken languages and their cultural influences to possibly create something new from their analyses and integration of information,

4. Evaluate current research on spoken and signed languages with cultural influences, and judge and assess the quality of that body of knowledge, and the work itself.

- Student learning outcomes (SLOs)

Each syllabus lists the SLOs for the particular course students are taking. The overall SLOs for this program include the following:

1. To understand how to use American Sign Language in culturally appropriate ways;
2. To be able to interpret language variations in terms of their cultural contexts;
3. To be able to apply linguistic science to compare, identify parts and relationships of all languages, spoken and signed;
4. To be able to critically judge and assess the quality of current ways of thinking about language and culture on local and global scales;
5. To create new local and global understandings of deaf languages and cultures through assessments of current knowledge and own research.

b. These program proposal elements are required for the B.A.:

- Comprehensive assessment plan addressing all assessment elements;

Comprehensive Assessment Plan

B.A. in ASL Linguistics and Deaf Cultures (ASLD) Program

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>D</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILOs</td>
<td>PLOs</td>
<td>SLOs</td>
<td>Courses (Where SLOs are assessed)</td>
<td>Assessment activities (to measure each SLO)</td>
<td>Suggested assessment tools</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>How will data/findings be reported?</td>
<td>Designated personnel to collect, analyze, and interpret student learning outcome data</td>
<td>Program data/findings dissemination schedule</td>
<td>Anticipated closing the loop strategies</td>
</tr>
<tr>
<td>Quarter</td>
<td>Year</td>
<td>Yearly</td>
<td>Course Code</td>
<td>Course Description</td>
<td>Paper Rubric</td>
<td>Exam Frequency</td>
<td>Pass Percentage</td>
<td>Program Director</td>
<td>Faculty</td>
<td>Yearly</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>-------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 101</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midtem and final</td>
<td>Paper Rubric</td>
<td>Annuall y 100-level courses</td>
<td>70% pass</td>
<td>program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 102</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midtem and final</td>
<td>Paper Rubric</td>
<td>Annuall y 100-level courses</td>
<td>70% pass</td>
<td>Program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td>4</td>
<td>2,3, 5</td>
<td>1</td>
<td>ASLD 124</td>
<td>Research paper, cultural event paper, midterm and final</td>
<td>Paper Rubrics</td>
<td>Every Other Year</td>
<td>70% pass</td>
<td>Program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 201</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midtem and final</td>
<td>Paper Rubric</td>
<td>Annuall y a 200-level languag e course</td>
<td>70% pass</td>
<td>Program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 202</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midtem and final</td>
<td>Paper Rubric</td>
<td>Annuall y a 200-level languag e course</td>
<td>70% pass</td>
<td>Program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td>3</td>
<td>2,3, 5</td>
<td>1</td>
<td>ASLD 305</td>
<td>Analyses of native signers, self-signing critiques, Deaf community contact hours, midterm and final</td>
<td>Analyses Rubrics</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Program director and faculty</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2,3,5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>--------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ASLD 424</td>
<td>Mapping project, language emergence project, Research paper, Midterm &amp; Final</td>
<td>Rubrics for two projects</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ASLD 306</td>
<td>Participation, 2 short journal response papers, Midterm &amp; Final</td>
<td>Journal Response paper Rubrics</td>
</tr>
</tbody>
</table>

- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Curriculum Mapping Matrix

**B.A. in ASL Linguistics and Deaf Cultures (ASLD) Program**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>SLO #1: Aligns with and measures: PLO #:1 ILO #:3</th>
<th>SLO #2: Aligns with and measures: PLO #: 2 ILO #:4</th>
<th>SLO #3: Aligns with and measures: PLO #: 2 ILO #:4</th>
<th>SLO #4: Aligns with and measures: PLO #:3 ILO #:2,3,5</th>
<th>SLO #5: Aligns with and measures: PLO #:4 ILO #:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 101</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 102</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 124</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 201</td>
<td></td>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 202</td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ASLD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>
a. These program proposal elements are required for the B.A. Option in ASL-English Interpreting:

- Institutional learning outcomes (ILOs) for the B.A. Option
  ILO’s are the same as above.

- Program learning outcomes (PLOs) for the B.A. Option

  ASL Linguistics and Deaf Cultures program graduates will:

1. Acquire and combine their general education skills with a rich body of relevant linguistic and cultural analytic knowledge and information to solve complex global and local linguistic and cultural problems and challenges;

2. Apply and integrate the methods of acquiring a new language and culture, and linguistic scientific methods of dissecting languages and their cultural influences in the field or in archival settings through critical analysis, problem solving, and collaborative communication techniques,

3. Apply and integrate methods of translating between English and
4. Synthesize information on signed and spoken languages and their cultural influences to possibly create something new from their analyses and integration of information,
5. Synthesize information in English and ASL and consecutively interpret between them;
6. Evaluate all of the relevant factors in an interpreting situation and simultaneously interpret between ASL and English,
7. Evaluate current research on spoken and signed languages with cultural influences, and to judge and assess the quality of that body of knowledge, and the work itself.

• Student learning outcomes (SLOs) for the B.A. Option

Each syllabus lists the SLOs for the particular course students are taking. The overall SLOs for this program include the following:

1. To understand how to use American Sign Language and English in culturally appropriate ways;
2. To be able to interpret variations of language in terms of their cultural contexts and begin translating between ASL and English;
3. To be able to apply linguistic science to compare, identify parts and relationships of all languages, spoken and signed;
4. To be able to apply knowledge and theory of interpreting, and acquire the ability to consecutively interpret between ASL and English;
5. To be able to critically judge and assess the quality of current ways of thinking about language and culture on local and global scales;
6. Be able to critically judge and assess an interpreting situation and simultaneously interpret between ASL and English;
7. To create new local and global understandings of d/Deaf languages and cultures through assessments of current knowledge and own research.

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measurable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.
b. These program proposal elements are required for the Option:

- Comprehensive assessment plan addressing all assessment elements;
- Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Comprehensive assessment plan addressing all assessment elements are required

**B.A. in ASL Linguistics and Deaf Cultures (ASLD) Program Option, ASL-English Interpreting:**

Sample Template: Comprehensive Assessment Plan

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
<th>j</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILOs</td>
<td>PLOs</td>
<td>SLOs</td>
<td>Courses (Where SLOs are assessed)</td>
<td>Assessment activities (to measure each SLO)</td>
<td>Suggested assessment tools</td>
<td>Assessment schedule – how often SLOs will be assessed</td>
<td>How will data/findings be reported?</td>
<td>Designated personnel to collect, analyze, and interpret student learning outcome data</td>
<td>Program data/findings dissemination schedule</td>
<td>Anticipated closing the loop strategies</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 101</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midterm and final</td>
<td>Paper Rubric</td>
<td>Annually 100-level courses</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>ASLD 102</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midterm and final</td>
<td>Paper Rubric</td>
<td>Annually 100-level courses</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2,3,5</td>
<td>2</td>
<td>2</td>
<td>ASLD 124</td>
<td>Research paper, cultural event paper, midterm</td>
<td>Paper Rubrics</td>
<td>Every Other Year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2, 3, 5</td>
<td></td>
<td></td>
<td></td>
<td>3, 5</td>
<td>1, 2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>---------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 201</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midterm and final</td>
<td>Paper Rubric</td>
<td>Every other year a 200-level language course</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 211</td>
<td>Class exercises, cultural event paper, observe interpreters in the community, And Lab other and self analyses</td>
<td>Paper Rubric, Class Exercise Rubric, Field Observation Rubric, Lab Analyses Rubrics</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 212</td>
<td>Class exercises, cultural event paper, observe interpreters in the community, And Lab other and self analyses</td>
<td>Paper Rubric, Class Exercise Rubric, Field Observation Rubric, Lab Analyses Rubrics</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 202</td>
<td>Cultural experience paper, vocabulary quizzes, receptive &amp; expressive midterm and final</td>
<td>Paper Rubric</td>
<td>Annually a 200-level language course</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 305</td>
<td>Analyses of native signers, self-signing critiques, Deaf community contact hours, midterm</td>
<td>Analyses Rubrics, Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Section</td>
<td>Title</td>
<td>Description</td>
<td>Rubrication</td>
<td>Grading</td>
<td>Instructor</td>
<td>Frequency</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>---------</td>
<td>------------</td>
<td>-----------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 306</td>
<td>4</td>
<td>Participation, 2 short journal response papers, Midterm &amp; Final</td>
<td>Journal Response Paper Rubrics</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 311</td>
<td>1,3</td>
<td>Class exercises, Cultural event paper, Reports of interpreter observations (in field and lab), Reports of self-critiques</td>
<td>Rubrics for papers and observations and reports, and exercises</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 312</td>
<td>1,3</td>
<td>Class exercises, Cultural event paper, Reports of interpreter observations (in field and lab), Reports of self-critiques</td>
<td>Rubrics for papers and observations and reports, and exercises</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 411</td>
<td>1,4</td>
<td>Class exercises, Community event paper, Ethics paper, Reports of observations of interpreters in field and lab, self-critique</td>
<td>Paper Rubric Class Exercise Rubric Field Observations Rubric Lab Analyses Rubrics</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 412</td>
<td>1,4</td>
<td>Class exercises, Community event paper, Ethics paper, Reports of observations of interpreters</td>
<td>Paper Rubric Class Exercise Rubric Field Observations Rubric Lab</td>
<td>Every other year</td>
<td>70% pass</td>
<td>Dr. LeMaster</td>
<td>yearly</td>
<td>Make changes to syllabus as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples of Assessment Activities: Quiz, final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), checklists, etc.

Examples of ways to report assessment data: As percentages of all who “passed” at the 70% level; number/percentage of those scoring above 4.0/5.0 on an assignment assessment rubric; number/percentage who scored at a designated level according to a standard rubric; instructor observational narrative, analysis, and report.

These examples provide only a sampling of the many ways student learning outcomes can be assessed. Assessments should be directly related to the outcome desired, easily scored, and clearly and succinctly articulated so that students know exactly what is expected of them.

There are no hard and fast rules regarding the number of Program Learning Outcomes. However too many become difficult to manage and track. The best assessment plans and the data produced should be meaningful, manageable, and measurable.

It is expected that assessments will be refined or changed as a program develops and matures. It is also understood that SLOs can be assessed in several courses.

In graduate degree programs, if an assessment to measure a program SLO occurs
outside of a course setting, (i.e. Comprehensive exam or exam through an outside accrediting agency), please indicate. This matrix is designed to provide a starting point in the program/student outcome assessment process.

Curriculum Mapping Matrix  
ASL Linguistics and Deaf Cultures (ASLD)  
*For the B.A. Option, ASL-English Interpreting*

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>SLO #1: Aligns with and measures: PLO #:1 ILO #:3</th>
<th>SLO #2: Aligns with and measures: PLO #: 2,3 ILO #: 4</th>
<th>SLO #3: Aligns with and measures: PLO #: 2 ILO #:4</th>
<th>SLO #4: Aligns with and measures: PLO #:3,5 ILO #:2,3,5</th>
<th>SLO #5: Aligns with measures: PLO #:4 ILO #:1</th>
<th>SLO #6: Aligns with measures: PLO #:6&amp;7 ILO #3</th>
<th>SLO #7: Aligns with measures PLO#:4 ILO:#1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 101</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 102</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 124</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 201</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ASLD 202</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ASLD 211</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 212</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 305</td>
<td>M</td>
<td>M</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>ASLD 306</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASLD 311</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>
Place the appropriate symbols (found below) on the matrix to indicate where program content related to the outcome is introduced, developed, or mastered. Use a ^ to indicate the course where the SLO is assessed.

