



RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

**American Sign Language –
English Interpreter Program
&
Deaf Studies Program**

Curriculum Validation – Program Renewal

Final Report June 2011

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American Sign Language – English Interpreter Curriculum Validation Final Report

Introduction

The American Sign Language – English Interpreter program (ASL-EI) is a three-year joint diploma/degree program with the University of Manitoba (U of MB). The program develops the skills required to function as an American Sign Language (ASL) - English Interpreter. Interpreters work to facilitate interactions between hearing and deaf individuals in a wide variety of settings. Graduates receive a diploma in ASL - English Interpretation from Red River College and a Bachelor of Arts degree with a major in Linguistics from the University of Manitoba.

The Deaf Studies program is a one year certificate program that offers credit transfer opportunities with the ASL – English Interpreter three-year joint diploma/degree program with the U of MB. This program is designed to increase fluency in ASL and help students gain knowledge of Deaf culture and Deaf history to effectively interact with Deaf individuals. Deaf persons can also benefit from this program by learning more about their own language, culture, and history.

In 2010, the Dean of Business and Applied Arts, Graham Thompson, and Chair of Creative Arts, Larry Partap, requested a Curriculum Validation-Program Renewal to address changes in the ASL - English Interpreting field since the joint program with the U of MB was first developed and offered in 2003. The Deaf Studies certificate program was included due to its close relationship with the ASL-EI joint diploma/degree program through pre-requisite courses as well as sharing faculty.

The intent of the Curriculum Validation – Program Renewal process is to analyze current program status and to chart a plan for renewal. The process uses a structured format identifying current expectations of employers, a profile of the graduate, a description of the vision for a desired future state, and a 5-year renewal plan to create the future program.

Curriculum Validation Deliverables

The American Sign Language – English Interpreter program Curriculum Validation – Program Renewal process involved 8 interrelated deliverables:

1. Environmental Scan and Analysis of the key findings of similar programs across Canada and the U.S.A.
2. Industry Occupational Analysis (DACUM)
3. Graduate Skills and Abilities Chart
4. Graduate Profile
5. Graduate Focus Group Summary
6. Program Renewal Vision and Goals
7. A 5 Year Program Renewal Plan
8. Final Report

Outcomes from the Deliverables

Environmental Scan and Key Findings (Appendix A)

The Environmental Scan provides the faculty and chair with information about similar programs that are offered in Colleges and Universities locally and nationally. The Curriculum Validation facilitator gathered information on similar programs and trends influencing their development and direction. The information was gathered by the Curriculum Validation Facilitator through web sites, email and telephone contact. The scan gathered information under the following categories:

- Name of Institution, Location, Contact Person
- Size of Program
- Credential Issued
- Program Features
- Curriculum Model
- Curriculum Content
- Student Assessment
- Current and Coming Challenges
- Curriculum Renewal
- Partnerships
- Additional Information (Other and Comments)

For the Curriculum Validation – Program Renewal, 5 Canadian and 5 U.S.A. programs were scanned for both English Interpreter and Deaf Studies programs. They included:

ASL - English Interpreter Programs:

Canada

1. Red River College (RRC), Winnipeg, Manitoba
2. Lakeland College, Edmonton, Alberta
3. Douglas College, New Westminster, British Columbia
4. George Brown College, Toronto, Ontario
5. Nova Scotia Community College, Halifax, Nova Scotia

United States

6. Northeastern University, Boston, Massachusetts
7. Western Oregon University, Monmouth, Oregon
8. St Catherine's University, St. Paul, Minnesota
9. Gallaudet University, Washington, District of Columbia
10. University of Southern Maine, Portland, Maine

Deaf Studies Programs:

Canadian

1. Red River College (RRC), Winnipeg, Manitoba
2. Lakeland College, Edmonton, Alberta
3. Douglas College, New Westminster, British Columbia
4. George Brown College, Toronto, Ontario
5. Nova Scotia Community College, Halifax, Nova Scotia

United States

6. Northeastern University, Boston, Massachusetts
7. Western Oregon University, Monmouth, Oregon
8. St. Catherine's University, St. Paul, Minnesota
9. Gallaudet University, Washington, District of Columbia
10. University of Northern Florida, Jacksonville, Florida

Key Findings from the Environmental Scan

Introduction

The following information offers a summary of the Environmental Scan performed by DLR Consulting for Red River College. The principal of DLR Consulting, Debra Russell, Ph.D., David Peikoff Chair of Deaf Studies & WCCSD Director at the University of Alberta, was hired to complete the Environmental Scan research and analysis. The task was to review ten American Sign Language – English Interpreter programs and ten Deaf Studies programs, both in Canada and the U.S.A.

Interviews with the coordinators of such programs were conducted in December 2010 and January 2011. The data were analyzed and organized per the unique features of programs, common credentials, partnership arrangements, pre-requisite skills, and experiential learning. As well, accreditation processes used by colleges and universities are described, as well as challenges to delivering such programs. What follows is the summary of findings related to Deaf Studies and Interpreter Education Programs.

