

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL



Academic Unit: Spec. Ed., Rehab., and Sch. Psych. Date of Submission to College Dean: _____

Requested Effective: Fall Spring _____ Year 2007

Name of Contact Person, if not Department Chair: Donald A. Grushkin (grushkind@csus.edu)

Title of the Program: Bachelor of Arts Degree in American Sign Language/Deaf Studies

TYPE OF PROGRAM PROPOSAL:

- Modification in Existing Program
 - Substantive Change
 - Non Substantive Change
 - Deletion of Existing Program
- New Programs
 - Initiation (Projection) of New Program onto Master Plan
 - New Degree Programs
 - Regular Process
 - Fast Track Process
 - Pilot Process
 - New Minor, Concentration, Option Specialization, Emphasis
 - New Certificate Program

PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic programs.

Briefly describe the program proposal (new or change) and provide a justification.

This proposal is for a major in ASL/Deaf Studies within the Department of Special Education, Rehabilitation & School Psychology. There is a need for people with signing skills to become interpreters, teachers, counselors, audiologists, etc. working with the deaf. These people require background knowledge and training in sign language and the Deaf community in order to properly do their jobs within the sociocultural context. Currently, there are no such degree programs in northern California providing this educational background. In addition, with new legislation to take effect in the next several years, persons working as sign language interpreters at the K-12 level must earn a Bachelor's degree in order to remain certified, and this major will help these interpreters meet their certification requirements, while improving their skills and knowledge related to their field.

Approvals: _____

Department Chair: [Signature] Date: 9/9/05

College Dean: [Signature] Date: 5/3/06

University Committee: _____ Date: _____

Associate Vice President For Academic Affairs: _____ Date: _____

Major in American Sign Language and Deaf Studies

Programmatic and Fiscal Analysis of Change

The proposed creation of this undergraduate Major will have no effect on any programs outside of the ASL and Deaf Studies Program. Accordingly, no other programs or departments have been consulted on this change.

Several of the below courses per this ASL and Deaf Studies Major proposal are already being offered under existing programs (e.g., ASL/Deaf Studies Minor, ASL Certificate) therefore minimizing additional cost to the College or University. The newly proposed courses are as follows: EDS 155, EDS 156, EDS 157, EDS 160, EDS 163, EDS 165, and EDS 166. This totals 16-19 new units. The approximate yearly cost for these new units is only \$27,684 (assumed at \$1,724 per unit). It is anticipated that these newer courses will only be offered once a year under this paradigm.

Proposal to Create Major

OLD PROGRAM	NEW PROGRAM	
No Major	EDS 151 <i>American Sign Language 1</i> (3)	
	EDS 152 <i>American Sign Language 2</i> (3)	
	EDS 153 <i>American Sign Language 3</i> (4)	
	EDS 154 <i>American Sign Language 4</i> (4)	
	EDS 155 <i>American Sign Language 5</i> (4)	
	EDS 156 <i>Fingerspelling and Numbers</i> (1)	
	EDS 157 <i>American Sign Language Classifiers</i> (1)	
	EDS 160 <i>Introduction to Deaf Studies</i> (3)	
	EDS 161 <i>Deaf History & Education</i> (3)	
	EDS 162 <i>Deaf Culture & Community</i> (3)	
	EDS 163 <i>American Sign Language Literature</i> (3)	
	EDS 164 <i>American Sign Language Structure and Usage</i> (3)	
	EDS 165 <i>Seminar: Current Issues in the Deaf-World</i> (2) (repeatable units)	
	EDS 166 <i>Experiences in the Deaf Community</i> (2-5)	
	Total units: 39 – 42+ units	

Fiscal Analysis: Major in American Sign Language and Deaf Studies

PROJECTED	NEW #S	WTU's	AVG Unit Cost	COST	ENROLLMENTS	FTE
YEARLY ASL/ DEAF STUDIES	155 Sec 1	4	\$1,724	\$6,896	25	6.7
	156 Sec 1	1	\$1,724	\$1,724	25	1.7
	157 Sec 1	1	\$1,724	\$1,724	25	1.7
	160 Sec 1	3	\$1,724	\$5,172	25	5.0
	163 Sec 1	3	\$1,724	\$5,172	25	5.0
	165 Sec 1	2	\$1,724	\$3,448	25	3.3
	166 Sec 1	2	\$1,724	\$3,448	25	3.3
	TOTAL	16	TOTAL	\$27,584	TOTAL	26.7

PLEASE NOTE: Many courses per the ASL and Deaf Studies Major proposal are already being offered under existing programs (e.g., ASL/Deaf Studies Minor, ASL Certificate) therefore minimizing additional cost to the College or University. Only the newly proposed courses are indicated as additional fiscal expenses.