- **I** = Introduced
- **D** = Developed & Practiced with Feedback
- **M** = Demonstrated at the Mastery Level Appropriate for Graduation
- **∆** = Denotes where the signature assignment is given
- ***** = Outcome is introduced in a prerequisite course

c. Indicate total number of units required for graduation.

120 total units
d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120 semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.

Not applicable.

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.

*A formal option is proposed under the major: Option in ASL-English Interpreting.*

**Option Requirements (64 units):**

**Lower Division (28 units). Take the following courses:**

- ASLD 101: American Sign Language 1 (4)
- ASLD 102: American Sign Language 2 (4)
- LING/ANTH 170: Introduction to Linguistics (3)
- ASLD 124: American Deaf Cultures (3)
- ASLD 201: American Sign Language 3 (4)
- ASLD 202: American Sign Language 4 (4)
- ASLD 211: Beginning Interpreting and Ethics 1 (3)
- ASLD 212: Beginning Interpreting and Ethics 2 (3)

**Upper Division (36 units). Take the following courses:**

- LING 325: Modern English Grammar (3)
- ASLD 305: American Sign Language 5 (4)
- ASLD 306: American Sign Language Linguistics (3)
- ASLD 311: Intermediate Interpreting and Ethics 1 (4)
- ASLD 412: Intermediate Interpreting and Ethics 2 (4)
- ASLD 411: Advanced Interpreting and Ethics 1 (4)
- ASLD 412: Advanced Interpreting and Ethics 2 (4)
- LING 421: Syntax (3)
- ASLD 424: Global Deaf Culture and Languages (3)
- ASLD 434: Practicum (3)
- ASLD 444: Exam Preparation Course (1)

f. List all requirements for graduation, including electives, for the proposed degree program, specifying course catalog numbers, course titles, total units required for completion of the degree, major requirements, electives, and
prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.

(WASC 2013 CFR: 2.1, 2.2)

<table>
<thead>
<tr>
<th>Catalog #</th>
<th>Title</th>
<th>Units</th>
<th>Major Req.? (Y/N)</th>
<th>Pre Req. or Co Req.? (Y/N)</th>
<th>Elective (Y/N) (For grad programs only, G or UG)</th>
<th>New Course (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 101</td>
<td>American Sign Language 1</td>
<td>4</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 102</td>
<td>American Sign Language 2</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 101</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>LING/ANTH 170</td>
<td>Introduction to Linguistics</td>
<td>3</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 124</td>
<td>American Deaf Cultures</td>
<td>3</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 201</td>
<td>American Sign Language 3</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 102</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 202</td>
<td>American Sign Language 4</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 201</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>LING 325</td>
<td>Modern English Grammar</td>
<td>3</td>
<td>Y</td>
<td>None</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 305</td>
<td>American Sign Language 5</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 202</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 306</td>
<td>American Sign Linguistics</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 201, ASLD 124</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 424</td>
<td>Global deaf Cultures and Languages</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 124</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>LING/ANTH 413</td>
<td>Language and Culture</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>LING 421</td>
<td>Syntax</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req:</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
<td>Y/N</td>
<td>Y/N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 433</td>
<td>Survey of Discourse Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 423</td>
<td>Semantics</td>
<td></td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 301</td>
<td>Intro. to Research Methods</td>
<td></td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 329</td>
<td>Language Acquisition</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 379</td>
<td>Sociolinguistics</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 401</td>
<td>Corpus Linguistics</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 420</td>
<td>Phonology</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 421</td>
<td>Syntax</td>
<td>Pre-Req: LING 325</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 423</td>
<td>Semantics</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 426</td>
<td>History of English</td>
<td>None</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 433</td>
<td>Survey of Discourse Analysis</td>
<td>None</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 438</td>
<td>Psycholinguistics</td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 460</td>
<td>TESOL Composition</td>
<td>Pre-Req: LING 325</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 470/ANTH 475</td>
<td>Language &amp; Gender in Cross-Cultural Perspective</td>
<td>None</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LING 472</td>
<td>Language and Social Justice</td>
<td>GWAR Placement Exam</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units Required for Degree Completion</strong></td>
<td><strong>50</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catalog Description of All New Courses:**
Catalog description of new courses:

ASLD 124 American Deaf Cultures (3)
The course will explore issues of oppression, power, language, consciousness, identity, and the impact of modern technology on multiple discourses of Deaf culture within America.
No knowledge of a signed language or prior experience with this culture is required.
Letter grade only (A-F). Lecture 3 Hours

ASLD 201 American Sign Language 3 (4)
Low-to-mid level intermediate ASL focusing on receptive and expressive conversational skills without voice, using manual and nonmanual, spatial, and temporal grammatical structures.
Letter grade only (A-F). Lecture 4 hours

ASLD 202 American Sign Language 4 (4)
Mid-to-high intermediate level ASL focusing on receptive and expressive ASL skills without voice, using manual and nonmanual, spatial, and temporal grammatical structures.
Letter grade only (A-F). Lecture 4 hours

ASLD 305 American Sign Language 5 (4)
This course is an advanced course in receptive and expressive ASL skills in interactive and literary styles.
Letter grade only (A-F). Lecture 3 hours, Lab 2 hours

ASLD 306 American Sign Language Linguistics (3)
Analyses of linguistic structures of American Sign Language (ASL) varieties in the USA. Comparisons of spoken and signed languages, and of signed languages globally.
Letter grade only (A-F). Lecture 3 hours

ASLD 424 Global Deaf Cultures and Languages (3)
This course focuses on global Deaf cultures and their signed languages.
Letter grade only (A-F). Lecture 3 hours

For the B.A. Option, ASL-English Interpreting, courses needed to graduate:

<p>| Required Courses for Graduation for the B.A. |</p>
<table>
<thead>
<tr>
<th>Catalog #</th>
<th>Title</th>
<th>Units</th>
<th>Major Req.? (Y/N)</th>
<th>Pre Req. or Co Req.? (Y/N)</th>
<th>Elective (Y/N) (For grad programs only, G or UG)</th>
<th>New Course (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 101</td>
<td>American Sign Language 1</td>
<td>4</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 102</td>
<td>American Sign Language 2</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 101</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>LING/ANTH 170</td>
<td>Introduction to Linguistics</td>
<td>3</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 124</td>
<td>American Deaf Cultures</td>
<td>3</td>
<td>Y</td>
<td>Co-Req: Any GE Foundation Course</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 201</td>
<td>American Sign Language 3</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 102</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 202</td>
<td>American Sign Language 4</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 201</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 211</td>
<td>Beginning Interpreting and Ethics 1</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 212</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 212</td>
<td>Beginning Interpreting and Ethics 2</td>
<td>3</td>
<td>Y</td>
<td>Pre-req: ASLD 311</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 311</td>
<td>Intermediate Interpreting and Ethics 1</td>
<td>3</td>
<td>Y</td>
<td>Pre-req: ASLD 312</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 312</td>
<td>Intermediate Interpreting and Ethics 2</td>
<td>3</td>
<td>Y</td>
<td>Pre-req: ASLD 411</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>LING 325</td>
<td>Modern English Grammar</td>
<td>3</td>
<td>Y</td>
<td>None</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>ASLD 305</td>
<td>American Sign Language 5</td>
<td>4</td>
<td>Y</td>
<td>Pre-Req: ASLD 202</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 306</td>
<td>American Sign Linguistics</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 201, ASLD 124</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 411</td>
<td>Advanced Interpreting and Ethics 1</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 412</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>ASLD 412</td>
<td>Advanced Interpreting and Ethics 2</td>
<td>3</td>
<td>Y</td>
<td>None</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Y/N</td>
<td>Pre-Req</td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>-------</td>
<td>-----</td>
<td>------------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>ASLD 424</td>
<td>Global deaf Cultures and Languages</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: ASLD 124</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>ASLD 434</td>
<td>Practicum</td>
<td>3</td>
<td>Y</td>
<td>None</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>ASLD 444</td>
<td>Exam Preparation Course</td>
<td>1</td>
<td>Y</td>
<td>None</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>LING 421</td>
<td>Syntax</td>
<td>3</td>
<td>Y</td>
<td>Pre-Req: LING 325</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>LING 433</td>
<td>Survey of Discourse Analysis</td>
<td></td>
<td></td>
<td>None</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>LING 423</td>
<td>Semantics</td>
<td></td>
<td></td>
<td>Pre-Req: LING/ANTH 170</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GWAR Placement Exam</td>
<td></td>
<td></td>
<td></td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units Required for Degree Completion**

- 53 unduplicated units
- 11 double-counted GE units

**Catalog Description of All New Courses:**

g. List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate-level or undergraduate-level.

**ASLD 211 Beginning Interpreting and Ethics 1 (3)**
This course is designed to provide students with the historical, theoretical, and practical knowledge of the interpreting profession.
Letter grade only (A-F). Lecture 3 hours

**ASLD 212 Beginning Interpreting and Ethics 2 (3)**
This course is designed to provide students with the cognitive skills needed to beginning translating from English to ASL, and ASL to English.
Letter grade only (A-F). Lecture 3 hours

**ASLD 311 Intermediate Interpreting and Ethics 1**
Skills in translation between ASL and English acquired within current theories of interpretation and ethics.
Letter grade only (A-F). Lecture 3 hours, Lab 2 hours.
ASLD 312 Intermediate Interpreting and Ethics 2  
Skills in consecutive interpreting between ASL and English acquired  
within current theories of interpretation and ethics.  
Letter grade only (A-F). Lecture 3 hours, Lab 2 hours

ASLD 411 Advanced Interpreting and Ethics 1  
This course will focus on simultaneous interpreting from English to ASL,  
contextualized by current theories of interpretation and ethics.  
Letter grade only (A-F). Lecture 3 hours, Lab 2 hours

ASLD 412 Advanced Interpreting and Ethics 2  
This course will focus on simultaneous interpreting from ASL to English,  
contextualized by current theories of interpretation and ethics.  
Letter grade only (A-F). Lecture 3 hours, Lab 2 hours

ASLD 434 Practicum  
Exposure and experience in using ASL/spoken English interpreting skills  
in settings with individuals who are deaf or hard of hearing. Offers  
students opportunities to enrich and reinforce knowledge of ASL linguistic  
structure and American Deaf culture for greater linguistic and cultural  
mastery.  
Letter grade only (A-F). Lecture 3 hours

ASLD 444 Exam Preparation  
Preparation for the Registry of Interpreters of the Deaf written exam.  
Credit/No Credit grading only. Lecture 1 hour

h. Attach a proposed course-offering plan for the first three years of program  
implementation, indicating likely faculty teaching assignments.

