



Fullerton College

Self-study for ASL Program

2025

Participants in the self-study

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Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The American Sign Language (ASL) program supports the college's mission by providing a clear and inclusive pathway for academic and professional success. Through a comprehensive curriculum, students develop effective communication skills in ASL for use in diverse personal, educational, and professional settings. The program fosters cultural awareness and sensitivity to Deaf Culture and diverse communities, which promotes equity and inclusion. By equipping a diverse student population with the linguistic and cultural competencies needed for transfer to four-year institutions and/or completion of an associate degree, the program advances the college's commitment to accessible education, lifelong learning, and student achievement. Ultimately, the ASL program equips and empowers students to become successful learners,

responsible leaders, and engaged community members who can contribute meaningfully to both Deaf and hearing communities.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Based on the data provided by OIE, here are some of the highlights of the ASL program:

- Female students make up the majority of the ASL program at 60% (175 students). This is higher than the Fullerton College female population in Fall 2024 (51.7%).
- Male students make up less half the number of female students (77 students) at 26%. This is less than the Fullerton College male population in Fall 2024 (41.4%)
- The majority of students in our ASL program identify as Latino/a (65%). This is higher than the Latino/a population at Fullerton College in Fall 2024 (58.4%).
- The next largest ethnic group is White students at 17%. This is higher than the White population at Fullerton College in Fall 2024 (12.6%).

Based on these data points, the ASL program appears to attract significantly more female students than male students. In addition, the ASL program serves a predominantly Latino/a student population. Underrepresented students include Asian, Black, and Pacific Islander students. Opportunities for growth include reaching out to male students as well as non-Latino/a students.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

N/A

This is the first Program Review for the ASL Department, so there is no data for enrollment trends from the last five years.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

With input from Humanities Division staff, ASL faculty, and student survey results, as well as constant monitoring of fill rates and waitlists, the ASL department coordinator creates a schedule pattern and offers classes that best meet student preferences and needs. Many students have shown immense interest in ASL 101, so there are early morning, late morning, and evening sections to accommodate this demand. Fewer students enroll in ASL 102, so these offerings are strategically scheduled to capture both interested day and evening students to allow maximum access. For Spring 2026, the department will offer ASL 203 for the first time with the hopes of providing interested students from the first 4 semesters of ASL an opportunity to continue their 3rd year of ASL. Schedules that were developed the first few semesters ASL was offered focused on offering classes at the same time slot to ensure students could still enroll in a section at the same time in case their section was cancelled based on low enrollment. Current and future scheduling is focused on staggering schedules to avoid duplication and allow maximum access and flexibility for students. Future sections of ASL 203 and 204 will be planned based on preceding semester enrollment numbers of ASL 101 and ASL 102 to maximize access and efficiency.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Based on data, the overall success rate of ASL courses is 75%, which exceeds the institutional set standard of 62%. ASL 101 has a 77% success rate, which is 15 points higher than the institutional set standard of 62% and just 3 points lower than the stretch goal of 80%. ASL 102 has a success rate of 66%, which is 4 points higher than the institutional set standard of 62%.

The ASL program exceeds institutional expectations and maintains high success rates. The lower success rate in ASL 102 compared to ASL 101 shows a drop in performance due to the typical rigor and higher expectations of a second-year language course, including more complex grammar. ASL 102 builds on expected foundational skills and while introducing more complex structures that require consistent time and opportunities to master. Efforts to bridge the small gap of success between ASL 101

and ASL 102 is an opportunity to strengthen overall program success.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Based on available data, there is only one student group that scores below the institution set standard of 62%. Black/African American students have a 50% success rate, which is 12 points below the institution set standard. According to the data set, Black/African American students have lower success rates compared to Latino/a, White, and Asian student groups. However, it should be noted that that this sample size is relatively small (n=8) for a limited amount of time (two semesters) due to the newness of this program.

One factor contributing to the lower success rate is a sense of belonging. Students from an underrepresented group may encounter microaggressions, implicit bias, or a lack of cultural representation, which lead to feelings of isolation. These experiences may reduce student engagement and motivation in the class.