9/1/06

**Proposing New CSU Degree Programs
Bachelor's and Master's Levels
Offered through Self-Support and State-Support Modes**

Background

The enclosed proposal template is to be used for all proposed CSU bachelor's and master's degree programs. Please see the Academic Program Planning Web site for doctoral formats.

CSU Ed.D. Programs

UC-CSU Joint Doctoral Programs

Joint Doctorates with Independent Institutions

After the Board of Trustees has approved adding a projected degree program to the campus academic master plan, a detailed, campus-approved program implementation proposal is submitted to Chancellor's Office for system-level review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Proposals are subjected to internal and external evaluation, through which reviewers consider curriculum, financial support, number and qualification of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, assessment plans, and compliance with all applicable CSU policy, state law, and accreditation standards. Reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. Academic Master Plans appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

Procedures

1. Please prepare the degree program proposal using the attached template.
2. Submit **four** complete hard copies of the campus-approved implementation proposal, including documentation of campus approval, to:

Academic Program Planning
SU Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210.

3. Additionally, campuses are requested to send an electronic copy to APP@calstate.edu.

New Major Proposal (Pilot) Bachelor of Arts

Campus: CSU-Sacramento

Proposed Title: **American Sign Language and Deaf Studies:** Major. To be implemented Fall Semester 2006.

Existing Options, Concentrations & Special Emphases: American Sign Language Certificate of Academic Achievement; American Sign Language and Deaf Studies Minor.

Department offering courses: Special Education, Rehabilitation and School Psychology

Contact Person: Donald A. Grushkin, Assistant Professor & Coordinator, American Sign Language & Deaf Studies Program (gruskind@csus.edu)

Purpose of proposed Major: To prepare students interested in future work with the Deaf community in some capacity with the basic historical, educational, cultural, and experiential background as well as communicative tools for working with this population.

Need for Major: There is an on-going need for individuals to work with the Deaf community in the capacity of sign language interpreter, counselor, educator, audiologist, and so forth. While these are the most frequently thought of areas when thinking about employment for people with an interest in working with the deaf, it is hardly limited to this. Through the internet and other sources, advertisements are frequently sent out nationally seeking people to work in schools, service/advocacy agencies, and other deaf-related businesses as account executives, behavioral specialists, bookkeepers, client advocates and case managers, digital media artists, directors and chief operating officers of offices/centers for the deaf and hard of hearing, construction foreman, director of broadcast operations and engineering, marketing directors, PC Technicians, network managers, web programmers, as well as interpreters, speech and language teachers, interpreting managers, and the new field of video relay interpreting (See Appendix A for a partial listing of websites offering job information pertaining to Deaf and hard of hearing people). Also within the Sacramento and Greater Bay Area region are service agencies such as NORCAL Center on Deafness (<http://www.norcalcenter.org/>), S.T.E.P. Inc, (<http://www.stepsite.com>) and DCARA (<http://www.dcara.org/>) which provide a number of services including advocacy, living skills and job training, sign language interpreting, assistive devices sales, and social events for deaf and hard of hearing people

It is not sufficient for most people entering a professional preparation program pertaining to deaf services to be able to communicate through sign; in most professional preparation programs, whether teacher or sign language interpreter training programs, students typically must take coursework dealing with the sociocultural context of the Deaf community. Currently, there is only one other CSU campus (Northridge) that offers a Deaf Studies Major or Minor. The ASL/Deaf Studies Major at CSUS offers students in

the northern portion of the state of California the opportunity to earn this degree closer to their homes. At CSUN, 12 sections of ASL are offered (4 ASL 1, 2 each of ASL 2, 3 and 4), each with an enrollment of 22 students, resulting in around 264 students per semester taking ASL courses. Dr. Lawrence Fleischer, Chair of the Deaf Studies Program at CSUN states that they have over 200 students majoring in ASL, with about 35 continuing on into the interpreter training program. He estimates that 15 to 20 percent of the students who major in Deaf Studies there continue on into interpreter training programs. If this statistic holds true for the program at CSUS (which offers ASL classes for over 675 students per semester), by a conservative estimate, possibly 100 or more of these students would choose to Major in ASL/Deaf Studies.