Year 1 Offerings

Lower Division:
ASLD 101: American Sign Language 1 (4)

7 sections, 3 taught by full-time lecturer Mr. Rennie, others taught by  
new hire, and new lecturers

ASLD 102: American Sign Language 2 (4)

Taught by : Dr. LeMaster

ASLD 124: American Deaf Cultures (3)
Taught by: Mr. Rennie

ASLD 201: American Sign Language 3 (4)

Taught by new hire

ASLD 202: American Sign Language 4 (4)

Taught by new hire

ASLD 211: Beginning Interpreting and Ethics 1 (3)

Taught by new hire, Dr. LeMaster, or new lecturer

ASLD 212: Beginning Interpreting and Ethics 2 (3)

Taught by new hire, Dr. LeMaster, or new lecturer

Upper Division:
None

Year 2 Offerings

Lower Division: (same teaching assignments)
ASLD 101: American Sign Language 1 (4)
ASLD 102: American Sign Language 2 (4)
ASLD 124: American Deaf Cultures (3)
ASLD 201: American Sign Language 3 (4)
ASLD 202: American Sign Language 4 (4)
ASLD 211: Beginning Interpreting and Ethics 1 (3)
ASLD 212: Beginning Interpreting and Ethics 2 (3)

Upper Division:
ASLD 305: American Sign Language 5 (4)

Taught by new hire

ASLD 306: American Sign Language Linguistics (3)

Taught by new hire, or Dr. LeMaster, or new lecturer

ASLD 311: Intermediate Interpreting and Ethics 1 (4)

Taught by new hire, or Dr. LeMaster, or new lecturer

ASLD 312: Intermediate Interpreting and Ethics 2 (4)
Taught by new hire, or Dr. LeMaster, or new lecturer

ASLD 424 Global Deaf Cultures and Languages (3)

Taught by Dr. LeMaster

Year 3 Offerings

Lower Division: Same Teaching Assignments
- ASLD 101: American Sign Language 1 (4)
- ASLD 102: American Sign Language 2 (4)
- ASLD 124: American Deaf Cultures (3)
- ASLD 201: American Sign Language 3 (4)
- ASLD 202: American Sign Language 4 (4)
- ASLD 211: Beginning Interpreting and Ethics 1 (3)
- ASLD 212: Beginning Interpreting and Ethics 2 (3)

Upper Division:
- ASLD 305: American Sign Language 5 (4)
- ASLD 306: American Sign Language Linguistics (3)
- ASLD 311: Intermediate Interpreting and Ethics 1 (4)
- ASLD 312: Intermediate Interpreting and Ethics 2 (4)
- ASLD 411: Advanced Interpreting and Ethics 1 (4)
- ASLD 412: Advanced Interpreting and Ethics 2 (4)
- ASLD 424: Global Deaf Culture and Languages (3)
- ASLD 434: Practicum (3)

Taught by new hire, Dr. LeMaster, or new lecturer

ASLD 444: Exam Preparation Course (1)

Taught by new hire, Dr. LeMaster, or new lecturer

(WASC 2013 CFR: 2.2b)

i. For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.

Not applicable.

j. For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.
Not applicable.

(WASC 2013 CFR: 2.2b)

k. For graduate degree programs, specify admission criteria, including any prerequisite coursework.

Not applicable.

(WASC 2013 CFR: 2.2b)

l. For graduate degree programs, specify criteria for student continuation in the program.

Not applicable.

m. For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.

Of local regional community colleges articulating to CSULB, only one has a program in Deaf-related studies, Golden West College. CSULB representatives have already met with Golden West College representatives to discuss articulation. Long Beach Community College (LBCC) is planning to add a Deaf Culture class to their offerings. Long Beach Community College (LBCC) has submitted new courses to align with our lower division B.A. courses. Currently, LBCC has ASL 1 and 2, but they are working on adding Deaf Culture, and ASL 3 and 4.

Other community colleges, both local and outside of the region, are interested in having articulation agreements with CSULB. Cerritos College has just had an AA degree submitted through their curriculum process that will articulate to CSULB. Representatives from Mt. Sac Community College have attended meetings at CSULB, and are prepared to articulate the lower division components of the major immediately.

n. Describe advising “roadmaps” that have been developed for the major.
Bachelor of Arts ASL Linguistics and Deaf Cultures  
Four year Roadmap

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Written Communication (GE A1)</td>
<td>3</td>
</tr>
<tr>
<td>GE Mathematics/Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>LING/ANTH 170 (GE D2)</td>
<td>3</td>
</tr>
<tr>
<td>ASLD 101 (GE C)</td>
<td>4</td>
</tr>
<tr>
<td>Elective Class</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 201</td>
<td>4</td>
</tr>
<tr>
<td>GE Life Science (B1a)</td>
<td>3</td>
</tr>
<tr>
<td>GE Other Explorations (GE C, D, E)</td>
<td>3</td>
</tr>
<tr>
<td>Elective Class</td>
<td>3</td>
</tr>
<tr>
<td>Elective Class</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 325</td>
<td>3</td>
</tr>
<tr>
<td>ASLD 305</td>
<td>4</td>
</tr>
<tr>
<td>GE Other Explorations (GE C, D, E)</td>
<td>3</td>
</tr>
<tr>
<td>Elective Class</td>
<td>3</td>
</tr>
<tr>
<td>GE Capstone Class (GE F)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 413</td>
<td>3</td>
</tr>
<tr>
<td>ASLD 424</td>
<td>3</td>
</tr>
<tr>
<td>GE Capstone Class (GE F)</td>
<td>3</td>
</tr>
<tr>
<td>Major Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective Class</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
**Bachelor of Arts in ASL Linguistics & Deaf Cultures - Option in ASL-English Interpreting - 4 Year Plan**

**Four Year Plan - 120 Units Required**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Written Communication (GE A1)</td>
<td>GE Oral Comm or Composition (GE A2)</td>
</tr>
<tr>
<td>GE Mathematics/Quantitative Reasoning</td>
<td>GE Critical Thinking (GE A3)</td>
</tr>
<tr>
<td>LING/ANTH 170 (GE D2)</td>
<td>ASLD 124</td>
</tr>
<tr>
<td>ASLD 101 (GE C)</td>
<td>ASLD 102 (GE C)</td>
</tr>
<tr>
<td>Elective Class</td>
<td>GE Other Explorations (GE C, D, E)</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLD 201</td>
<td>ASLD 202</td>
</tr>
<tr>
<td>GE Life Science (B1a)</td>
<td>GE Other Explorations (GE C, D, E)</td>
</tr>
<tr>
<td>GE Other Explorations (GE C, D, E)</td>
<td>GE Physical Science (B1b)</td>
</tr>
<tr>
<td>ASLD 211</td>
<td>GE Physical Science Lab (B1b)</td>
</tr>
<tr>
<td>Elective Class</td>
<td>ASLD 212</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td>16 to 17</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 325</td>
<td>LING 421 or LING 423 or LING 433</td>
</tr>
<tr>
<td>ASLD 305</td>
<td>GE Capstone Class (GE F)</td>
</tr>
<tr>
<td>ASLD 311</td>
<td>ASLD 306</td>
</tr>
<tr>
<td>GE Other Explorations (GE C, D, E)</td>
<td>ASLD 312</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td>14 to 15</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Class</td>
<td>LING 470</td>
</tr>
<tr>
<td>ASLD 424</td>
<td>ASLD 434</td>
</tr>
<tr>
<td>GE Capstone Class (GE F)</td>
<td>ASLD 444</td>
</tr>
<tr>
<td>ASLD 411</td>
<td>ASLD 412</td>
</tr>
<tr>
<td>Elective Class</td>
<td>Elective Class</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>Total Units</strong></td>
</tr>
<tr>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>
o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Not applicable.

(WASC 2013 CFR: 1.8)

Accreditation Note:

Master’s degree program proposals
If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.

Fast-track proposals
Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

5. Societal and Public Need for the Proposed Degree Major Program

a. List other California State University campuses currently offering or projecting the proposed degree major program; list neighboring institutions, public and private, currently offering the proposed degree major program.

There are three California State University campuses offering Deaf Studies B.A. degrees. But none offering an ASL Linguistics and Deaf Cultures degree that is focused on linguistics, ASL, and cultures.

- CSU Northridge offers a B.A. in Deaf Studies
- CSU Sacramento offers a B.A. in American Sign Language and Deaf Studies
- CSU Fresno offers a B.A. in Communicative Disorders with an Option in Deaf Studies, and a B.A. in Communicative Disorders with an Option in Deaf Education
- Western Oregon University offers a B.A. in Deaf Studies.

For the Option:
There are California State University campuses offering Deaf Studies degrees; but, none offering an ASL Linguistics and Deaf Cultures degree with an option in ASL-English interpreting.

- CSU Fresno offers a B.A. in Communicative Disorders with an Option in Interpreting
- CSUN offers a B.A. in Deaf Studies with a concentration in Interpreting
- Western University Oregon offers a B.A. in interpreting
- Northern Colorado University offers a B.A. in interpreting
- Gallaudet University offers a B.A. in interpreting.

b. Describe differences between the proposed program and programs listed in Section 5a above.

For the B.A.:
CSU Northridge and CSU Sacramento focus on deaf people, their history, their community and their culture. CSU Fresno comes the closest to offering linguistics and ASL; however, their program focuses on communicative disorders instead of on linguistics, ASL, and Deaf cultures.

Western Oregon University offers a strong program, but it requires students to have up to ASL 4 prior to being accepted into their 64 unit B.A. Their program is similar to CSULB’s in offering linguistics, ASL, and sociolinguistics of ASL. What the proposed degree has that it does not is a global perspective on Deaf Cultures and Language.

CSULB is proposing a B.A. that focuses on the linguistic study of ASL, on Deaf and hearing language and cultural variations in the United States and globally. The focus is on training students to be linguists who can function linguistically and culturally in American Sign Language and American Deaf cultures as well as functioning as B.A. students of linguistics and language and cultural studies more broadly.

<table>
<thead>
<tr>
<th>CSU Long Beach</th>
<th>CSU Fresno</th>
<th>CSU Sacramento</th>
<th>CSU Northridge</th>
<th>Western Oregon University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>BA ASL Linguistics and Deaf Cultures</td>
<td>BA Communicative Disorders –Deaf Studies Option</td>
<td>BA American Sign Language and Deaf Studies</td>
<td>BA Deaf Studies</td>
</tr>
<tr>
<td>Total Units</td>
<td>50 units required for major</td>
<td>46 units (Required: 34; Electives: 12)</td>
<td>41-46 units required for major (Required: 35; Concentration Electives: 15)</td>
<td>64 units required for major (beyond first year ASL)</td>
</tr>
<tr>
<td>Required Courses</td>
<td>ASLD 101 – American Sign Language 1 (4)</td>
<td>CDDS 80 – Intro to human communication and disorders (3)</td>
<td>DEAF 51 – American Sign Language 1 (3)</td>
<td>ASL 201 American Sign Language IV* (4)</td>
</tr>
<tr>
<td></td>
<td>ASLD 102 – Deaf American Literature 2 (4)</td>
<td>CDDS 90 – Deaf American Literature (3)</td>
<td>DEAF 52 – American Sign Language 2 (3)</td>
<td>ASL 202 American Sign Language V* (4)</td>
</tr>
<tr>
<td></td>
<td>ANTH/LING 170 – Intro to Linguistics (3)</td>
<td>CDDS 93 – American Sign Language III (3)</td>
<td>DEAF 53 – American Sign Language 3 (4)</td>
<td>ASL 203 American Sign Language VI* (4)</td>
</tr>
<tr>
<td></td>
<td>ASLD 124 – American Deaf Cultures (3)</td>
<td>CDDS 94S – American Sign Language IV (3)</td>
<td>DEAF 56 – ASL Fingerspelling and Numbers (1)</td>
<td>ASL 301 American Sign Language VII* (4)</td>
</tr>
<tr>
<td></td>
<td>ASLD 203 – American Sign Language 3 (4)</td>
<td>CDDS 95 – Intro to Speech and Lang Development (3)</td>
<td>DEAF 57 – ASL Classifiers (2)</td>
<td>ASL 302 American Sign Language VIII* (4)</td>
</tr>
<tr>
<td></td>
<td>ASLD 204 – American Sign Language 4 (4)</td>
<td>CDDS 96 – Linguistics of</td>
<td>DEAF 60 – Introduction to Deaf Studies (3)</td>
<td>ASL 303 American Sign Language IX* (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DEAF 154 – American Sign Language 4 (4)</td>
<td>ASL 310 American Sign Language Cherology/Phonology</td>
</tr>
</tbody>
</table>
- ASLD 305 – American Sign Language 5 (4)
- ASLD 306 – American Sign Language Linguistics (3)
- LING 325 – Modern English Grammar (3)
- LING 421 or 433 – Syntax/Discourse or English Semantics (3)
- ANTH/LING 413 – Language and Culture (3)