Unique Features

Interpreting programs that could be considered to have unique features included St. Catherine's in St. Paul/Minneapolis, and Northeastern University in Boston. Both of these programs place a special emphasis on experiential learning and exchange programs that broaden the horizons of students. As well, University of Southern Maine and Western Oregon University have chosen to infuse their curriculum with a singular philosophy, for example, Western Oregon University has chosen the **Demand/Control Schema** as the model that frames all of the coursework. The University of Southern Maine has chosen to embed the **Colonomos Model of Interpreting** in all of its skill-based classes. Lakeland College, Gallaudet University, and Northeastern University are using blended delivery approaches, incorporating some online courses in addition to face-to-face courses.

Deaf Studies programs that hold some unique features include the St. Catherine's Bachelor degree with an ASL major or minor. This program has the four-week Study Abroad program (which can include a semester at Gallaudet University) and all students at St. Catherine's are required to take courses entitled The Reflective Woman and Global Search for Justice. Both of these courses encourage critical reflection and help students explore ways in which they can contribute to creating a world that supports social justice principles.

Common Credentials

In Canadian **Interpreting programs**, the most common credential is the diploma in ASL-English Interpretation. There is just one degree based credential in Canada at University of Manitoba. However, Douglas College and George Brown College are in the early stages of exploring extending their programs into degree options, allowing for students to graduate after two years with a diploma, and then return for additional years of part-time study in order to achieve a degree in ASL - English Interpretation.

In American programs, the most common credential is a Bachelor degree in ASL-English Interpreting. Of all of the programs scanned, only one offers a bachelors degree in linguistics with a concentration in ASL-English Interpreting.

For Canadian institutions offering **Deaf Studies programs**, the most common credential is a one-year certificate in ASL and Deaf Studies. For American institutions, universities offer a Bachelor degree option in American Sign Language Studies (sometimes referred to as ASL/Deaf Studies).

Partnership Arrangements

Across all programs, both Canadian and American, there is a close relationship between Deaf communities, Interpreting organizations, and the institution offering ASL/Deaf Studies and Interpreting programs. In terms of seeking practicum sites, all programs rely on their local, provincial/state, and national contacts in order to create meaningful learning experiences for their students.

Northeastern University and St. Catherine's University have a formal agreement with Gallaudet University that allows for their students to complete a semester or a partial semester at Gallaudet University in the third or fourth year of the student's program. St. Catherine's also has students complete a course that requires service learning in an international context. University of North Florida has an exchange program that supports students to travel abroad to Austria to participate in a study program with a university that has experience with both spoken and signed language interpretation.

As well, Northeastern University has a program whereby Deaf community members are recruited and paid to support students learning ASL and interpreting. This approach to mentoring has been highly successful and is known as 'Adopt a Major'.

Douglas College has a long-standing partnership with the Deaf-Blind community locally and internationally, and students do a one-week internship at an adult summer camp in Washington State each summer. All programs report that they see the need to address working with Deaf-Blind consumers in a more systematic way however all programs are struggling to fit that content into the curriculum map. As well, Douglas College has an agreement with the provincial professional association representing interpreters, the Westcoast Association of Visual Language Interpreters (WAVLI). The agreement is such that WAVLI does active marketing of the Interpreting program by attending high school career fairs and open houses, using Douglas College produced materials. This is seen as highly effective and allows Douglas College faculty to remain focused on teaching, while ensuring the marketing is done well by enthusiastic graduates of the program who are excellent ambassadors.

George Brown College has a successful partnership with the Royal Ontario Museum (ROM) and the Ontario Art Gallery (OAG) to provide volunteer interpreting for one of more of their programs. This partnership is a result of the Ontarian's with Disability Act that seeks accessibility for all Ontario citizens to public institutions. The students complete this work in their final years, and often alumni of GBC continue to work with the ROM and the OAG in order to make their events accessible to Deaf citizens.

Pre-Requisite Skills/Credential Requirements

Students applying to **ASL/Deaf Studies in Canada** are required to have completed a High School diploma and to be eligible for college admission. Several programs require some additional aspects, including successful completion of some sign language classes (average 120 hours of instruction), an English language assessment, and/or an interview in ASL with the program coordinator. The programs share a common expectation that students will achieve a B or better in order to advance to the Interpreting program.

For American programs, college admission standards vary per the institution, and many institutions rely on Standard Achievement Test scores. Like Canada, most American institutions require a Grade Point Average of 2.5 from ASL/Deaf Studies programs to enter an Interpreting major.

Entry into **Canadian Interpreting programs** is based on successful completion of the one year of Deaf Studies program. Some programs also have additional requirements such as participating in a screening event. Both Lakeland College and Douglas College have screening weekends, where potential students are invited to attend. There the students give presentations in ASL and English and engage in activities that are observed by Deaf community members, interpreters, and faculty. After the events, recommendations are made about which students to invite into the program. Other programs also require essays, interviews with faculty, and reference letters from community members.