There is a significant need and demand for such a major and minor within northern California. Nancy Sager, State Department of Education Program Consultant, states that the 13 counties within CSUS's service area alone currently have around 600 deaf and hard of hearing children being served in the public schools (See Appendix B for a listing of schools and districts that currently serve the deaf/hard of hearing population in the Sacramento region). Spread out among these counties, she maintains that there are only 82 people serving as educational interpreters, very few of whom are certified to interpret. This number does not include instructional assistants serving the deaf/HH population in these schools, since her office does not keep a count of this statistic. However, it is important for educational interpreters (as well as teachers and instructional assistants) to be certified and trained with an appropriate understanding of the deaf community and its issues, and the ASL/Deaf Studies Major is one step towards this training for these service providers. Further, legislation (California Code of Regulations, Title 5, Section 3051.16) is to take effect in the next several years requiring all educational interpreters working at the K-12 to have attained Registry of Interpreters for the Deaf (RID) Certification, or its equivalent by January 2007 in order to receive or maintain certification. Ms. Sager states that while the legislation does not specifically require a Bachelor's degree, they have found that students with only AA degree-level training have experienced difficulty passing the RID test, and the RID is planning on requiring certificatees to possess a Bachelor's degree at some point after the year 2009. The ASL/Deaf Studies Major is a program which would be desired by those seeking to develop or improve their abilities and knowledge related to their chosen career.

To verify the hypothesized demand for an ASL/Deaf Studies Major, a survey was sent out to area colleges and agencies with programs in ASL/Deaf Studies and/or serving Deaf populations, and posted on a website affiliated with CSUS. This survey was developed to gauge the demand and interest level of sign language students and interested others. The results of the survey are summarized in Appendix D, as well as a copy of the original survey (Appendix E) and the printed survey responses (Appendix F)

The ASL/Deaf Studies Minor has been endorsed by several departments around campus, such as Speech Pathology and Audiology, Nursing, Sociology, and Communications Studies (See Appendix C for letters of endorsement from these departments). The Chairs of these departments all recognize how a Minor in ASL/Deaf Studies could be of benefit for their majors, and as the earlier listing of job opportunities indicates, the same is true

of almost any major, as students can find employment in a deaf-related setting, almost regardless of the specific field of study that they choose for a career. Conversely, students majoring in ASL/Deaf Studies might choose to minor in a related field of study in order to strengthen their overall knowledge and expertise toward choosing a career. Similarly, the ASL/Deaf Studies Major has received support (verbal and written) from educational and vocational agencies in the area. Letters of support are included in Appendix G.

Courses to be offered within the Major:

EDS 151	American Sign Language 1	(3 units)
EDS 152	American Sign Language 2	(3 units)
EDS 153	American Sign Language 3	(4 units)
EDS 154	American Sign Language 4	(4 units)
EDS 155	American Sign Language 5	(4 units)
EDS 156	Fingerspelling and Numbers	(1 unit)
EDS 157	American Sign Language Classifiers	(1 Unit)
EDS 160	Introduction to Deaf Studies	(3 units)
EDS 161	Deaf History & Education	(3 units)
EDS 162	Deaf Culture & Community	(3 units)
EDS 163	American Sign Language Literature	(3 units)
EDS 164	American Sign Language Structure & Usage	(3 units)
EDS 165	Seminar: Current Issues in the Deaf-World	(2 Units, repeatable for credit)
EDS 166	Experiences in the Deaf Community	(2 -5 units)

Total units: 39 – 42+ units

Note: Most 150-level courses have pre-existing articulation agreements with many Sacramento and outlying area community colleges.

Tentative - Faculty Members teaching within proposed Major (See Appendix C for Resumés - Please note that a new, tenure-track to be hired as of Fall '06):

Donald A. Grushkin, Ph.D. (1996; Language, Reading and Culture). Assistant Professor, Tenure-Track. 10 years of American Sign Language (ASL) teaching experience.