To address these lower rates, the department is working with the Academic Support Center to hire an ASL tutor to serve only ASL classes. The department is also proposing a curriculum revision to ensure inclusiveness. And to encourage a greater sense of belonging, faculty will encourage students in ASL to participate in the newly formed student led ASL club.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

N/A

This is the first Program Review for the ASL Department, so there is no data available for degree completion yet.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

N/A

This is the first Program Review for the ASL Department, so there is no data available for degree completion yet.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

Because the ASL program was newly established for 2024-2025, the uncertainty of which division the ASL Department would be housed in its first year, and the reliance on adjunct faculty for all course instruction, the department was unable to assess SLOs in its first year.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since this ASL program is new, there is no previous review. However, there are two changes that the department plans to implement regarding course offerings in the next few semesters. The first change is to offer the Deaf Culture course (ASL 206) asynchronously in response to the growing demand for flexibility in learning with post-secondary education and to better accommodate the diverse needs of our students. The second change is to offer ASL 101 as a dual-enrollment course for local high school students, which addresses the growing demand for ASL programs in high schools. This opportunity provides high school students with the chance to engage in college-level coursework early while also providing a clear pathway for entry into Fullerton College.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

ASL faculty regularly incorporate group projects, group presentations, and role-play

scenarios, allowing them to apply ASL in real-world contexts while building communicative and cultural competence. Additionally, students in ASL classes participate in Deaf community events, attend community Deaf social gatherings and performances, volunteer with local organizations and assist in advocacy efforts. As part of the curriculum, students are expected to attend at least one Deaf event each semester. These can range from larger gatherings like the MATA Expo (a Deaf event) to more casual meetups at local cafés, or even workshops hosted on campus.

Advanced students may have opportunities to shadow certified interpreters or work with Deaf educators, depending on availability and partnerships.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Beginning January 1, 2024, CA began recognition of the SC:L Specialist Certificate: Legal (from RID) for ASL court interpreters.

Updated “Guidelines for Approval of Certification Programs for Interpreters for Deaf and Hard-of-Hearing Persons” was approved on Feb 21, 2025 to modernize program certification and expand the pool of qualified interpreters while maintaining standards for court interpreters

Other trends include:

- a push toward more formal licensing / certifying of ASL interpreters in more states. This helps with accountability, quality, and clarity of who is qualified.
- a recognition that sometimes there is a *shortage* of certified interpreters, so some states allow temporary or provisional licensure or flexibility/exemptions to get interpreters working while more permanent solutions build.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program’s staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program’s student population is your staff?

According to data provided by OIE, the ASL faculty consists of 5 part-time instructors for the 2024-2025 academic year. This cohort taught 13 courses and were responsible

for an FTEF of 4.1. This faculty includes 2 female instructors and 3 male instructors. The demographics of the faculty include 2 Asian faculty members, 2 Hispanic/Latino faculty members, and one White faculty member. Although is a small sample size (n=5), it is representative of the student population with 80% of our faculty being people of color and 20% being White. This correlates with our student population of 79% students of color, and 17% students being white.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

N/A

This is the first Program Review for the ASL Department, so there have been no staffing changes in that time period.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

The ASL faculty have had discussions regarding the importance of consistent attendance with ASL learning being highly interactive and visual. ASL faculty have also discussed late work policies utilizing grace periods to encourage accountability while recognizing individual circumstances and challenges that affect timely submission. Finally, the ASL faculty have also discussed extra credit options including opportunities for students to attend numerous Deaf Events during the semester.

One critical area faculty have identified is the need for Deaf ASL professors who have experience teaching in ASL at the community college or university level. Their lived experience and linguistic expertise are vital in evaluating and shaping curriculum that truly reflects ASL pedagogy and Deaf culture. Faculty have discussed how unintended learning outcomes may arise from curriculum written primarily by hearing individuals. This has prompted the department to consider reviewing the ASL curriculum—such as the one used at Fullerton College—to identify necessary modifications that better align with authentic ASL instruction and Deaf perspectives. Staff and faculty have also stated the need for full-time Deaf faculty to eventually coordinate the program.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Although no formal policy changes have been implemented yet, these conversations have sparked awareness and a shared commitment to equity. The lack of immediate action is primarily due to the newness of the program and the need for more structured collaboration and input from Deaf faculty, whom are all part-time instructors.