In terms of credential requirements, for some of the American programs, there is a significant emphasis on time from graduation to achieving national certification from the Registry of Interpreters for the Deaf (RID). Western Oregon University received some research funding last year to support students in preparing for both written and performance tests, and several of their students were certified prior to graduation. Two other programs, NEU and USM indicate that their students achieve certification within one to two years of graduation.

All programs in Canada encourage students to complete the AVLIC Written Test of Knowledge soon after graduation, however it is not a graduation requirement and nor do the programs specifically "teach to the test". There were no Canadian programs that reported statistics for graduates obtaining either AVLIC or RID certification.

Experiential Learning Components

Deaf Studies Programs in Canada appear to encourage student involvement in the Deaf community and attendance at community events; however these are an expectation that may not be written into the course hours. Other programs have students involved in hosting a large community event, such as "Deaf Deaf World", which bring students and Deaf community organizations together to host a one day Deaf Awareness event designed for the general public.

At Northeastern University, students are actively involved in hosting the ASL Festival each year, which is an ASL poetry, storytelling, and Deaf Arts festival. Finally, most Canadian and American Deaf Studies/ASL programs have courses that also have lab components that supplement the regular active classroom environments.

Canadian Interpreter Programs all require practicum experiences beginning with observational practicum placements of 45 to 90 hours in length, and building to final practicum experiences ranging from 4 to 12 weeks in length. As well, programs such as Douglas College and Lakeland College have additional experiential components such as the requirement to complete 15-20 volunteer Interpreting hours, participating in learning retreats of 2 to 3 days in length where consecutive Interpreting skills are honed through live role plays, to additional internships such as the deaf-blind summer camp known as Seabeck. The American interpreter programs also require internships and practicum experiences, with some programs such as Northeastern University and St. Catherine's University having a more explicit philosophical statement of blending the experiential aspects into the overall structure of the program.

Delivery Features

The most common approach to delivery in the Interpreting and Deaf Studies programs is traditional face-to-face delivery, in a full-time studies model. However, there are some programs such as Lakeland College and Red River Community College that are providing the Deaf Studies program on a part-time basis. As well, both Lakeland College and Douglas College offer some blended format courses, using a combination of online learning and face-to-face learning.

The American institutions tend to offer both part-time and full-time study options for both degrees in ASL and Deaf Studies and Interpreting.

Content/Courses that are Unique

There is a great deal of similarity across each of the **Deaf Studies programs** in Canada. The Canadian context is such that Vancouver Community College was the first full-time ASL Studies Program, and it would appear that each of the other Canadian colleges has adopted the curriculum approach and model in shaping their programs. As such, the programs are in a strong position to have provincial articulation agreements in place, allowing for greater mobility for students to complete Deaf Studies in one city and apply to an interpreter program in another.

There are no one year Deaf Studies programs in the United States that are similar to the Canadian programs. What is far more common is that institutions offer a Bachelor of Arts with either a minor or major in ASL.

Courses that may be viewed as unique include:

- **Douglas College** – Deaf-blind orientation and 1 week internship at Seabeck in Washington State.
- **Douglas College, Lakeland College and St. Catherine's University** – all have courses that are designed to teach critical thinking and reflective practice, and this emphasis is then blended into each and every course in the program.

- **Lakeland College** – has had two Deaf students take the Interpreting program which has allowed for an emphasis of courses taught in ASL and some assignments that can be submitted in either ASL or English.
- **St. Catherine's University** – requires a social justice course prior to graduation. As well they have trained Ethics and Decision Making Coaches that are paired with students and are available to them by phone while on internship, providing another resource to students in addition to their practicum mentor. The institution also hosts Wisdom Circles, to ensure that they get feedback from students and mentors each year about practicum, curriculum, pedagogical approaches, etc., in order to engage in continuous improvement. St. Catherine's also has a four-week Study Abroad requirement as well. Students can meet this by attending Gallaudet University or traveling to another country.
- **Northeastern University and St. Catherine's University** – have courses that require students to do either a four-week or full twelve weeks at Gallaudet University. Gallaudet University, as the world's only liberal arts university for Deaf students has a long and rich history, and the immersion of an ASL using university where the majority of students are Deaf, where professors all use ASL, and where the supports and services are all accessible is not an experience that can be replicated anywhere else.
- **Western Oregon University** – has infused all of the courses with the Demand-Control Schema.
- **Gallaudet University** – has chosen to build their programs with emphasis on discourse found in settings such as education, government and business, medical and mental health, and legal.

Accreditation Body

None of the programs in Canada report having accreditation from a national or international body. The Commission on Collegiate Interpreter Education (CCIE) is the accrediting body in the United States, and programs such as Western Oregon University, St. Catherine's University, Northeastern University, University of North Florida, and University of Southern Maine all hold this rigorous standard.

The Commission on Collegiate Interpreter Education (CCIE) was founded in 2006 to promote professionalism in the field of sign language interpreter education through the process of accreditation. CCIE was established after nearly two decades of collaborative efforts of six stakeholder organizations, the National Alliance of Black Interpreters Inc., National Registry of Interpreters for the Deaf, National Association of the Deaf, Conference of Interpreter Trainers, Association of Visual Language Interpreters of Canada, and the American Sign Language Teachers Association. In 2008, CCIE became a member of the Association of Specialized and Professional Accreditors (ASPA).