William Vicars, Ed.D. (2003). Assistant Professor, Tenure-Track. 18 years of American Sign Language teaching experience

Lyes Bousselob, B.A. (1991; Psychology), M.A. Candidate (Vocational Rehabilitation).

Full-time (temporary) Instructor. 14 years of sign language instructional experience. Possesses American Sign Language Teacher's Association Provisional Level Certification.

Dana Brittingham, M.S. (1985; Vocational Rehabilitation). Part-time Instructor. 22 years sign language interpreting experience; 13 years sign language instructional experience.

Byron Cantrell, M.A. (1973; Deaf Education). Full-time (temporary) Instructor. 9 years of sign language instructional experience. Board member, NorCal chapter of American Sign Language Teacher's Association.

Barbara Dimopoulos, M.A. (1992; Education). Part-time Instructor. 19 years sign language interpreting experience; 8 years sign language instructional experience.

Ronda Last, M.S. (2001; Counseling/School Psychology). Part-time instructor.

Sandra Thrapp, B.A.(1987; Deaf Studies), Ph.D. Candidate (Global Leadership/Multicultural Education in Deafness). Part-time Instructor. 20 years American Sign Language instructional experience.

Resources needed to implement program change:

Sign language interpreting will be needed for three courses (EDS 160, 161 & 162). Funding for interpreting has already been allocated for two of these courses, as well as general departmental needs. No other significant resources, aside from classroom space and existing faculty will be needed.

Catalog Copy for Proposed Major:

American Sign Language (ASL) & Deaf Studies takes an interdisciplinary approach to the study of deaf and hard-of-hearing people in American and world society. The program promotes the understanding of Deaf people as a linguistic and cultural group and encourages students to analyze existing stereotypes and policies relating to deaf and hard-of-hearing people in order to work both within their own communities and others in effecting change for the betterment of the deaf and hard-of-hearing community.

With an ASL/Deaf Studies Major, students may obtain entry-level jobs in settings working with the deaf such as residential supervisor, classroom aide, vocational trainer, and much more. Students may also combine an ASL/Deaf Studies Major with a related Minor field of study such as Education, Counseling, Audiology, Speech Therapy, and Communication Studies for a more well-rounded grounding in the issues relating to the deaf and hard of hearing in their fields. Students in fields which are not specifically deaf-related such as nursing, law, computer engineering, and many more may also experience an edge in gaining employment, whether in deaf-related settings or not, with a Major or Minor in ASL/Deaf Studies compared to those without similar coursework or experience.

Further, students having completed the ASL/Deaf Studies Major may be able to waive similar coursework at other universities with specialized fields of study relating to deafness that may not be offered in the Sacramento region.

To qualify for the ASL/Deaf Studies Major, students must complete 39 to 42 units in the following courses:

EDS 151	American Sign Language 1	(3 units)
EDS 152	American Sign Language 2	(3 units)
EDS 153	American Sign Language 3	(4 units)
EDS 154	American Sign Language 4	(4 units)
EDS 155	American Sign Language 5	(4 units)
EDS 156	Fingerspelling and Numbers	(1 unit)
EDS 157	ASL Classifiers	(1 Unit)
EDS 160	Introduction to Deaf Studies	(3 units)
EDS 161	Deaf History & Education	(3 units)
EDS 162	Deaf Culture & Community	(3 units)
EDS 163	American Sign Language Literature	(3 units)
EDS 164	American Sign Language Structure & Usage	(3 units)
EDS 165	Seminar: Current Issues in the Deaf-World for credit)	(2 Units, repeatable)
EDS 166	Experiences in the Deaf Community	(2 -5 units)

**APPENDIX A:
DEAF-RELATED JOB WEBSITES & NEWSGROUPS**

WWW.HIREDEAF.COM

WWW.DEAFTIMES.COM

WWW.DEAFDIGEST.ORG

WWW.DEAFE.COM

WWW.TOGETHERDEAF.COM

USA-L NEWS (subscription through DeafTimes)

**APPENDIX B:
SCHOOLS AND DISTRICTS CURRENTLY SERVING DEAF
AND HARD OF HEARING STUDENTS**

Amador County Unified School District
Emi Johnson, Special Education Director
Karen Pai, DHH Teacher
PO Box 224
Jackson, CA 95642
(209) 223-1750