With all faculty being part-time instructors, scheduling meetings has posed significant challenges. Having a full-time faculty member within the ASL department would greatly facilitate ongoing discussions and collaboration, which would lead to the development of more meaningful practices and policies for the program.

3. What additional areas of professional development could help your faculty and staff engage in this work?

To further support this work, our faculty and staff would benefit from professional development in the following areas:

- Inclusive curriculum design with input from Deaf educators
- Culturally responsive teaching strategies for ASL learners
- Equity-focused assessment practices
- Collaborative curriculum review processes
- Training on Universal Design for Learning (UDL) principles

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

N/A

Since this is the first Program Review for the ASL Department, there are no Strategic Action Plans from a previous study.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?
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SAPs

American Sign Language (ASL) Workshops for staff, faculty, and non-ASL students

Short Description:

This strategic action plan focuses on offering American Sign Language Workshops to staff, faculty, and non - ASL students to promote communication and inclusivity. These 2-hour long session workshops held twice a semester will introduce students, faculty, and staff to basic American Sign Language and Deaf culture without requiring enrollment in a full 5-unit course. By lowering this barrier to participation, the college is providing opportunities for the campus to learn and grow in their knowledge of ASL. These workshops will help create a more welcoming environment for Deaf and Hard-of-Hearing individuals and increase the visibility of the ASL Department. This initiative supports the college's core values of Access, Community, and Learning by fostering diversity, inclusivity, belonging, compassion, growth, and intellectual curiosity. These workshops provide low commitment opportunities for the campus to have meaningful connection and support across our diverse campus community.

Measurable Outcomes:

- o Increase enrollment in ASL classes at Fullerton College
- o Increase number of sections offered in ASL Department

College Goals:

- 1.5 Outreach strategies for prospective students/family; 3.5 Increase participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

American Sign Language (ASL) Workshops for staff, faculty, and non-ASL students

Enhancement:

The additional resources to hire Professional Experts with experience in this discipline will allow the college to expand the ASL program's impact across campus. Offering two workshops each

semester to teach basic ASL to staff, faculty, and non-ASL students will help increase awareness of ASL and Deaf culture without requiring a semester long class commitment. This approach provides a welcoming pathway for a broader audience to engage in the language and can also serve as a valuable introduction that may encourage participants to potentially enroll in full-semester ASL courses.

Personnel-Related:

Yes, the resource request is personnel related. The ASL Department is seeking funding for two Professional Experts with experience in this discipline to lead two workshops throughout the semester. These workshops will help faculty, staff, and the broader community better understand Deaf culture and improve basic communication with Deaf individuals. This proposal supports the college's goals of equity, access, and inclusion by removing barriers and fostering a more inclusive and welcoming environment on campus. This request is driven by program growth and the increasing demand for opportunities to learn about Deaf culture and ASL. As awareness of these topics continues to grow, it's important to provide resources that help the campus community stay informed and engaged with this population. By hiring Professional Experts to lead these workshops, the college ensures that these workshops are taught from an authentic perspective. This will provide participants with a deeper understanding of Deaf culture and the importance of inclusive communication.

Resource Category:

Adjunct Faculty

Quantity:

2

Unit Cost:

\$952.16

TotalCost:

\$1,904.32

American Sign Language (ASL) curriculum revision

Short Description:

This strategic action plan requests funding to support the revision of the current American Sign Language (ASL) curriculum. The goal is to ensure the curriculum reflects authentic language use, aligns with current best practices, and supports student success. Updating the ASL courses will strengthen the program's quality and consistency, improve learning outcomes, and create a more culturally inclusive curriculum.