**CHOOSE THREE FROM THE FOLLOWING COURSES:**
- LING 301: Introduction to Research Methods (3)
- LING 329: Language Acquisition (3)
- LING 379: Sociolinguistics (3)
- LING 401: Corpus Linguistics
- LING 420: Phonology (3)
- LING 421: Syntax (3)
- LING 423: Semantics (3)
- LING 426: History of English (3)
- LING 433: Survey of Discourse Analysis (3)
- LING 438: Psycholinguistics (3)
- LING 460: TESOL composition
- ANTH 475/LING470 – Language and Gender (3)
- LING 472 – Language and Social Justice (3)
- ASLD 424 – Global Deaf Cultures and Languages (3)

**American Sign Language (3):**
- CDDS 98 – Intro to Hard of Hearing and Deaf People (3)
- CDDS 106 – Analysis of Language Acquisition by Deaf Children (3)
- CDDS 136S – Sign Language Vocab for Professionals (3)
- CDDS 137 – ASL Immersion (3)
- CDDS 139 – Deaf Culture (3)
- CDDS 141 – Education of Deaf Children and their Parents (3)

**DEAF 155 – American Sign Language 5 (4):**
- DEAF 161 – Deaf History (3)
- DEAF 162 – Deaf Culture and Community (3)
- DEAF 163 – American Sign Language Literature (3)
- DEAF 164 – Sign Language Structure and Usage (3)
- DEAF 165 – Seminar: Current Issues in the Deaf World (2-5)
- DEAF 166 – Experiences in the Deaf Community (3)

**One of the Following (6):**
- DEAF 300 – Adv. ASL Conversation (3)
- DEAF 370 – ASL/English Translation (3)
- DEAF 430 – ASL: Individual Skills Development (3)
- DEAF 489/L – Intro to ASL Translation or Literary & Artistic Works/ Creative uses of ASL (1/2)
- DEAF 490 – A-G Essential Feature of ASL/Signed Languages

**Three of the Following (9):**
- DEAF 350 – Principles of Sign Language Interpretation (3)
- DEAF 400 – Deaf People & Hearing People: A Comparative Cultural Analysis (3)
- DEAF 401 – Deaf History (3)
- DEAF 402 – Deaf Literature (3)
- DEAF 404 – Issues and Trends in the Deaf Community (3)
- DEAF 406 – The Deaf Learner (3)
- DEAF 485 – Issues in ASL (3)

**Elective Courses**

- ASL 315 American Deaf Culture (3)
- ASL 320 American Sign Language Morphology (3)
- ASL 325 American Sign Language Literature (3)
- ASL 330 Special Topics in American Sign Language (3)
- ASL 415 American Sign Language Syntax and Semantics (3)
- ASL 420 Sociolinguistics of Deaf Communities (3)
- LING 315 Structure of English I (4)
- SPED 406 Special Individual Studies (1-15)
- SPED 407 Seminar: ASL Studies (1-3)
- SPED 408 Workshop (1-15)
- SPED 409 Practicum (1-12)
- Electives (8-9)

- ASL & ASL Literature Concentration (15)
  - DEAF 401
  - DEAF 402
  - DEAF 405 – ASL/Deaf Theater (3)
  - DEAF 485
  - One of either: DEAF 300, DEAF 370, or DEAF 489 (3)
For the B.A. Option, ASL-English Interpreting:

At CSUN, there is a track where students can pursue becoming an interpreter. CSUF(Fresno) focuses on deafness and ASL in the framework of Communicative Disorders. They offer a track in interpreting, under the Communicative Disorders department.

CSULB is proposing a B.A. that focuses on the linguistic study of ASL, on Deaf and hearing language and cultural variations in the United States and globally. Our focus is to train students to be linguists who can function linguistically and culturally in American Sign Language and American Deaf cultures as well as functioning as B.A. students of linguistics and language and cultural studies more broadly.

We were unable to obtain the information we needed on CSUN’s interpreting program from information on the university website, nor by calling their department.

Our interpreter training is more extensive than CSU Fresno. We have six courses focused on interpreting, a practicum, and preparation for the national exam. We also have a two courses focused on English grammar and ASL Linguistics. CSU Fresno has three courses on interpreting, an internship, and a linguistics course. Their focus seems to be on giving students a background on deafness and interpreter training under a communicative disorders framework. We have a different framework. Ours is a linguistics framework with a language and culture focus. And, we focus also on training our Option students to become interpreters.

Private universities require many more units than we do, or can, for our major. They also require many prerequisites prior to allowing a student into their interpreting program. Northern Colorado University requires students to have up to ASL 4 before being admitted to their program. Western Oregon University and Gallaudet University require their students to already be fluent in ASL prior to admittance into interpreter training. Our degree includes acquisition of American Sign Language from ASL 1. We cannot compete with universities that require a knowledge of ASL prior to admittance into their interpreting programs. We cannot have “hidden” requirements.

<table>
<thead>
<tr>
<th>Program</th>
<th>CSU Long Beach</th>
<th>Western Oregon University</th>
<th>CSU Fresno</th>
<th>Gallaudet University</th>
<th>Univ. of Northern Colorado</th>
<th>Univ. of Arkansas Little Rock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progra m</td>
<td>BA ASL, Linguistics and Deaf Cultures – Interpreting Option</td>
<td>BA/BS American Sign Language/English Interpreting</td>
<td>BA Communicative Disorders – Interpreting Option</td>
<td>BA Interpretation</td>
<td>Online BA ASL-English Interpretation</td>
<td>BA Interpretation: ASL/English</td>
</tr>
<tr>
<td>Total</td>
<td>53 unduplicated units</td>
<td>67 units required for</td>
<td>44 units</td>
<td>42 units Required</td>
<td>80 units</td>
<td>62 total major units</td>
</tr>
<tr>
<td>Units</td>
<td>Requi red Courses</td>
<td>major</td>
<td>(Required: 44)</td>
<td>Major and Related courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and 11 duplicated units required for option, total: 64 units</td>
<td>ASLD 101 – American Sign Language 1 (4)</td>
<td>INT 330 – Theory &amp; Processes of Interpreting I (4)</td>
<td>INT 223 – Interactive Discourse Analysis (3)</td>
<td>INTR 101 – ASL V (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 102 – Deaf American Literature 2 (4)</td>
<td>INT 340 – Ethics &amp; Decision Making for Interpreters (3)</td>
<td>CDSD 93 – American Sign Language II (3)</td>
<td>INTR 102 – ASL VI (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANTH/LING 170 – Intro to Linguistics (3)</td>
<td>INT 341 – Theory &amp; Processes of Interpreting II (4)</td>
<td>CDSD 94S – American Sign Language IV (3)</td>
<td>INTR 103 – ASL VII (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 124 – American Deaf Cultures (3)</td>
<td>INT 342 – Theory &amp; Processes of Interpreting III (4)</td>
<td>CDSD 95 – Intro to Speech and Language Development (3)</td>
<td>INTR 111 – ASL Linguistics (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 203 – American Sign Language 3 (4)</td>
<td>INT 420D – Deaf Culture and Communication in the Classroom (3)</td>
<td>CDSD 96 – Linguistics of American Sign Language (3)</td>
<td>INTR 112 – Theory and Practice of Interpreting (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 204 – American Sign Language 4 (4)</td>
<td>INT 465C – Current Issues (3)</td>
<td>CDSD 106 – Analysis of Language Acquisition by Deaf Children (3)</td>
<td>INTR 113 – Discourse Analysis (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 211 – Beginning Interpreting and Ethics 1 (3)</td>
<td>INT 468 – Cultural Intelligence in a Diverse World (2)</td>
<td>CDSD 136S – Sign Language Vocab for Professionals (3)</td>
<td>INTR 115 – Portfolio Assessment I (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 212 – Beginning Interpreting and Ethics 2 (3)</td>
<td>INT 492 – Language and Communication in the Classroom (3)</td>
<td>CDSD 137 – ASL Immersion (3)</td>
<td>INTR 204 – ASL VIII (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 305 – American Sign Language Level 2 (4)</td>
<td>INT 441 – Theory &amp; Processes of Interpreting IV (4)</td>
<td>CDSD 139 – Deaf Culture (3)</td>
<td>INTR 205 – ASL Self-Directed Lab (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 306 – American Sign Language Linguistics (3)</td>
<td>INT 442 – Interpreting Practicum (4)</td>
<td>CDSD 141 – Education of Deaf Children and their Parents (3)</td>
<td>INT 210 – ASL &amp; English Contrastive Analysis (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 311 – Intermediate Interpreting and Ethics 1 (4)</td>
<td>INT 410 – Internship (12)</td>
<td>CDSD 166 – Intro to Interpreting (3)</td>
<td>INTR 211 – Critical Thinking &amp; Analysis Skills for Interpreters (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 312 – Intermediate Interpreting and Ethics 2 (4)</td>
<td>INT 466 – Interpreting in Postsecondary Settings (3)</td>
<td>CDSD 168 – Practical Experience in Interpreting (2)</td>
<td>INTR 215 – Portfolio Assessment II (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LING 325 – Modern English Grammar (3)</td>
<td>INT 365 – Interpreting in Community Settings (3)</td>
<td>CDSD 169 – Sign Language Interpreting I: Voice to Sign (3)</td>
<td>INTR 220 – Intro to Consecutive Interpreting (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LING 421 or 433 – Syntax/Discourse (3)</td>
<td>INT 467 – Interpreting in Educational Settings (3)</td>
<td>CDSD 170 – Sign Language Interpreting II: Sign to Voice (3)</td>
<td>INTR 311 – Community &amp; Identity: A Service Learning Experience (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 411 – Advanced Interpreting and Ethics 1 (4)</td>
<td>CDSD 175 – Internship in Interpreting I (1-3)</td>
<td>CDSD 188T – Topics in Communicative Disorders and Deaf Studies (2)</td>
<td>INTR 312 – Intercultural Communication (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 412 – Advanced Interpreting and Ethics 2 (4)</td>
<td>CDSD 188T – Topics in Communicative Disorders and Deaf Studies (2)</td>
<td></td>
<td>INTR 315 – Portfolio Assessment III (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 424 – Global Deaf Cultures and Languages (3)</td>
<td></td>
<td></td>
<td>INTR 320 – Intro to Simultaneous Interpreting (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 434 – Practicum (3)</td>
<td></td>
<td></td>
<td>INTR 321 – Consecutive Interpreting Skills Lab I (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASLD 444 – Exam Preparation (1)</td>
<td></td>
<td></td>
<td>INTR 322 – Consecutive Interpreting Skills Lab II (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTR 323 – Simultaneous Interpreting Skills Lab I (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTR 330 – Observation Supervision I (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTR 335 – Advanced Translation: English-English (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTR 4382 Advanced Interpretation: ASL-English (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>INTR 4770 Internship ♦</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Our program continues to be unique in its focus on linguistics and Deaf cultures in the interpreting option.**

c. List other curricula currently offered by the campus that are closely related to the proposed program.