Colusa County Office of Education
Linda Wallace, Asst. Supt. Sp. Ed.
400A Fremont Street
Colusa, CA 95932
530-458-8891

El Dorado County Office of Education DHH Program
Bob Stromberg, Principal
Jeanne Radne, DHH Teacher
6767 Green Valley Road
Placerville, CA 95667
(530) 622-7130 x 274

Nevada County Office of Education
Joe D'Andrea, Special Education Director
Julie Bowman, DHH Teacher
400 Hoover Lane
Nevada City, CA 95959
(530) 265-0611

Placer County Office of Education DHH Program
Mary Shug, DHH Program Coordinator

Ophir Elementary School (Preschool - 8)
1373 Lozanos Road
Newcastle, CA 95658
(916) 663-5000

Del Oro High School
Kerilynne Rugg, DHH Teacher
3301 Taylor Road
Loomis, CA 95650
916-652-7243

Sacramento County Office of Education
Kirsten Sapp, Infant DHH Teacher
9738 Lincoln Village Drive
Sacramento, CA 95827-3399

Elk Grove Unified School District DHH Program
Pat Spearsley, Program Specialist
Terry Orsi, DHH teacher

Folsom-Cordova Unified School District DHH Program
Nancy Vester, DHH Teacher
Peter J. Shields Elementary School
10434 Georgetown Drive
Rancho Cordova, CA 95670
(916) 852-0304

Sacramento City Unified School District
Karen Maier, DHH Program Supervisor
(916) 643-9195

David Lubin Elementary School DHH Program
3535 M Street
Sacramento, CA 95816

Sutter Middle School DHH Program
3150 I Street
Sacramento, CA 95816

Sacramento High School DHH Program
2315 34th Street
Sacramento, CA 95817

San Juan Unified School District
Janeil Smith, Deaf and Hard of Hearing Program Specialist
3738 Walnut Avenue
PO Box 477
Sacramento, CA 95609-0477
(916) 971-7532

Dewey Fundamental Elementary School DHH Program
7025 Falcon Road
Fair Oaks, CA 95628

Barrett Middle School DHH Program
4243 Barrett Road
Carmichael, CA 95608

Del Campo High School DHH Program
4925 Dewey Drive
Fair Oaks, CA 95628

San Joaquin County Office of Education
Dave Bermann, Deaf and Hard of Hearing Program Supervisor
3555 Wilmarth Road
Stockton, CA

Joshua Cowell Elementary School Deaf and Hard of Hearing Program
740 Pestana Avenue
PO Box 32
Manteca, CA 95336

Lincoln High School Deaf and Hard of Hearing Program
6844 Alexandra Place
Stockton, CA 95207

Lincoln Unified School District
Deaf and Hard of Hearing Program Supervisor
2010 W. Swain Road
Stockton, CA 95207-4055
(209) 953-8700

Lodi Unified School District
Liz Zastrow, Deaf and Hard of Hearing Program Supervisor
1305 E. Vine Street
Lodi, CA 95240-3148
(209) 887-3894

Lawrence Elementary School Deaf and Hard of Hearing Program
721 Calaveras Street
Lodi, CA 95240

Lodi Middle School Deaf and Hard of Hearing Program
945 S. Ham Lane
Lodi, CA 95242

Tokay High School Deaf and Hard of Hearing Program
1111 W. Century Blvd.
Lodi, CA 95240

Victor Elementary School Deaf and Hard of Hearing Program
17670 Bruella Road
Victor, CA 95253

Stockton Unified School District
Rolf Ahearne, Deaf and Hard of Hearing Program Supervisor
701 N. Madison Street
Stockton, CA 95202
(209) 953-4822

Walton Developmental Center
Early Start Deaf and Hard of Hearing Program
4131 North Crown
Stockton, CA 95207

Harrison Elementary Preschool Deaf and Hard of Hearing Program
3203 Sanguinetti Land
Stockton, CA 95205

Cleveland Elementary School Deaf and Hard of Hearing Program
2020 E. Fulton
Stockton, CA 95204

Webster Middle School Deaf and Hard of Hearing Program
2725 Michigan
Stockton, CA 95204