Measurable Outcomes:

o Increase in success rates for Black/African Americans o Increase in success rates for ASL 102

College Goals:

2.5 Increase sense of belonging/mattering

SAP Phase:

New

Resource Requests

American Sign Language (ASL) curriculum revision

Enhancement:

Funding for two Professional Experts with experience in this discipline to lead revisions of the ASL curriculum will directly strengthen how faculty teach and support students. When involving two Professional Experts with experience in this discipline to write the curriculum, it becomes more authentic, inclusive, and connected to real language use and culture. This work will lead to higher student success in two areas. For Black and Latino students, a more inclusive and culturally aware curriculum can help build a stronger sense of belonging and engagement in the classroom. For ASL 102 students, clearer sequencing and a focus on the most important learning goals will make it easier to progress and build confidence with the language. Overall, this support will help our program better reflect the diversity of our students while improving learning, persistence, and achievement across the board.

Personnel-Related:

Yes, this request is personnel related. The funding would provide compensation for two Professional Experts with experience in this discipline to take the lead in revising parts of the curriculum as they work with the current department coordinator. Supporting their involvement helps address both curriculum and equity goals. On the curriculum side, the updates will ensure ASL courses are better sequenced and aligned with best practices in ASL education. Funding is also requested to provide interpreters for the Professional Experts to communicate with the department coordinator. Overall, this investment strengthens instructional quality, supports student success, and reflects our commitment to diversity, equity, and access.

Resource Category:

Adjunct Faculty

Quantity:

2

Unit Cost:

\$952.16

TotalCost:

\$1,904.32

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Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$1,600.00

TotalCost:

\$3,200.00

Expanding Deaf Cultural Learning Opportunities

Short Description:

This strategic action plan requests funding to support the expansion of Deaf Cultural Learning opportunities for Fullerton College students. The goal is to promote inclusive education, cultural understanding, and a strong sense of belonging across the campus community. By providing

learning opportunities outside of the classroom related to Deaf culture and American Sign Language (ASL), this plan will advance student learning while cultivating empathy, respect, and intellectual curiosity. Through a Deaf panelist event, students will gain deeper insight into Deaf history, identity, and communication. These experiences will create a supportive learning environment where all students including Deaf, hard of hearing, and hearing—can engage in meaningful cultural exchange and mutual learning. This proposal aims to build a campus culture that values diversity, enhances communication accessibility, and encourages students to become more thoughtful, informed, and connected members of an inclusive society.

Measurable Outcomes:

o Increase enrollment in ASL classes at Fullerton College o Increase in persistence rates in all ASL classes

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

New

Resource Requests

Expanding Deaf Cultural Learning Opportunities

Enhancement:

Funding will be used to bring in Deaf speakers who represent a range of professional and cultural experiences. These guests will share their expertise through campus panels, storytelling sessions, and interactive workshops that highlight Deaf culture. This event will provide students with direct opportunities to learn from Deaf professionals, explore issues of language, identity, and accessibility, and develop greater respect for the Deaf community.

Personnel-Related:

Yes, this request is personnel related. The funding would provide stipends for Deaf panelists to speak at a Fullerton College Deaf event. The panelists will encourage deeper cultural understanding, improve receptive and expressive ASL skills, and promote respectful engagement with Deaf culture outside the classroom. Hosting a panel of Deaf experts also highlights the college's commitment to inclusivity and representation and strengthens the ASL program's reputation and appeal to prospective students. Interpreters will also need to be funded to interpret the Deaf panelists for those not fluent or knowledgeable in ASL.

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$500.00

TotalCost:

\$1,000.00

Expanding Deaf Cultural Learning Opportunities

Enhancement:

Funding will be used to bring in Deaf speakers who represent a range of professional and cultural experiences. These guests will share their expertise through campus panels, storytelling sessions, and interactive workshops that highlight Deaf culture. This event will provide students with direct opportunities to learn from Deaf professionals, explore issues of language, identity, and accessibility, and develop greater respect for the Deaf community.

Personnel-Related:

Yes, this request is personnel related. The funding would provide stipends for Deaf panelists to speak at a Fullerton College Deaf event. By bringing in Deaf professionals, These panels will promote deeper cultural understanding, improve receptive and expressive ASL skills, and promote respectful engagement with Deaf culture outside the classroom. Hosting a panel of Deaf experts also highlights the college's commitment to inclusivity and representation and strengthens the ASL program's reputation and appeal to prospective students. Interpreters will also need to be funded to interpret the Deaf panelists for those not fluent or knowledgeable in ASL.