None.

d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Vice Provost and Dean of Graduate Studies, Dr. Cecile Lindsay, and College of Liberal Arts Dean, Dr. David Wallace, paid a visit to CSU Northridge to meet with comparable administrative representatives and Chair of Deaf Studies, Dr. Flavia Fleischer, and a professor in their interpreting program. This meeting was held to determine whether starting a program at CSULB would simply divide CSU students, or whether there was sufficient demand to begin a program at CSULB. It was agreed by both parties that there is ample demand for this kind of program at CSULB.

Another meeting of CSULB Vice Provost Lindsay and CLA Dean Wallace was held with a representative of El Camino College (ECC) who had just performed a jobs survey for interpreters, and a representative of the Western...
Regional Interpreter Educational Center (who is attached to ECC), then CLA Associate Dean Wiley, the CSULB Interpreter Coordinator, and the Director of the CSULB Disabled student services office. At that meeting, it was determined that there is sufficient demand for students with training in interpreting. It was also noted that in order for students to sit for the national interpreter exam, since 2012, they must have a B.A. degree (which can be in any field).

Many months later, and after many one-on-one, and group meetings at CSULB with Vice Provost Lindsay, CLA Dean Wallace, Provost Dowell, and members of the Linguistics Department, the go-ahead to begin development was given. The Linguistics Department requested resources be promised in order to ensure the success of this new venture, without stripping resources from the department. Once assurances were given, the Linguistics Department charged Dr. LeMaster with program development on their behalf.

Dr. LeMaster held one-on-one meetings with representatives of community college programs at El Camino Community College, Long Beach City Community College, Golden West Community College, Cerritos Community College, Cypress Community College, and Mt. Sac Community College. These are all relatively local community colleges with classes in American Sign Language. Some also have classes in American Deaf culture, and ASL-English interpreting.

CSULB Provost Dowell has hosted two meetings with our community college partners, a representative of the Western Educational Regional Center, and CSULB stakeholders (our ASL faculty, linguistics department Chair, student support services Director and Coordinator of deaf student services, CLA Dean and Associate Dean, Provost, Vice-Provost, Vice-Provost of undergraduate education), a representative faculty member from UC San Diego, and a Deaf alumni from our linguistic anthropology M.A. program. Many of the participants hire interpreters on a regular basis. We employed interpreters for each of our group meetings to facilitate communication in ASL and spoken English.

Dr. LeMaster attended the national Registry of Interpreters of the Deaf (RID, Inc.) conference in New Orleans in August 2015, and met with several interpreter trainers for their input. In particular, she met with the local Southern California RID, Inc. President; and, the author of the best-selling textbooks on ASL-English interpreting.

As this proposal moves forward, Dr. LeMaster will be meeting with other stakeholders in the community, such as the Greater Los Angeles Council on Deafness (GLAD – where Dr. LeMaster formerly served as a Board of Director), the OC GLAD chapter, Deaf West Theater, and local Deaf clubs and organizations.
LeMaster reviewed SCOs from a variety of universities while writing curricula for the general B.A. including SCOs from the University of Washington, Golden West Community College, Gallaudet University, the University of Arkansas, and the University of California at San Diego.

e. Provide applicable workforce demand projections and other relevant data.

**For the B.A., ASL Linguistics and Deaf Cultures:**

*With a B.A. in ASL Linguistics and Deaf Cultures,* students are prepared to work for agencies and organizations that provide services to the deaf community, such as teaching assistants, job coaches, residential dorm counselors, case managers, program coordinators, or administrative specialists at a variety of work settings. Some students elect to continue their studies at the graduate level in Social Work, Deaf Education, Business Administration, Sociology, or Anthropology. Others enter academic programs that prepare sign language interpreters. Still others pursue jobs unrelated to deafness, but find their ability to sign in ASL and knowledge of Deaf culture useful, such as jobs as a police officer, firefighter, nurse, physician, dentist, and many other careers where knowing a second culture and language are advantageous.

It is difficult to get accurate numbers on how many users of ASL there are in the United States. Since the 1970s, ASL has been claimed as the third most used minority language, or the fourth most used language if we include English. More recent work suggests that it is the fifth most used minority language after Spanish, Italian, German, and French.

Possible Careers with the B.A.:
- Hourly ASL Instructor earns between $25 and $100 per week.
- Teaching Assistant for Deaf children: ~$32,077.20 per year
  [http://study.com/articles/Sign_Language_Teacher_Education_Salary_and_Career_Info.html](http://study.com/articles/Sign_Language_Teacher_Education_Salary_and_Career_Info.html)

Possible careers with additional education:
- Bachelor’s Degree with specific training - $47,920 annually (interpreters and translators) with expected growth in the field, with the bottom salary $14.87 per hour, with a median salary at $24.83 an hour
  [http://www.payscale.com/research/US/Job=Sign_LanguageInterpreter/Hourly_Rate](http://www.payscale.com/research/US/Job=Sign_LanguageInterpreter/Hourly_Rate), and the top usually going to $90 an hour in the SF Bay area.
  ([http://study.com/articles/Be_an_American_Sign_Language_Interpreter_Salary_and_Career_Info.html](http://study.com/articles/Be_an_American_Sign_Language_Interpreter_Salary_and_Career_Info.html) accessed 9-24-15)

- ASL Instructor: $55,000 per year
  [http://study.com/articles/Sign_Language_Teacher_Education_Salary_and_Career_Info.html](http://study.com/articles/Sign_Language_Teacher_Education_Salary_and_Career_Info.html)
**For the B.A. Option, ASL-English Interpreting:**

The Option students will be prepared to begin working as ASL-English interpreters upon graduation. Most interpreters begin their work in the K-12 school systems, assisting deaf children with language and cultural facilitations. Those who are more highly skilled tend to work as an interpreter in offices that need them, or as telephone relay interpreters (voicephone, e.g., Sorenson or Purple VRS). Some go on to establish their own business as an interpreter, and become what is known as a free lance interpreter. Many sign up with agencies that will find work for them, and bill the customers while paying the interpreter a fee. There are a variety of pathways for interpreters.

It is difficult to get accurate numbers on how many users of ASL there are in the United States. Since the 1970s, ASL has been claimed as the third most used minority language, or the fourth most used language if we include English. More recent work suggests that it is the fifth most used minority language after Spanish, Italian, German, and French. [http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835](http://libguides.gallaudet.edu/content.php?pid=114804&sid=991835) (accessed 9-24-15)

[http://learn.org/articles/What_is_the_Average_Salary_for_a_Sign_LanguageInterpreter?](http://learn.org/articles/What_is_the_Average_Salary_for_a_Sign_LanguageInterpreter?)

In California, the mean hourly wage is $24.68 an hour. This hourly wage is somewhat low because it is averaged with interpreters who work in the K-12 school system where the hourly wage is very low compared to other work venues.

For the most highly skilled interpreters with a top certification from the Registry of Interpreters of the Deaf, Inc. (RID, Inc.), ASL-English interpreters can command a much higher hourly wage in a free-lance business. From my own experience with working interpreters in the area, in the CSULB area, the highest paid interpreters are generally earning $60.00 an hour with a two hour minimum. In the SF Bay area, the highest figure has hit around $90.00 an hour. (Faith Fontan, CSULB interpreter coordinator, personal communication)

If you are a highly skilled interpreter, you can make a very comfortable living, meet a wide range of people, and have a life of varied. CSULB’s goal is to produce beginning interpreters on the path to becoming the most highly skilled in the field, and the most ethical.
With a B.A. in Linguistics and an Option in ASL-English Interpreting, students are prepared for the same kinds of opportunities as their colleagues in the general B.A. program. With a B.A. in ASL Linguistics and Deaf Cultures, students are prepared to work for agencies and organizations that provide services to the deaf community, such as teaching assistants, job coaches, residential dorm counselors, case managers, program coordinators, or administrative specialists at a variety of work settings. Some students elect to continue their studies at the graduate level in Social Work, Deaf Education, Business Administration, Sociology, or Anthropology. Others enter academic programs that prepare sign language interpreters. Still others pursue jobs unrelated to deafness, but find their ability to sign in ASL and knowledge of Deaf culture useful, such as jobs as a police officer, firefighter, nurse, physician, dentist, and many other careers where knowing a second culture and language are advantageous.

Bachelor’s Degree with specific training – ASL-English interpreters earn an estimated $47,920 annually (interpreters and translators) on average, with expected growth in the field. The bottom salary is $14.87 per hour (working in k-12 schools), with a median salary of $24.83 an hour http://www.payscale.com/research/US/Job=Sign_language_interpreter/Hourly_Rate, and the top usually going from $60 (in the Los Angeles area) to $90 an hour for free-lance ASL-English interpreters in the SF Bay area (Faith Fontan, CSULB interpreter coordinator, personal communication).

Note: Data Sources for Demonstrating Evidence of Need

APP Resources Web http://www.calstate.edu/app/resources.shtml
US Department of Labor, Bureau of Labor Statistics
California Labor Market Information
Labor Forecast

6. Student Demand

a. Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

For the B.A., ASL Linguistics and Deaf Cultures:

In our American Sign Language 1 courses, we attract as many as 210 students per semester. This is typical across universities and community colleges.
When Deaf Studies bachelor’s degrees are offered, typically, large numbers of students gravitate toward that major. With the offer of a minor and an Option in ASL-English Interpreting, we believe that we will attract large numbers of students to our programs.

CSULB has conducted surveys of students in ASL 1 and 2 courses and students attending equivalent courses at local community colleges and have determined that there is great interest in the program.

**For the B.A. Option:**

*As of 2012, anyone wanting to sit for the RID national exam must have a B.A. degree. The degree can be in any subject. Why not get a B.A. in interpreting and linguistics? This is partially why we believe that this will be a degree in high demand.*

*In our ASL 1 courses, we attract as many as 210 students a semester. This is typical across universities and community colleges. When Deaf Studies bachelor’s degrees are offered, typically, large numbers of students gravitate toward that major. CSU Fresno has 45 students in its interpreting Option.*

*From our stakeholder meetings, we were told that we should expect around 60 applications for our 20 placements in our new B.A. Option. There appears to be high demand for this degree.*

b. Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool.

**For the B.A. in ASL Linguistics and Deaf Cultures (ASLD):**

This is a program that focuses on a minority language and cultural group – it focuses on people who use American Sign Language (i.e., the 4th most used language in the United States) and on Deaf culture. We are hiring a new tenure-track faculty member. If that person is deaf, we have already discussed the need for her/him to have an assigned interpreter for all required interactions with our hearing faculty who do not sign. We have also already discussed our needs for interpreters in the classroom when either the professor requires the interpreter, and/or when the class is to be given in American Sign Language but allows students not fluent in ASL to be present in the class. An interpreter will voice English for them.
Program developers have considered the potential interest in, and impact of, the program on underserved communities. We are modifying the typical American Deaf Culture class to become an American Deaf Cultures class, i.e., one that focuses on the variations in language and culture found in the United States. We also have a course on global formations of language and culture when deaf people are present. In addition, this major has courses that focus on spoken languages in and outside of the United States, and how language and culture can be understood in signed and spoken languages. CSULB stakeholder meetings included people of various ethnicities and disability statuses contributing to the formation of CSULB programs.