For further information see: <http://www.ccie-accreditation.org/>

Challenges that are National in Scope

Within the **Canadian context**, there were a number of challenges that were national in scope:

- a. **ASL Instructors:** all programs reported that there is a shortage of qualified instructors who are academically qualified (holding a degree and additional qualifications to teach ASL, such as certification from the Canadian Cultural Society of the Deaf).
- b. **Economics and Enrolment Numbers:** all programs reported that there is pressure from college administrators to accept larger numbers of students into Deaf Studies in order to make the programs financially viable and to address attrition that occurs when entering or exiting the interpreter programs. The increased numbers make it very difficult for best practice standards to be met (16 students per class)
- c. **Career Counseling for Students:** some programs report that college advisors are encouraging potential students to enter Deaf Studies programs and many of these students are not suitable. For example, one program reported that advisors that are counseling students who have an identified learning disability and may not be experiencing success in another academic program, to take Deaf Studies as it will be easy and suitable for them as visual learners. Most programs report they have had significant problems accommodating learners with learning disabilities and that these students are generally not successful in meeting the Interpreting program expectations.
- d. **Entrance Requirements:** several programs expressed concern for admissions processes that do not adequately address the advanced English language requirements needed for success as an interpreter.
- e. **Screening Processes:** some programs report there is a need to streamline and articulate the criteria used within screening activities in order to make the process efficient and transparent for students.
- f. **Deaf Interpreters:** programs want to support Deaf Interpreters however it can be challenging to find suitable practicum experiences for such students. As well, there needs to be advanced planning in order to ensure activities and assignments are as inclusive as possible for such learners.
- g. **Technology:** some programs have dedicated labs, and these require constant upgrading in order to remain useful. Other programs have chosen to have students use their own laptops and access wireless Internet within institutions, bring the lab to the student. This portability has several advantages however programs need to be able to articulate the standards required prior to admission so students can financially plan for this extra expense.
- h. **Degrees in Interpreting:** all of the programs address the need for Interpreting degrees in Canada. As well, the programs identified the need to work out agreements with other institutions to provide for transfer options, between programs, and transfer options that allow students to complete degrees. For example, Douglas College has an agreement with Athabasca University where the Interpreting program students are granted entrance at year three of a degree option at their institution.

- i. **Next Generation of Interpreting Faculty:** as programs move to degree based structures, there will be the requirement for instructors with master's degrees as the minimum requirement. There are very few instructors in Canada with advanced academic qualifications. As well there is a growing awareness that there are several interpreter educators in Canada who will be retiring in the next 5-8 years, which could have a significant impact on programs.
- j. **Marketing and Recruitment:** programs report that the marketing and recruiting of new students is a very time intensive activity, and all programs are challenged to do this well. While Douglas College has found a very useful approach, it is not a commonly adopted strategy, and it is one that limits marketing to local communities versus a national or international draw. There is a need to market interpreting as a professional and viable career, as well as market the specific programs.
- k. **National Curriculum Standards:** some programs expressed concern about national curriculum standards and cited that there is an opportunity for greater consistency in curricula used in Canada. Such consistency might be useful in helping the Deaf community and Interpreting community to understand the performance expectations of interpreter graduates. It would also facilitate greater transferability among programs, allowing students more options. For example, some students would like to take the degree option at RRC but are told they must retake Deaf Studies as there are no articulation agreements between RRC and other institutions.
- l. **Curriculum Resources for ASL Instruction:** several programs identified the need for ASL resources that are current and linguistically appropriate to support ASL instruction.
- m. **Deaf-Blind Interpreting:** all programs reported that they would like to address the needs of Deaf-Blind consumers in a comprehensive manner and are challenged to do so within the existing curriculum models.
- n. **Video Relay Interpreting:** there is the potential for greater job opportunities for interpreters in video relay interpreting. For example, both Vancouver and Edmonton are now providing 24 hour a day service to Deaf Canadians. This specialized area of Interpreting is not addressed in any of the current curricula and may be an area of curriculum expansion.
- o. **Internships:** all programs report that it is very difficult to secure practicum and internships that can support students. They also report that recruiting practicum supervisors or mentors who can work with students and understand current philosophical and methodological approaches to educating interpreters is also a challenge. There is a need to provide professional development for mentors and Interpreting supervisors and this requires time and resources not typically available in the program.
- p. **Potential for Online and Certificate Programs:** many of the American institutions cited that there are so many interpreters in the U.S.A. without degrees. Given the changes to RID certification which will require candidates for certification to possess a degree prior to taking the exams, there is a huge potential for online blended delivery programs. As well there is a huge market for post-degree programs that have specialized tracks such as legal interpreting, educational interpreting, mentoring, etc.