Edison High School deaf and Hard of Hearing Program
1425 S. Center
Stockton, CA 95206

Solano County Office of Education
Lois Vierra-Keenan, DHH Program Administrator
707-399-4469

Anna Kyle School
1600 Kidder Avenue
Fairfield, CA 94533-6399
(707) 421-4105

Fairfield-Suisun School District
Linda Donnelly, Special Education Director
1975 Pennsylvania Avenue
Fairfield, CA 94533-3692
(707) 421-4000

Vallejo City Unified School District
Deaf and Hard of Hearing Program Supervisor
101 Cobb Avenue
Vallejo, CA 94589

Pennycook Elementary School Deaf and Hard of Hearing Program
3620 Fernwood Avenue
Vallejo, CA 94590

Springtown Junior High School Deaf and Hard of Hearing Program
2833 Tennessee Street
Vallejo, CA 94590

Hogan High School Deaf and Hard of Hearing Program
850 Rosewood Avenue
Vallejo, CA 94590

Sutter County Office of Education
Kathy Arnold, Deaf and Hard of Hearing Program Supervisor
Yuba City, CA 95991
(530) 822-5110

Central Gaither Elementary School Deaf and Hard of Hearing Program
(Preschool-8)
8403 Bailey Road
Yuba City, CA 95993

Yuba City High School Deaf and Hard of Hearing Program
850 B Street
Yuba City, CA 95991

Yolo County Office of Education
Bev Klingborg, Itinerant DHH Teacher
1240 Harter Avenue
Woodland, CA 95776-6106
(530) 668-6700

Plainfield School Deaf and Hard of Hearing Program
Heather Palandoken, DHH Teacher
20450 County Road 97
Woodland, CA 95695

Greengate School Deaf and Hard of Hearing Program
Cheri Barden, DHH Teacher
1240 Harter Road
Woodland, CA 95776

**APPENDIX C:
FULL AND PART-TIME ASL FACULTY CURRICULUM VITAE OR RESUMES**

[available upon request]

APPENDIX D:
Summary: CSUS Deaf Studies Major Interest Survey

Donald A. Grushkin, ASL/Deaf Studies Coordinator

In support of our proposal for an ASL/Deaf Studies Major at CSUS, a survey was distributed among CSUS students, other regional Institutions of Higher Education, and the community at large. A sample of this survey is included with this summary (Appendix E) along with the printed responses returned (Appendix F -- responses sent by email were tallied but not printed out or saved and are not included in the appendix). It should be borne in mind during this reading that not all numbers will add up, as some respondents failed to respond to questions or responded in the wrong manner.

466 people responded to the survey, with 362 female and 104 male respondents. This is consistent with the ASL student population, which tends to be predominantly female. Of these, 318 are in the 18 – 25 year old range, which again is to be expected from a college-age population. However, 122 of the remaining respondents were over 25 years old, with 58 over the age of 35, indicating that there is a significant segment of the non-traditional college-age population that may also have an interest in Deaf Studies. Again as to be expected, most students live in Sacramento and the Sacramento Area, however, there were respondents from Stockton, Chico, Vacaville, Sonoma, Grass Valley, Shingle Springs, Napa and elsewhere in the Northern California region, as well as from San Francisco, Los Angeles, San Diego, Nevada City and even Washington, D.C.

Again, as might be expected, the majority of respondents (296) possessed only a High School Degree while another 120 possessed an A.A. degree. Only 32 respondents possessed a Bachelor's degree or higher. Additionally, the majority (282) are currently

enrolled in a degree program. Of these, the respondents exhibited a wide variety of fields of study, such as from health (dietics, kinesiology, nursing) and human services (counseling, social work, psychology) to science (engineering, computer science, biology, economics) and humanities (theater, music, photography, Liberal Studies) and much more. There was no significant predominance for fields of study that would relate to working with Deaf and Hard of Hearing people such as Speech Pathology, Communications, Special Education, or Sign Language Interpreting. On the contrary, only a small number of respondents indicated they were enrolled in these fields. The majority of respondents (335) are employed, and of these, as would be expected from a predominantly college-age population, 224 are employed part-time. Again, their fields of employment were wide-ranging, from landscaping, retail sales, food service and lifeguard, to clerical assistant, public health worker, bartender, 411 operator, auto repairman and pharmacist. As with their collegiate fields of study, there were only a few indicating current employment in a Deaf/Hard of Hearing setting such as interpreter, special education, rehabilitation counselor, *VideoPhone* installer, or Deaf Service agency.