For the B.A. Option, ASL-English Interpreting:
This is a program that focuses on a minority language and cultural group – it focuses on people who use American Sign Language (i.e., the 4th most used language in the United States) and on Deaf culture. We are hiring a new Tenure-Track person. If that person is deaf, we have already discussed the need for her/him to have an assigned interpreter for all required interactions with our hearing faculty who do not sign. We have also already discussed our needs for interpreters in the classroom when either the professor requires the interpreter, and/or when the class is to be given in American Sign Language but allows students not fluent in ASL to be present in the class. An interpreter will voice English for them.

As for other kinds of diversity, we have also discussed that. We are modifying the typical American Deaf Culture class to become an American Deaf Cultures class, i.e., one that focuses on the variations in language and culture found in the United States. We also have a course on global formations of language and culture when deaf people are present. In addition, this major has courses that focus on spoken languages in and outside of the United States, and how language and culture can be understood in signed and spoken languages.

Also, our CSULB stakeholder meetings had people of various ethnicities and disability statuses contributing to the formation of CSULB programs.

c. For master’s degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

Not applicable.

d. Describe professional uses of the proposed degree program.

This is a Liberal Arts program and, as mentioned above, there are certain jobs that students can pursue with their B.A. in the field of deafness, and other jobs
they can pursue with further education and/or training in either the option or other further education. See 5e above for more detailed information.

e. Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.

**For the B.A., ASL Linguistics and Deaf Cultures:**
Expected number of majors in the initial year: 50  
Expected number of majors in the third year: 150  
Expected number of majors in the fifth year: 250  
Expected number of graduates in the initial year: 0  
Expected number of graduates in the third year: 75  
Expected number of graduates in the fifth year: 100

**For the B.A. Option, ASL-English Interpreting:**
Expected number of majors in the initial year: 20  
Expected number of majors in the third year: 40  
Expected number of majors in the fifth year: 40  
Expected number of graduates in the initial year: 0  
Expected number of graduates in the third year: 20  
Expected number of graduates in the fifth year: 80

### 7. Existing Support Resources for the Proposed Degree Major Program

**Note:** Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

a. List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae. Note: For all proposed graduate degree programs, there must be a minimum of five full-time faculty members with the appropriate terminal degree. (Coded Memo EP&R 85-20)

- Rebekha Abbuhl, Associate Professor, PhD in Applied Linguistics, 2005
- Michael Ahland, Assistant Professor, PhD in Linguistics, 2012
- Michael Fender, Associate Professor, PhD in Cognitive Studies in Education, 2001
• Malcolm Finney, Professor, PhD in Linguistics, 1994
• Nancy Hall, Associate Professor, PhD in Linguistics, 2003
• Alexandra Jaffe, Professor, PhD in Anthropology with a concentration in Linguistics, 1990
• Wendy Klein, Associate Professor, PhD in Anthropology with a concentration in Linguistics, 2007
• Linda Light, Full-Time Lecturer in Anthropology, M.A. in Linguistics, M.A. in Anthropology

Faculty who will teach ASL, ASL Linguistics and Deaf Cultures, American and Global:

• Barbara LeMaster, Professor, Ph.D. in Anthropology with a concentration in Linguistics, 1990. Director, ASL Linguistics and Deaf Cultures Program. Has worked with the American Deaf community since 1974. Served as an RID certified interpreter for over 30 years. Worked with the Irish Deaf community since 1984. Previously served on the Board of Directors of GLAD as the President’s (Laurence Fleischer) appointee. Spearheaded and helped to develop the interpreting services, note-taker hiring procedures, and interpreter evaluation system at UCLA in the 1980s. Helped to create the Commission on Disability reporting directly to the UCLA Chancellor. Served as the Chair of the University Policies Commission. Helped to create three university positions, 1) The 504 (now ADA) Compliance Officer, 2) Interpreter Coordinator, and 3) Staff Interpreter.

• Bill Rennie, B.S., Industrial Engineering, 1976. Full-Time Lecturer in Linguistics. Teaches or has taught ASL and Deaf culture at Rio Hondo College, Whittier, CA; Irvine Valley College in Irvine, CA, Saddleback College in Mission Viejo, Cypress College, Cypress, CA, Santa Ana College, Santa Ana, CA, Kling Community Center, La Mirada, CA, and Rockwell International, Anaheim, CA (where he also worked as an Industrial Engineer)

• New Tenure-Track hire, expected to begin Fall 2016, with a Ph.D. in Linguistics or related field.

b. Describe facilities that would be used in support of the proposed program.

The College of Liberal Arts will support office space for the Administrative Services Coordinator, and release time for the Director of the program. The resources provided by the college and Department of Linguistics will serve faculty resource requirements (e.g., office space, office furnishings and equipment, various departmental and college paperwork requirements, etc.).
The college is currently renovating a Language Lab that will be outfitted with the technology needs and space of the program.

c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

CSULB has purchased a series of DVDs for use in the lab and the library has recently received a grant from the Alumni Association that provided for the purchase of books that will be of interest to students in the program. See Appendix A. (Email from library about resources obtained for our students.) See Appendix B (DVD’s received from Western Regional Interpreters Educational Center). See Appendix C for letter from CSULB Librarian, Gabriel Gardner.

d. Describe available academic technology, equipment, and other specialized materials.

The Language Lab under refurbishment by the College of Liberal Arts will provide the equipment needed to begin the program, including computers with filming capability and the ability for students to produce film clips, and the ability to view DVDs and on-line film(s).

8. Additional Support Resources Required

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

a. Describe additional faculty or staff support positions needed to implement the proposed program.

   o Administrative Support Coordinator, .50 position (half time)
   o Director, .40 position
   o Newly hired Tenure track faculty member, Fall 2016
   o Lecturer allocation of 3.0 positions.
   o The departments of linguistics and anthropology will need an increase in their allocations and classroom assignments in order to manage the increases in student demand for their courses listed in our BA, BA Option, and Minor programs.

b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under
construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose total cost is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).

Adequate classroom and lab space exists at CSULB to initiate and maintain the program. (See Administrator’s letter.) The ASLD program will need increased lecturer allocations and classroom space for new courses. The ASLD has been assigned PH1-107 for Fall 2016 courses. Current capacity will accommodate these needs.

c. Include a report written in consultation with the campus librarian which indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.

See attachment.

d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

Resources needed to initiate the program and to sustain for the first two years are currently in existence.

9. Self-Support Programs – Not Applicable

a. Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.

b. Explain how state-support funding is either unavailable or inappropriate.

c. Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus:

   i. Primarily designed for career enrichment or retraining
   ii. Program location is significantly removed from state-supported campus facilities
   iii. The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.
d. For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document).

Submit completed proposal packages to:
APP@calstate.edu

Academic Programs and Faculty Development
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Us
Dr. Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Phone (562) 951-4672
Fax (562) 951-4982
cmallon@calstate.edu

Academic Programs and Faculty Development is on the Web
http://www.calstate.edu/APP/

Contact Extended Education
Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education
Phone (562) 951-4795
Fax (562) 951-4982
sthalmas@calstate.edu
Library Resources and Services for Proposed BA in ASL Linguistics and Deaf Cultures

Prepared by
Gabriel J. Gardner, Librarian for Linguistics

I. Library Services

A. The Library in General

University Library houses more than a million volumes, more than 1 million microforms, and an extensive collections of other non-print materials. The library subscribes to more than 200 electronic databases that provide access to millions of full text articles across many disciplines.

The CSULB University Library maintains generous open hours, comparable with other academic libraries serving a campus of our size. The library schedule during regular session is as follows:
Monday – Thursday: 7:45 a.m. – 11:00 p.m.
Friday: 7:45 a.m. – 5:00 p.m.
Saturday: 10:00 a.m. – 5:00 p.m.
Sunday: 12:30 p.m. – 11:00 p.m.

B. Reference Services

The Spidell Technology Center, where Reference services and a large Reference book collection with many encyclopedias, dictionaries, and bibliographies is located, is the place to begin research. Subject specialist librarians are available to explain and interpret these materials and are available for consultation at the following hours:
Monday – Thursday: 10:00 a.m. – 7:00 p.m.
Friday: 10:00 a.m. – 4:00 p.m.
Sunday: 12:30 p.m. – 6:30 p.m.

In addition to those materials, there are approximately 200 computers (Windows and Macintosh) that offer access to the research services the library provides, as well many other specialized software programs.
C. Library Instruction

To teach the mechanics of online research and foster general information literacy, the subject librarians offer course-specific and general workshops on-demand. During these sessions for the Linguistics department and its majors the Librarian covers basic and intermediate search techniques, demonstration of the online Library Catalog - COAST, the research databases for journal article searching, proper citing of materials, as well as critical thinking and evaluation skills for utilizing information. Graduate students receive additional instruction focusing on controlled vocabularies, advanced search techniques, citation management, and locating primary or archival sources. In addition to the scheduled instruction workshops, the Linguistics Librarian is also available for one-on-one consultations with faculty and students on an as-needed basis.

D. Interlibrary Loan Services (ILS)

Smaller budgets and increasing availability of content, as well as the increasing demands of faculty and student research have made access to other library collections in the region, state, and nation increasingly important. University Library's Interlibrary Loan services are an exceptional set of services that meet these needs for students and faculty by providing access to thousands of materials the Library does not have the resources to purchase. Selected books and media are available using Link+, a consortium that allows for a single query to be sent to more than more than fifty regional libraries. For full-text article, book, and theses/dissertation requests from other libraries, the library has fully automated and integrated the request process into the search and discovery interfaces of our databases through a service called BeachReach.

E. Library Web Pages

The Library's web page, located at http://www.csulb.edu/library/ offers accessible information about our collections and research services. The Linguistics Librarian maintains an in-depth research guide (http://csulb.libguides.com/linguistics) which is intended to streamline the research process for students in these disciplines. Areas of interest on these pages include:

- Detailed information on searching for books/media information on a Linguistics topic – including American Sign Language.
- Detailed information on searching for article information on American Sign Language and other Linguistics topics.
- Contact information for the subject librarian.
II. Library Collections

A. Philosophy

Faculty collaboration is essential for the development and maintenance of a strong, well-used and curriculum-centered collection. This partnership requires continual communication between faculty and their subject librarian in the form of purchase recommendations and other concerns they may have about University Library's collections or services.

B. Description – Books, Ebooks, Media

The Library utilizes the Library of Congress classification scheme and subject headings for the organization of its materials thereby approximating the academic departments. The courses required for this BA degree will likely draw on titles in the areas listed below; next to each subject heading is the number of print & electronic holdings in the library.