Other Information that may be Useful

British Columbia completed a provincial review of their Deaf Studies program at Vancouver Community College and the Dept. of Sign Language Interpreting at Douglas College. That report has been submitted as part of this Environmental Scan as it may have useful content. For example, an issue that is similar to Red River College's program is that the Deaf Studies program in Vancouver and the Interpreting program are offered by different institutions and at two different campuses. The report speaks to the advantages of having a **co-location**. The report also speaks to the need to ensure that movement to a degree program in Interpreting does not weaken the interpreting skills training as a result of having to **integrate general studies courses**.

The University of Alberta has recently admitted five interpreter educators into the Master's in Educational Studies program, which is the first time there will be such a large cohort of interpreter educators taking the same degree program. This program will offer two optional courses directly related to teaching Interpreting. As such this is a "first" for Canada.

Ontario Interpreting Services operates a one-year internship program that addresses the gap between graduation from an Interpreting program and work-readiness as an interpreter. This model has been very successful in building on the interpreting foundation that students receive in a two-year program. Other provinces have been interested in establishing similar models. As programs move to degree models, it may be useful to review the internship program and ensure the knowledge gathered over the past few years of delivering that training is captured into planning processes at educational institutions.

Please see the full Environmental Scans in Appendix A.

Industry Occupational Analysis (DACUM) Chart (Appendix B)

The Industry Occupational Analysis using the DACUM process is a familiar component of the curriculum development process at Red River College and provides the program with a description of regional occupational needs. Included in the process is the identification of emerging and retiring industry trends.

Craig Edwards and Sandra Sukhan facilitated the ASL – English Interpreter Program Occupational Analysis on January 5 and 6, 2011. Practitioners from the field were asked to identify the major competencies and related skills required by entry-level workers in the ASL – English Interpreter field. The eight individuals who took part in this exercise represented a cross section of English Interpreters working in many areas, both employed by an interpreting agency and self employed.

The resulting American Sign Language – English Interpreter Occupational Analysis identified the following emerging and retiring trends:

Emerging Industry Trends:

- More structured recruitment process
- More employment of untrained ASL – English Interpreters
- Changing demographics - changing use of language
- Community is more diverse - age, background, main streamed youth with cochlear implants
- Larger linguistic and cultural diversity in deaf community
- Hard of Hearing-ASL users who don't identify as culturally deaf but still need service
- Use of technology - creating more diversity in needs - opportunities
- More diverse employment opportunities
- Political climate has influenced employment opportunities, training, education of deaf, and hard of hearing students

Retiring Industry Trends:

- Less community involvement by deaf / interpreting community in more systematic recruitment process
- Less deaf community involvement by students in the program outside of academic studies
- Pure ASL is not the major consumer group
- Insular perspective focused only on ASL need more specialized training for particular communities
- T.T.Y. And M.R.S. - old technology
- Less judgment about the stigma of certain jobs in field
- Less understanding of what deaf consumers value

Graduate Skills and Abilities Chart (Appendix C)

Rick Zimmer, the Program Coordinator and the Curriculum Validation Facilitator (CVF), organized the first of three workshops with the ASL-EI program faculty and Chair to review the expectations of the field represented in the Occupational Analysis. Craig Edwards, PCD Curriculum Consultant facilitated this workshop on February 24 and March 1, 2011, providing a very rare opportunity for the faculty to review the program as a whole rather than the usual faculty focus on only the specific courses they teach. Through a detailed review of each competency and related skills and abilities identified by industry representatives in the Occupational Analysis, the faculty determined realistic learning goals for their program graduates considering the length of the program and resources available. The faculty agreed that all the DACUM competencies and related skills were important for success, but adjusted some of the skill ratings considering the limited program time frame. The outcome of this workshop is a composite chart that identifies the skills and abilities necessary for success as an ASL – English Interpreter graduate. The chart is the result of:

- 1) a thorough review of the competencies identified in the Occupational Analysis (DACUM) Chart
- 2) the teaching faculty's assessment of what would constitute realistic learning expectations within the program timeframe

- 3) discussion of the relationship between the personal competencies with the College Wide Learning Outcomes (soft skills)

This chart serves as the focus for curriculum renewal and the basis for the development of the program's Graduate Profile.

Graduate Profile (Appendix D)

At the second workshop, on April 13, 2011 the faculty developed a profile of their program graduates through the use of the Graduate Skills and Abilities Chart. A Graduate Profile is a set of outcome statements that describe the essential and enduring knowledge, skills, and abilities expected by a graduate of a program. The Graduate Profile provides the focus for program and course revision to ensure that all learning outcomes and related assessments are relevant to the expected learning of students in the program. The Graduate Profile also provides the basis for Recognition for Prior Learning (RPL) at the program level.