Of the respondents, 279 to 168 expressed an interest in potentially earning a degree in Deaf Studies. Of especial interest is the fact that the majority of respondents (292) had taken only one semester of sign language coursework, while 57 had taken two semesters and 65 had taken three. Only 38 respondents had taken 4 or more semesters of sign language coursework. While anecdotal evidence has indicated that increased levels of sign language coursework correlates with increased interest in pursuing an education in deaf-related fields, the results from this survey would indicate that Deaf Studies would be an area of interest even for students with low levels of ASL instruction, defying the

conventional wisdom among ASL and Deaf Studies instructors. The majority of those expressing an interest (169) indicated that they viewed a degree in Deaf Studies as potentially enhancing their marketability with a range of employers, while a close second (121) wanted to use the degree as a step toward an advanced degree in the field (such as teacher or psychologist working with the Deaf). A small but significant number (72) needed the degree in order to receive certification or recertification in their fields, which is consistent with the demand from sign language interpreters to obtain a Bachelor's Degree to meet the future RID certification requirements. There was only a small number (19) who indicated that they were Deaf or had Deaf family members, which suggests that this field is also of interest to those who do not have any prior relationship with Deaf people. Other respondents added that they wanted the degree because they "enjoy the language", want to "promote Deaf awareness", "had Deaf friends", wanted to communicate with the Deaf and their culture, and to work with the Deaf in their careers. Others said they had Deaf friends and co-workers. One respondent stated that he was becoming a Doctor, and wanted to be able to communicate with any Deaf patients directly. One already certified interpreter, who expressed an interest in the Major, stated "it will be a requirement in the future, as we have more and more Deaf professionals in various fields. It will be a requirement for all new interpreters by the year 2016. As an already certified interpreter, I feel I need to set an example, and people DO take you more seriously, the more "letters" you have behind your name!"

There were respondents who did not express an interest in pursuing a Deaf Studies degree. Most (63) felt simply that it would not help in their career choices, while 16 others stated that they had already earned a Bachelor's degree. However, of those that

stated they were already in possession of a Bachelor's degree, several did state they would be interested in a Master's level degree in Deaf Studies. Only 6 respondents felt that Deaf Studies was not a valid Major course of study, indicating that there is an awareness of the Deaf Culture and Community, and that its study has equal standing to the study of other cultures and communities such as ethnic groups and gender/sexuality. Other respondents stated that they had already chosen a major, or were too busy for the work of an additional (double) major.

It is fairly clear that there is a need, demand, and interest for a Deaf Studies program at the Bachelor's level to be established in Northern California. Most of the respondents (406) were unaware of other Deaf Studies programs. The 50 respondents that were aware cited programs at CSU-Northridge, Gallaudet University, University of Arizona, Towson State University (MD), University of Southern Florida, CSU-Fresno, Western Oregon University, and University of Illinois. However, most of these programs cited, with the exception of the first four, are not actually Deaf Studies, but Deaf Education (Teacher Training) or Speech-Language/Audiology programs. Regardless of their actual interest in obtaining a Deaf Studies degree, the vast majority of respondents (301) would prefer to take their studies at CSUS, while only 60 would wish to go elsewhere.

Several unsolicited comments from respondents also lend support to the belief that Sacramento offers a viable, centralized location for persons interested in the field of Deaf Studies who live in the Northern California region. One stated "I think this is great! Living in Shingle Springs, of course I would love to see something closer to home – but where would that be – I don't know!". Another added, "I am currently a freelance

interpreter and have three years experience in educational interpreting. I am in my last year of the Interpreter Training Program (I had a 2 year break to start my family :0 and now I am back to finish up my last year to obtain my certificate. I am interested in a B.A. in Deaf Studies, but never thought it would be obtainable because there are no schools in my area (Nevada City). Traveling to CSUS is an option, but not to CSUN! I am excited to hear talk about a B.A. program in our area!”. Another respondent revealed that s/he already had a Master’s degree, but strongly supported the establishment of a Deaf Studies degree at CSUS. One respondent made a suggestion for the addition of an online component/option for a Deaf Studies degree, stating that “I would love to have the opportunity to take online courses in Deaf Studies, an online course... that would allow me to read and post to discussions regarding deaf culture, ediquette, and perspective through reading books, researching topics such as deaf history, and participating in discussions on a message board. I feel that this would help myself and others to better understand the deaf community and the role of interpreters better along with allowing us to explore these things outside of the pressures of focusing on learning a new language” (sic).