<table>
<thead>
<tr>
<th>American Sign Language and associated subject headings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>26</td>
</tr>
<tr>
<td>American Sign Language Dictionaries</td>
<td>6</td>
</tr>
<tr>
<td>American Sign Language History</td>
<td>4</td>
</tr>
<tr>
<td>American Sign Language – other more specific headings</td>
<td>18</td>
</tr>
<tr>
<td>American Sign Language Study And Teaching</td>
<td>7</td>
</tr>
<tr>
<td>American Sign Language Study And Teaching – other more specific headings</td>
<td>6</td>
</tr>
</tbody>
</table>

As the table indicates, there is much room for growth in the library's American Sign Language (ASL) holdings. One cursory method of determining the scope and coverage of our ASL holdings is to search WorldCat (a collection of library holdings from around the world) for all the unique titles which have American Sign Language as an assigned subject. This query on WorldCat reveals that there are 1,528 unique books about ASL that libraries have acquired. CSULB Library's holdings represent only 4% of the commercially published titles on this subject available for possible inclusion in a library. The majority of these titles were purchased using one-time grant monies, an unsustainable source of funding. As the proposed BA program grows, more titles will need to be purchased.
Deaf and associated subject headings

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
<td>22</td>
</tr>
<tr>
<td>Deaf Children</td>
<td>39</td>
</tr>
<tr>
<td>Deaf Education</td>
<td>59</td>
</tr>
<tr>
<td>Deaf Juvenile Fiction</td>
<td>20</td>
</tr>
<tr>
<td>Deaf Means of Communication</td>
<td>69</td>
</tr>
<tr>
<td>Deafness Psychological Aspects</td>
<td>15</td>
</tr>
<tr>
<td>Deafness Social Aspects</td>
<td>12</td>
</tr>
<tr>
<td>All other associated subject headings</td>
<td>323</td>
</tr>
<tr>
<td>other more specific headings</td>
<td></td>
</tr>
</tbody>
</table>

Currently, our holdings on deafness and deaf cultures are adequate. However, without increases in the book budget allocation to the Linguistics department, any new acquisitions in this subject area (likewise with American Sign Language) come at the expense of any titles that might have been purchased to support the other courses in the Linguistics curriculum.

Description – Journals / Serial Publications

The Library currently subscribes to more than 200 electronic databases, which are the primary research tool for finding journal, magazine and newspaper articles. Research on deaf cultures and American Sign Language is rather niche; the various databases that would likely be used for research by students in this degree program are listed on the Linguistics Research guide described above.

Regarding journal coverage in applicable subject areas, see the attached Excel file. Data on these journals was supplied by the serials database Ulrich’s Web. Ranking information, when available was supplied by ScImago Journal Rank. For each title I have indicated if the library has a current subscription and on what platform current issues are available. Back issues are typically available on multiple platforms and that information is not included on the supplementary spreadsheet. The library has subscriptions to many of the highly ranked journals in these areas. For the remaining journals, students and faculty may obtain the full-text of any article they desire by using the interlibrary loan system.
C. Budget

The book budget for the Linguistics Department in FY2014-2015 was $1,350, which must meet the monograph needs for all students and faculty in the department, regardless of sub-discipline. (Book budgets are allocated by college based on a formula that is comprised of many factors, including the number of graduate and undergraduate students, circulation statistics and the average price of a book in the disciplines. Serial appropriations, i.e. subscriptions, are calculated separately).

In order to maintain a robust selection of electronic databases in an era of flat budgets, book budgets have declined from historic levels. Current funding levels for the Linguistics department and their programs are not sufficient to accommodate the existing demand for new monograph (book/ebook) and media acquisitions. This is evidenced by the fact that during the previous two fiscal years, there have been insufficient funds to satisfy all Linguistics faculty requests. A new BA program in ASL Linguistics and Deaf Cultures will likely require more monographs to be purchased, particularly to support American Sign Language instruction and scholarship. Indeed, the majority of the materials currently available to support this proposed program were purchased using one-time grant monies obtained by the Linguistics Librarian; expanding the collection in this manner is unsustainable as the funding sources cannot be expected to shoulder the burden of what should be considered a recurring expense. Without increased recurring funding for the Linguistics department’s book allocation, existing curricular demands will necessarily see their share of the resources reduced.

D. Summary of Library Resource Adequacy

Based on information from the Linguistics Department and an analysis of CSULB Library funds and collections, the Linguistics Librarian believes that:

a. Current journal and database subscriptions are adequate to support the research and curricular needs of the proposed program. However, existing Linguistics curricular demands should expect to see their percentage of funds for collection expansion reduced in order to accommodate the needs of new program.

b. The proposed program can be accommodated within the existing other (library instruction, research consultations, interlibrary loan, etc.) library resources.
<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>ISSN</th>
<th>Country</th>
<th>SJR Quartile (2018)</th>
<th>H-index</th>
<th>SSR@ Current Subscription</th>
<th>Database</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Deaf Studies and Deaf Education</td>
<td>Journal</td>
<td>14657375, 10814159</td>
<td>United Kingdom</td>
<td>Q1</td>
<td>32</td>
<td>1996 - present</td>
<td>Oxford Journals</td>
</tr>
<tr>
<td>Deafness and Education International</td>
<td>Journal</td>
<td>14643154, 1557069X</td>
<td>United Kingdom</td>
<td>Q3</td>
<td>13</td>
<td>2004 - 1 year ago</td>
<td>CINAHL Plus with Full Text</td>
</tr>
<tr>
<td>Sign Language Studies</td>
<td>Journal</td>
<td>03021475, 15336263</td>
<td>United States</td>
<td>Q2</td>
<td>14</td>
<td>1977 - present</td>
<td>Project MUSE - Standard Collection</td>
</tr>
<tr>
<td>Sign Language and Linguistics</td>
<td>Journal</td>
<td>13879316</td>
<td>Netherlands</td>
<td>Q2</td>
<td>7</td>
<td>2009 - present</td>
<td>Communication &amp; Mass Media Complete</td>
</tr>
<tr>
<td>Deaf Worlds</td>
<td>Journal</td>
<td>13623125</td>
<td>United States</td>
<td>Not ranked</td>
<td>Not ranked</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Australian Journal of Education of the Deaf</td>
<td>Journal</td>
<td>13257609</td>
<td>Australia</td>
<td>Not ranked</td>
<td>Not ranked</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>CAEDHH Journal</td>
<td>Journal</td>
<td>12059765</td>
<td>Canada</td>
<td>Not ranked</td>
<td>Not ranked</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>The Sign Language Translator and Interpreter</td>
<td>Journal</td>
<td>19501981, 19570425</td>
<td>United Kingdom</td>
<td>Not ranked</td>
<td>Not ranked</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
To: Cecile Lindsey, Vice Provost

From: David Wallace, Dean of the College of Liberal Arts

Date: November 23, 2015

RE: ASL Linguistics and Deaf Cultures

I write to recommend approval for three new undergraduate degree programs in ASL Linguistics and Deaf Cultures: a bachelor's degree in ASL Linguistics and Deaf Cultures, an option with the degree for ASL interpretation, and an accompanying minor in ASL Linguistics and Deaf Cultures.

All three programs are intended for students who want to serve the regional deaf community in various ways, including such things as working as interpreters in educational and other settings, working in ASL call interpreting centers, and learning ASL to augment a variety of existing majors (e.g. teacher preparation).

The bachelor's degree and the accompanying minor will provide students with varying degrees of skill in ASL and knowledge of deaf cultures. The option within the bachelor's degree will focus on ASL interpretation skills to prepare students for the national certification test. The program is timely as the national accrediting body has just required at bachelor's degree to sit for the ASL interpretation test, and CSULB has worked with community college partners to build an interpreting program that will prepare students well for this critical accreditation step.

The nearest existing similar program is at CSU, Northridge; we have consulted with their program, and they believe there is more than enough demand in the great Los Angeles area to support two programs.
Committee Attendees: Jeff Blutinger, Michael Fender, Brett Mizelle, Jennifer Asenas, Rich Haesly, Karen Quintiliani, David Whitney, Enrico Vettore, Mark T. Williams, Dan O’Connor, Cherie Dougan
Guests: Luis Arroyo (CHLS), Jose Moreno (CHLS), Antonia Garcia-Orozco (CHLS), Ann Johnson (COMM), Rigoberto Rodriguez (CHLS), Barbara LeMaster (LING)

Motion to Approve the agenda. Second. Approved.

II. Motion to Approve EPCC #14 minutes of October 22, 2015 with recommended changes.

III. Old Business

Chair Moreno (CHLS) summarized the three main issues raised by the Committee at last meeting on 10/20/15 and how CHLS addressed each issue since then:
- Duplication: Additional and distinct content provided in the SCO to satisfy this concern. CHLS had this SCO prepared already but submitted the other one because they were uncertain about the best approach to meeting the course requirements. The course is distinct and not a duplication.
- Consultation: Chair Moreno (CHLS) and Chair Johnson (COMM) met. They identified ways to collaborate as departments. They did not, however, come to an agreement on the particular course under consideration by Committee. They agreed to disagree.
- Content: CHLS faculty Antonia Garcia-Orozco provided overview of changes to SCO: a) the recommended textbooks changed to reflect CHLS content and she noted that the textbook is available widely as a PDF for students; b) weekly topics emphasize CHLS content specific content for each week; c) suggested course schedule shows weekly assignments expected and illustrates the progression of the course (aligning the content with assignments); d) the content emphasizes the uniqueness of Latino rhetoric, humor, politics etc. within the context of cultural and community dynamics; and e) Bibliography is much longer than previous SCO and emphasises on CHLS content.

A. Motion to Approve 2nd Read: New Course: CHLS 130. Chican@-Latino@ Public Address
(Time Certain: 3:35 p.m.). Second.
- Justification section: Note that the date of citation does not match the footnote reference.
- Committee Question: Is delivering 2 speeches enough for this type of course?
- Chair Johnson (COMM) read the guidelines for the A2 GE description. She notes that approving course related to GE designation. COMM equivalent class requires public oral communication and COMM course with A2 designation requires 5 speeches. To deliver 5 speeches requires 11 full days of speeches. Questions whether the proposed course meets the A2 status.
- Chair Johnson summarized concerns regarding duplication of the course with COMM and upper division CHLS rhetoric class as follows: a) there is a split in the proposed SCO between oral communication standards and learning outcomes and
questions whether these align in the proposed course SCO; b) COMM faculty believe delivering speeches is critical part of course; and c) the course duplicates COMM public speaking course objectives and also duplicates the objectives of the rhetoric class proposed by CHLS.

Chair Moreno responded to Chair Johnson's points as follows: a) the content does not duplicate the COMM 130 course especially in terms of content; b) some parts of SCO may match because of the skills development required in the course (oral communication), so learning objectives are similar; and c) CHLS 360 (rhetoric course) emphasizes proficiency in a subject/skills area. The proposed course introduces some of the elements of rhetoric that is then emphasized and developed in the upper division class.

Committee Recommendation: The proposed course SCO does not appear to have CHLS related student learning outcome that addresses pedagogical justification for the content. Express SLO(s) that emphasize learning these skills within the context of CHLS content.

CHLS faculty Rigoberto Rodriguez points out that the proposed SCO modeled after SCO from other universities with similar communication courses (GE and content) so there is a precedent for the skills and CHLS content proposed in the course with a GE designation. They could not get a copy of the COMM SCO, so they found examples from universities that approved this type of COMM course within a CHLS department. These courses do not have a perfect match between learning objectives and the content. Questions whether stating Latino outcomes make the course too specific.

Committee Question: Why make this a GE course if you can introduce content at a lower division and then gain proficiency in a higher level upper division courses (referring to CHLS rhetoric course).

Chair Moreno response: Department is diversifying their GE offering as per College recommendation. This has been a department plan for some time. This was an opportunity to teach a course in terms of skills and content.

Committee Recommendation: Measurable Student Learning Outcomes must illustrate how you are going to evaluate students and assess the objective.

The following questions arose as time ran out and time certain agenda item had to be addressed by Committee: a) What are the standards that the GE designation require and should we look at this later and examine now only the merits of the proposal? b) What could be the impact of approving this course to the colleges A2 designation and does it open it up other colleges offering a course like it?

Friendly Amendment to motion: to improve SLOs and include content and skills outcomes. Second.

Discussion ensued whether to continue discussion after other agenda items (time certain) addressed since it is the last EPCC meeting before university deadline.

Call the question to vote on the motion to approve New Course: CHLS 130. Chicano-Latino Public Address with friendly amendment to improve SLOs and include content and skills outcomes.