Graduate Focus Group Summary (Appendix E)

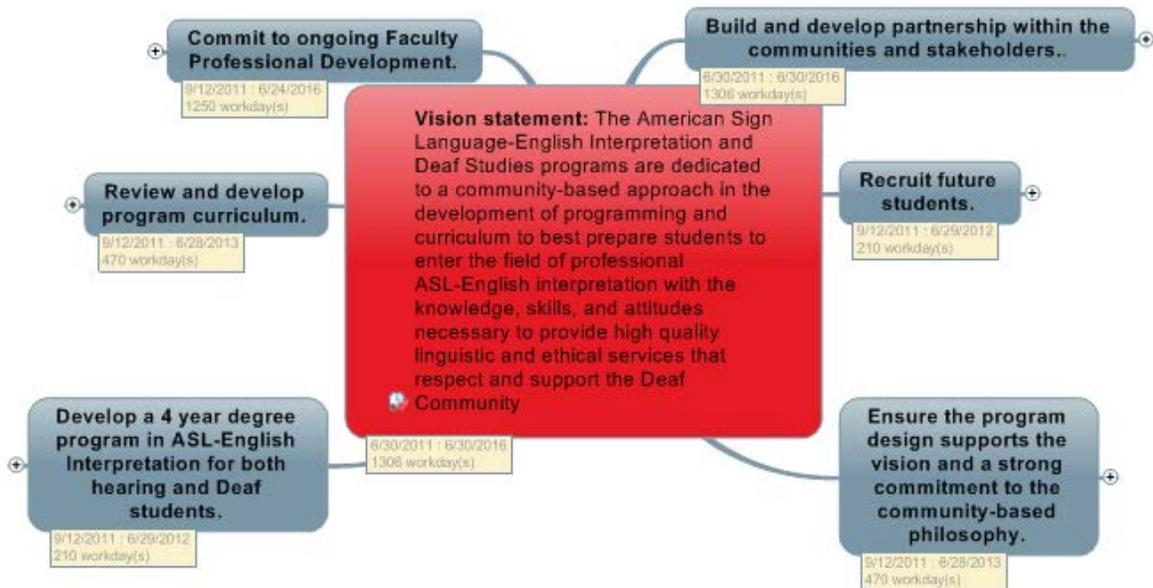
To complement the regular Program Renewal process, the Chair requested that a focus group be conducted with graduates to identify specific experiences, both positive and negative, in the three-year joint diploma/degree ASL-EI program with the University of Manitoba. Participants were 7 graduates from the past five years of the joint program. They were asked to be forthright with their comments and were assured their names would not be associated with any expressed opinions.

Program Renewal Vision and Goals (Appendix F)

Craig Edwards, PCD Curriculum Consultant facilitated the third and final workshop with the ASL – EI faculty over three days, April 19, May 4, and May 9, 2011. In addition to the faculty, this series of workshops included the Program Chair, Coordinator, and three members of the Advisory Committee, including Terry Janzen, Associate Professor of Linguistics from the joint program with the U of MB. The participants were encouraged to think “outside the box” and brainstormed ideas in response to the focusing question, “**What will the ASL – English Interpreter program look like in five years?**”

The brainstormed ideas were sorted into categories, named, and voted on by the group to focus priorities. Small groups then identified possible actions and strategies to accomplish each goal based on the brainstormed ideas. The vision and six goals identified at this session are articulated in the graphic below including dates for the duration of each goal. See diagram on next page.

American Sign Language-English Interpretation Program Vision, Goals, and Action items



5 Year Program Renewal Plan (Appendix G)

The 5 Year Program Renewal Plan is the result of translating the preceding six deliverables into a coherent plan for the renewal of the Deaf Studies program and the three-year joint diploma/degree ASL – English Interpreter program with the U of MB. After reviewing the Vision, Goals, and Action items, the program Chair, Coordinator, and Curriculum Consultant met on May 27 and 31, 2011 to confirm the final content, wording, and sequence. In addition, dates for each action were set based on anticipated resources available. The vision, goals, and action items are included below.

Vision

The American Sign Language–English Interpretation and Deaf Studies programs are dedicated to a community-based approach in the development of programming and curriculum to best prepare students to enter the field of professional ASL-English interpretation with the knowledge, skills, and attitudes necessary to provide high quality linguistic and ethical services that respect and support the Deaf Community.

Goal #1

Build and develop partnership within the communities and stakeholders.

Actions for Goal #1

1. Update Practicum course outlines to reflect practicum agreements. (June/11-Sept/11)
2. Clarify program details in Handbook (Grad Profile, practicum, Deaf Camp). (June/11-Sept/11)
3. Develop a standing agreement with stakeholders (i.e. agencies, businesses, organizations, etc.) on practicum expectations - logistics, learning outcomes, and assessment of students. (June/11-Dec/11)
4. Review Advisory Committee members to ensure community representation. (June/11-Dec/11)
5. Increase exposure of program to the general public. (June/11-ongoing)
6. Develop strategies for Public Relations with stakeholders. (June/11-ongoing)

Goal #2

Recruit future students (developed as a separate goal from Build Partnerships).