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$200.00

TotalCost:

\$400.00

Develop a Certificate of Achievement in American Sign Language (ASL)

Short Description:

This strategic action plan focuses on offering a Certificate of Achievement in the ASL program. This certificate can encourage students to complete the ASL course sequence, motivate both transfer and non-transfer students to reach specific milestones, and provide a different pathway for ASL students

who may not be interested in a degree nor in transferring to a four-year university. It is a certificate that can be presented to show they are able to communicate in ASL. Other colleges have created similar ESL certificates including Irvine Valley College, Rio Hondo College, and Santa Ana College, which provides evidence of the popularity of this program. A certificate program can also help the department track completion rates based on actual student goals, and certification completion in ASL can contribute to the college and district's completion-based funding formula.

Measurable Outcomes:

Establish a benchmark number of students completing this certificate.

College Goals:

1.5 Outreach strategies for prospective students/family; 2.5 Increase sense of belonging/mattering

SAP Phase:

New

Resource Requests

Develop a Certificate of Achievement in American Sign Language (ASL)

Enhancement:

The additional resource funding will directly enhance the ASL program's goal to support student learning, achievement, and completion by establishing the Certificate of Achievement in ASL. This certificate will formalize a clear, structured pathway for students to complete the ASL course sequence, which encourages persistence and goal attainment among both transfer and non-transfer students. In addition, these additional resources will support the development and promotion of the ASL Certificate of Achievement, including curriculum alignment and improved tracking of student progress and outcomes. This certificate provides students with clear milestones that promote motivation and engagement while expanding access for those seeking to strengthen their signing skills without pursuing a full degree. It will also help the department collect more accurate data on student success and completion, which aligns with Fullerton College goals and supports the district's completion-based funding formula. Overall, this strengthens the ASL program's impact on student learning and achievement.

Personnel-Related:

Yes, this resource request is personnel related. The funds are needed to fund two Professional Experts with experience in this discipline who will collaborate on the development of the Certificate of Achievement in ASL with the current department coordinator. Involvement of Professional Experts is essential to ensure linguistic and cultural accuracy, curriculum expertise, and alignment with current best practices in ASL education. Funding is also requested to provide interpreters for the Professional Experts to communicate with the department coordinator.

Resource Category:

Adjunct Faculty

Quantity:

2

Unit Cost:

\$952.16

TotalCost:

\$1,904.32

Develop a Certificate of Achievement in American Sign Language (ASL)**Enhancement:**

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Personnel-Related:

Yes, this resource request is personnel related. The funds are needed to fund two Professional Experts with experience in this discipline who will collaborate on the development of the Certificate of Achievement in ASL with the current department coordinator. Involvement of Professional Experts is essential to ensure linguistic and cultural accuracy, curriculum expertise, and alignment with current best practices in ASL education. Funding is also requested to provide interpreters for the Professional Experts to communicate with the department coordinator.

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$1,600.00

TotalCost:

\$3,200.00

Resource Requests

ASL Dictionary License

Enhancement:

Purchasing 25 ASL Dictionary site licenses for use in a computer lab will enhance our program’s ability to support student learning, language acquisition, and cultural competency in American Sign Language. This resource provides students with consistent, high-quality, and accessible reference materials that align with current linguistic standards and best practices in ASL education. Having a campus wide site license ensures that all students can access the professional-level tools for vocabulary development, visual learning, and receptive skill practice. This improves equity in access to materials and supports differentiated learning for students at varying proficiency levels. Faculty will also be able to integrate the ASL Dictionary into classroom instruction, assignments, and assessments. Overall, this resource will strengthen student engagement, ASL acquisition, and confidence in both academic and community interpreting contexts. This should lead to measurable gains in student achievement and overall program outcomes.

Personnel-Related:

No

Resource Category:
Computer Software

Quantity:

30

Unit Cost:

\$83.88

Total Cost:
\$2,516.40