Motion not approved (5 Opposed and 4 Approved).
IV. New Business

Question: the commitment to resources is from Academic Affairs (current Provost) and LeMaster has urged the Dean to get a commitment for the resources. The Provost and Dean believe that the student numbers will generate the necessary resources. The start up resources committed by Provost as of last year, which is why this program is going forward. LeMaster notes that several meetings with Deans, Provosts, and others about the implementation of the programs have already happened.

A. American Sign Language Linguistics and Deaf Cultures (time Certain: 4:00p.m.)
1. Motion to approve Course Change: LING 151: ASLD 101, American Sign Language 1, from 3 to 4 @ C4. Second. Approved.
- Workload issue: The program/course aligns with current language courses on campus. Community colleges offer courses at 4 units and it meets national standards. The Department has also planned to fulfill lecturer needs with course distribution. This course currently fills 7 sections with 30 students each.
- Suggestion: align SLOs with the ACTFL standards – do so with all courses as needed and discussed at last EPCC meeting.

2. Motion to Approve the Course Change: LING 152: ASLD 102, American Sign Language 1, from 3 to 4 @ C4. Second. Approved.

- The model is that you are program within LING.
- Who is going to take the certificate vs the Minor. 28 units for certificate which is the more. So if you get a certificate you get a minor.
- “CSUN and Deaf Program...” add more details about the benefits of the program and the numbers that they draw into the program at CSUN.
- Chart for the Program – there is a discrepancy in the number of units vs the text in the chart fields regarding certificate unit requirements. Linguistics wanted us to add 6 units of electives (upper division LING or ASLD). This makes it a 33 unit Certificate. For now, students would have to take LING classes only since additional ASLD. You cannot have a program that states there will be courses
- ADD: Under the chart – 1-8 ADD 9 for the 6 additional elective units in LING (pg. 9-11)
- Resource questions: Plan to have 5 full time faculty members – where will. that is an indication of the allocation needed to run the program. The implications are an increased allocation for ANTH and LING. Need 5 faculty members to (pg. 18)

Motion to change agenda to address most important parts of the program. Second. Approved.

Discussion of BA ensued.

Upon return to the Motion to approve Certificate in American Sign Language and Deaf Studies, an amended motion to table approval pending further discussion. Second. Approved.

4. Motion to Approve New Program: Minor in ASL and Deaf Cultures. Second. Approved.
- Page 9 PDF: SLOs differ from previous documents. Align as needed and fix typos throughout document.

5. Motion to Approve New Program: Bachelor of Arts in ASL Linguistics and Deaf Cultures. Second. Approved. The following suggestions will strengthen proposal.
- Course description: shorten to meet 40-word limit.
- Lower the number of units to meet requirements of LBCC. Please note the change in the proposal.
- Courses will be phased in as more students enroll or declare minor, but the number depends on the rollout plan.
- Possible Careers (pg. 36): it says $25-100 per week – correct to per hour.
- Do an overall typo check of the document

6. Motion to Approve New Program: Bachelor of Arts in ASL Linguistics and Deaf Cultures, Option in ASL-English. Second. Approved.
- The option is specialized for a group/cohort of about 20-25.
- Change: The grade requirement is ‘C’ or better (not ‘B’ better) in courses.
- Please note that the Option begins junior year.
- Describe the selection process as needed in the document: C or better; pass a national exam (with score of 3 or better on national standards test) and they can apply and then they interview; most likely require letters of requirement and

Motion to Adjourn. Second. Approved.
Linguistics Department Meeting

#2 AY 2015-2016

October 2, 2015

10:00-12 Noon (PSY 232)

In attendance: Lemaster, Jaffe, Ahland, Finney, Abbuhl, Kumpf, Hall, Klein, Fender; David Wallace

1. Call to order; approval of agenda. MSP
2. Approval of minutes of 9/4/2015 meeting. MSP
3. Dean Wallace visits.
   The dean summarized Academic Senate Policy 1106 (available online), and left a copy of a less accessible document explaining voting procedures. As this information is written down elsewhere, it is not repeated in these minutes.

   However, here are some comments the Dean made that go beyond written policy:
   - In practice, the provost approves anyone with positive vote from department and dean
   - The dean prefers full professors, never untenured faculty, for chair
   - The chair of nominating committee should be in contact with Terie Bostic to identify who has voting rights (is slightly complicated with lecturers)
   - It doesn’t make any practical difference whether you have an abstain option on the ballot.

   Dean’s comments on other matters:
   - Dean says please do not plan to bring him two recommendations from a search, but if budget improves there might be a crack.
   - Possibility of moving LING out of PSY is off the table now.
   - Dean’s office may move to old KJAZZ space once asbestos is dealt with.
   - There was thought of moving us to space in MHB, but that would require sharing offices.
   - No talk of CLA getting a new building anytime soon.

4. Announcements:
   - John Attinasi will cover morning comps exam; need someone for afternoon
   - Liang’s appreciation event to be merged with a spring 2016 event
   - Ahland is Linguistics Faculty Council Rep (Klein unable)

Abbuhl raised the question: should 539 be removed from comps exam? It is no longer required for the General Option.

5. ASLD curriculum
• MSP (unanimous) to approve SCOs: ASLD 201, 202, 211, 212, 305, 306, 311, 312, 411, 412, 424, 434, 444. Related discussion (without votes):
  o May need to amend LING minor for ASLD majors (limit overlap with major)
  o May want to add ASLD 306 to LING major / minor as an elective
  o Recommendation to add 124 to GE
  o Check if 424 can be a Global
• MSP (unanimous) to approve BA in ASLD
  Discussion: can someone who enters with no ASL really be an interpreter by the time they leave?
• MSP (unanimous to approve BA in ASLD with Option in Interpreting
  ASLD minor: found we need to add 3 more upper-division units to meet university policy. Changed description to 18 units: 201 (4), 202 (4), 124 (3), 305 (4), 424 (3). Substitutions to be addressed through advising.
• MSP (unanimous) to approve minor as amended
  Discovered that certificates need 15 upper-division units; are open to students not currently enrolled in a BA
  New certificate description: 201 (4), 202 (4), 211, 212, 305(4), 306, 424, 6 additional units in LING or ASLD
• MSP (unanimous) to approve certificate as amended

6. Languages of Africa course
  Briefly discussed Ahland’s preliminary proposal for Languages of Africa course. Consensus that the topic would be a good one to teach; concerns about effects on enrollment.

Meeting adjourned.

Submitted,

Nancy Hall
Linguistics Department Meeting
Minutes: February 1, 2013

Present: Abbuhl, Finney, Hall, Hertz, Jaffe, Klein, Kumpf, LeMaster, Lord

1. Call to order; agenda approved. Secretary for the day: Kumpf

2. Approval of minutes. Minutes from the 12/07/2012 meeting were approved.

3. Announcements
   - Schedule Phase 2: the schedule is being built for Fall, 2013. Linguistics 100 will be scheduled; Nancy is scheduled to teach it.

4. Committee Reports
   a) Faculty Council (Misty).
      - The CLA retreat is Friday, Feb. 8. The agenda has been sent out.
      - New BA Option is designed for degree completion for students with low GPAs - mainly for students who are “out of units”, i.e., accumulated the maximum but are not able to graduate.
      - Different formats for degree completion are possible.
      - Implementation could boost enrollments.
      - Opposition to the new BA is based on impact on quality of degree, impact on programs, and other factors.
      - Associate Dean Search. Committee meetings are taking place now. Candidate forums will start next week.
      - A new RSCA policy is in effect. Latest talks centered on clarifying procedures should the Dean and the RSCA committee disagree.

   b) Comprehensive Exams (Malcolm).
      - Dates: 1st Friday in May for the exam; preceding Friday for the paper deadline.
      - Comps procedural issue. We need to establish a protocol for giving and sending feedback to comps students on their comps proposals. Suggestion: Chair should send a message to comps students informing them that feedback has been forwarded to the advisor.
      - This language needs to be added to the policy and sent around for approval.
      - The new policy will then be posted on BeachBoard.

   c) RTP (Lorraine) - no actions at this time.
   d) Curriculum (Nancy).
      - The formation of TESOL minor, approved by the faculty at the last meeting, was discussed. Nancy is leading the effort to put the paperwork together. Further actions in 6 below.

5. Operation of Linguistics and Joint Anthro/Ling Labs
   - The new lab (PSY 422) was opened last semester.
   - We now have 6 GAs (from Anth and Ling) and one work study student. It was suggested to use some student hours for faculty support, and perhaps one GA as a faculty assistant.
• Lab can be used for meetings and night classes, in principle. We should identify the times when the lab is closed but available for meetings (e.g. Fridays). Reserving for a particular use, such as the sound booth, is also an option. Having the lab open in the evening was also discussed.
• PSY 438, the old lab site, can also be used for meetings and student lounge. It was suggested that a computer be moved back into 438. Around the student use of 438, security issues were raised; suggested that 438 be staffed by GAs on faculty hours.
• PSY 438 was also suggested as a multipurpose space, that could be reserved, for example, for informant work. A sign-up system for reservable times could be instituted.
• Nancy volunteered to be 438 “manager”.
• Requests for faculty work should go to: Anthropology- LeMaster; Linguistics- Jaffè.
• It was noted that a faculty member left exams on the computer in the lab, and they were circulated. Solutions to computer security problems were discussed, daily erasure was suggested.
• No food in the lab, and no social hanging out.

6. Commencement Awards
Christine Baker and Aaron Coleman were put forward for the Dean’s List; other awards to follow.

7. Curriculum restructuring
Nancy reported on the Curriculum Committee suggestions to change the caps on some courses, and to change the cycle of offerings for others, in order to improve our enrollment position:
LING 101 – raise cap to 40
LING 325 – raise cap to 45 (major requirement - one section per term)
LING 329 – raise cap to 45 (would need to explore course requirement changes)
LING 363i – raise cap to 35
LING 420 – raise cap to 35 (major requirement – 1 section per term)
LING 421
LING 423 (Alternate control with ENGL) – raise to 20
LING 433 – offer every 3rd semester
LING 486 – offer every other semester
LING 539 – change to once a year; raise cap to 25
LING 561 – change to once a year
LING 575 – offer every 3rd semester
LING 596 (CANCELED this semester) – Take out the lab and schedule as a 3-hour course.
LING 625 – offer once a year; set cap at 25

MSP to approve the above changes.

8. LING 363i as a Writing Intensive Course
MSP to approve LING 363i as a writing intensive course. Evidence of revision and writing instruction need to be built into the course. Rebekha is in charge.
9. **Minor/Certification/BA in American Sign Language**
   Barbara led a discussion on a proposed Ling Minor and Ling Certificate in ASL, and a Ling BA track in ASL Interpreting. The popularity of the ASL courses was noted, and the department resolved to support the programs, providing the necessary resources were secured.

MSP The Linguistics Department supports in principle the development of a Ling Minor and a Ling Certificate in ASL, as well as a BA Concentration in ASL Interpreting, based on our understanding that we will be receiving resources including, but not limited to, a tenure track line, a directorship, administrative resources, lab resources, appropriate technology, and office space.

10. **Scheduling of Workshop Sessions for Grad Students**
    A list of “cohort classes” was distributed, and their instructors/dates verified. Hall volunteered to fill the slot for the Careers in Related Fields session.

**Next meeting:** March 1, 10AM in PSY 232.

The meeting was adjourned at 12:05 P.M.

Respectfully submitted,
Lorraine Kumpf

These minutes have not been approved.