Actions for Goal #2

1. Improve RRC website pages for ASL-EI and Deaf Studies program. (Sept/11-June/12)
2. Partner with MAVLI for recruitment of students (i.e. career fair). (Sept/11-June/12)
3. Produce media to promote program (TV commercial, billboards, RRC electronic billboard, DVDs for schools). (Sept/11-June/12)
4. Establish a Facebook and twitter presence. (Sept/11-June/12)
5. Develop program promotional materials (tabletop display) for conferences and shows. (Sept/11-June/12)
6. Partner with Creative Arts programs to develop promo materials (i.e. Creative Communications, Graphic Design, and Digital Media Design). (Sept/11-June/12)
7. Identify target groups (high schools, colleges, universities). (Sept/11-June/12)
8. Offer a Program Information evening for potential students and community members. (Sept/11-June/12)

Goal #3

Ensure the program design supports the vision and a strong commitment to the community-based philosophy.

Actions for Goal #3

1. Articulate a community-based philosophy in consultation with the Deaf, interpreting community, and other stakeholders. (Sept/11-June/13)
 - a. Consult with community stakeholders through the Advisory Committee and other mechanisms.
 - b. Review and strengthen the Deaf Literacy Program.
2. Develop a clear path for students from program entry to graduation. (Sept/11-June/13)
 - a. Review entrance requirements to increase numbers of students.
 - b. Discuss options to better prepare students.
 - c. Ensure RRC supports "state of the art" training re: staying current with new technology.
 - d. Research other models of practicum/internship.
 - e. Promote program courses to students from other RRC programs.
3. Develop tools that promote the program's philosophy to employers, community partners, potential students, families, and college partners. (Sept/11-June/13)

Goal #4

Develop a 4 year degree program in ASL-English Interpretation for both hearing and Deaf students.

Actions for Goal #4

1. Explore the feasibility of a degree program targeting both hearing and Deaf students, which would include common and specialized courses. (Sept/11-June/12)
2. Hire a consultant to conduct the feasibility study for the above degree including target demographics, community stakeholders' input, degree program design, curriculum framework, and possible partnerships with other post-secondary institutions. (Sept/11-June/12)
3. On the basis of the feasibility study, make decisions on next steps. (Sept/11-June/12)
4. Explore a continued partnership with the U of MB Linguistics department. (Sept/11-June/12)
5. Modify existing programs including courses. (Sept/11-June/12)

Goal #5

Review and develop program curriculum.

Actions for Goal #5

1. Review and explore Practicum options (i.e. - extend to 1 year, Co-op. start earlier, practicum in every year). (Sept/11-June/12)
2. Review all of the current courses and content. (Sept/11-June/12)
3. Investigate other ASL-EI programs' curriculum – for courses and content. (Sept/11-June/12)
4. Develop new courses on current issues/topics – ASL-EI and Deaf Studies programs (Deaf Blind, URS, Deafhood, Audism, Entrepreneur/Business). (May-June/12)
5. Share curriculum with other Canadian programs. (Sept/12-June/13)
6. Explore Distance Education online. (May-June/13)

Goal #6

Commit to ongoing Faculty Professional Development.

Actions for Goal #6

1. Explore business partnership opportunities to reduce technology expenses. (Sept/11-June/12)
2. Attend workshops and conferences that relate to Deaf Studies or ASL English Interpretation (i.e. CIT, AVLIC, DCC, Deaf Studies Today, ASLTA, DHI). (Sept/11-ongoing)
3. Send as many faculty as possible to workshops and conferences for optimum team building and information gathering – share results with rest of faculty. (Sept/11-ongoing)
4. Propose and participate in regular Professional Development with other Canadian ASL-EI programs (Conference for Interpreter Education - CIE). (Sept/11-ongoing)
5. Keep up with current resources in Deaf Studies or ASL-EI field (i.e. books, DVDs). (Sept/11-ongoing)
6. Join professional organizations related to the field. (Sept/11-ongoing)
7. Keep up with technologies (video link well, blogs, iPhone 4, VRI, VRS). (Sept/11-ongoing)
8. Faculty to complete CAE in a timely fashion. (Sept/11-ongoing)
9. Faculty to explore Masters Programs or other studies related to field (i.e. certificate, training etc.). (Sept/11-ongoing)

Please see the detailed sequence and timeline chart for the 5-Year Renewal Plan in Appendix G.

Conclusion

The Curriculum Validation-Program Renewal process has resulted in a benchmark and plan to track the renewal of RRC's Deaf Studies program and the three-year joint diploma/degree ASL – English Interpreter program with the U of MB over the next five years. The program renewal goals identified will ensure that the program is recognized as a leader in preparing graduates for a variety of employment opportunities in the ASL – English Interpreter field. The program renewal plan will guide the Chair and Dean with the assignment of resources to accomplish the goals within a five year period.