The results of this survey strongly indicate that there is a high level of demand and interest in exploring Deaf Studies as an educational option from a wide range of students for an equally wide range of reasons. It is clear that CSUS’s location makes it an ideal choice for the establishment of such a program in order to serve California’s Northern residents, as well as others from nearby states who also might wish to pursue this educational training.

**APPENDIX E:
SURVEY**

California State University – Sacramento
Proposed Deaf Studies Major

Demographic Information

Gender: M F

Age Group:

- Under 18
- 18 – 25
- 26 – 35
- 35 – 50
- Over 50

Residence:

- Sacramento
- Sacramento area
- Outside of Sacramento area

Education:

- High School Degree
- AA Degree
- Bachelor's Degree
- Graduate Degree

Are you currently enrolled in a degree program? Yes No

If yes, what degree are you pursuing? _____

Are you currently employed? Yes No

If yes, are you employed: Part-Time Full-Time

What is your field of employment? _____

Are you currently taking Sign Language coursework?

How many semesters of Sign Language coursework have you taken? _____

[continued]

Deaf Studies Program

Would you be interested in obtaining a Bachelor's Degree in Deaf Studies? Yes
No

If Yes, reason(s) you are interested in a Deaf Studies degree:

- To enhance your marketability with a broader range of potential employers
- To obtain certification or recertification in your field
- As a step toward an advanced degree in a specific field working with the Deaf
- I am Deaf or have family that is Deaf
- Other _____

If No, reason(s) you are not interested:

- I already have a Bachelor's Degree
- I do not feel it would help me in my chosen career
- I do not believe Deaf Studies to be a valid field of study
- Other _____

Are you aware of other Deaf Studies programs (Bachelor's Degree) in California or elsewhere?

Yes No
If Yes, where?

Would you prefer to obtain a Deaf Studies degree at:

- CSUS
- Elsewhere?

Please return surveys to:

Dr. Donald Grushkin
Coordinator, ASL & Deaf Studies Program
CSU-Sacramento
Sacramento, CA
GrushkinD@CSUS.EDU

APPENDIX F:
SURVEY RESPONSES

[available upon request]

**APPENDIX G:
LETTERS OF SUPPORT FROM AREA AGENCIES**



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL

State Superintendent of
Public Instruction

PHONE: (916) 319-0800

March 23, 2006

Donald A. Grushkin, Ph.D.
Assistant Professor & Coordinator
ASL/Deaf Studies Program
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079

Dear Dr. Grushkin:

I am writing to express my strong support for the development of a Deaf Studies Major at California State University, Sacramento. As the Deaf and Hard of Hearing Programs Consultant for the California Department of Education, I believe such a program would be of great benefit to California's students who are deaf or hard of hearing.

First, students who complete a B.A. program in Deaf Studies may be prepared to work with deaf and hard of hearing students in the capacity of educational interpreter. More and more deaf students are being served in mainstream educational settings, and there is a critical need for educational interpreters to serve these students. With all students, including those who deaf, being required to meet rigorous academic standards and pass the California High School Exit Exam in order to earn a diploma of high school graduation, it is essential that these students receive educational interpreting services from interpreters who are well educated and highly skilled. The California Code of Regulations requires educational interpreters to be certified as of January 1, 2007. This program can help interpreters meet that certification requirement.

Secondly, I hope that students who complete the Deaf Studies program will be motivated to continue their studies in a Deaf and Hard of Hearing Teacher Training Program. There is a shortage of qualified teachers of the deaf in our state, and this program will help fill the void.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Grosz Sager".

Nancy Grosz Sager
Deaf and Hard of Hearing Programs Consultant
California Department of Education
(916) 327-3868
nsager@cde.ca.gov