Appendix A – Environmental Scans

- ***American Sign Language – English Interpreter Program***
- ***Deaf Studies Program***

Environmental Scan: American Sign Language – English Interpreter Program

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
College/ Contact	<p>Red River College 2055 Notre Dame Avenue Room E102 Winnipeg, MB R3H 0J9</p> <p>Tel: (204) 632-3960</p> <p>Rick Zimmer, RRC rzimmer@rrc.mb.ca</p> <p>Terry Janzen, U of M janzent@cc.UManitoba.ca</p>	<p>Douglas College 700 Royal Ave New Westminster, BC Mailing: Box 2503 New Westminster, BC V3L 5B2</p> <p>Tel: (604) 527-5131</p> <p>Cheryl Palmer</p> <p>Cheryl Palmer palmerc@douglas.bc.ca</p>	<p>Gallaudet University 800 Florida Ave Northeast Washington DC 20002</p> <p>Tel: (202) 486-6082</p> <p>Dr. Cindy Roy (202) 486-6082 cynthia.roy@gallaudet.edu</p>	<p>George Brown College P.O. Box 1015 Station B Toronto, ON M5T 2T9</p> <p>Tel: (416) 415-5000</p> <p>Corene Kennedy (416) 415-5000 ext. 3251 ckennedy@georgebrown.ca</p>	<p>Lakeland College at University of Alberta 116 St. and 85 Ave. Edmonton, AB T6G 2R3</p> <p>Tel: (780) 492-3111</p> <p>Kirk D. Ferguson- Uhrich (780) 492-8409 kirk.ferguson-uhrich@lakelandcollege.ca</p> <p>Shyantani Sarkar, Program Facilitator (780) 492-7070</p>
Size of Program	<p>Number of Students</p> <ul style="list-style-type: none"> • 14 in first year • 7 in second year • 2 in third year <p>Number of Faculty Deaf Studies</p> <ul style="list-style-type: none"> • 5 full-time <p>AEIP</p> <ul style="list-style-type: none"> • 6 full-time 	<p>Number of Students</p> <ul style="list-style-type: none"> • 18 in first year • 16 in second year <p>Number of Faculty</p> <ul style="list-style-type: none"> • 4 full-time • 1 program technician • 1 contract faculty 	<p>Number of Students</p> <ul style="list-style-type: none"> • BA – 53 • MA – 26 • PhD – 7 full-time and 2 part-time <p>Number of Faculty</p> <ul style="list-style-type: none"> • 6 full-time 	<p>Number of Students</p> <ul style="list-style-type: none"> • 25 in first year • 23 in second year • 14 in third year <p>Number of Faculty AEIP</p> <ul style="list-style-type: none"> • 5 full-time and 2 part-time <p>ASL and Deaf Studies Program</p> <ul style="list-style-type: none"> • 1 full-time and 4 part-time 	<p>Number of Students Sign Language Interpretation Program (SLIP)</p> <ul style="list-style-type: none"> • graduated 11 (2010) <p>Sign Language and Deaf Studies Program (SLDS)</p> <ul style="list-style-type: none"> • graduated 25 since 2008 <p>Number of Faculty</p> <ul style="list-style-type: none"> • One full-time coordinator / instructor; adjunct faculty used to meet majority of courses; allows for a diverse faculty and people to be hired for specific courses based on expertise and not because they are locally based so instructors in first cohort were from Winnipeg, Vancouver, Calgary, Edmonton, and Toronto

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<p>Number of Students</p> <ul style="list-style-type: none"> Day program – 70 majors; 3 Dual or Combined Majors - allows for an exit route in year 3 for students that just cannot be successful in the interpreting program - gives them an option to complete. No cap on numbers of students in program All language classes capped at 18 (spoken and signed languages) If a declared major then ASL more rigorous than regular ASL classes; recruitment class – Deaf People in Society – class takes in 75 students, then a few students come into interpreting major based on this experience <p>Number of Faculty</p> <ul style="list-style-type: none"> ASL – 3 full-time Interpreting – 2 full-time Adjunct - 5 	<p>Number of Students</p> <ul style="list-style-type: none"> 16 maximum per year <p>Number of Faculty</p> <ul style="list-style-type: none"> 4 full-time 3 part- time 	<p>Number of Students</p> <ul style="list-style-type: none"> BA – 55 students <p>Number of Faculty</p> <ul style="list-style-type: none"> 5 full-time Adjunct - each semester 4 to 7 are hired 	<p>Number of Students</p> <ul style="list-style-type: none"> No cap on students in linguistics Exact student numbers for 2010/11 not available at this time <p>Number of Faculty</p> <ul style="list-style-type: none"> 4 full-time Adjunct - 1 	<p>Number of Students</p> <ul style="list-style-type: none"> Accept an average of 18 students per year Another cohort in senior year – 36-44 <p>Number of Faculty</p> <ul style="list-style-type: none"> 3 full-time Adjunct - 2 part-time

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Credential Issued	<ul style="list-style-type: none"> • BA in Linguistics; minor in Interpreting • Diploma from RRC in ASL/English Interpreting 	<ul style="list-style-type: none"> • 2 year Diploma of Sign Language Interpretation 	<ul style="list-style-type: none"> • 4 year BA in interpretation • MA in interpretation • Doctorate in Interpretation 	<ul style="list-style-type: none"> • 3 year ASL-English Interpreting Program Diploma • ASL & Deaf Studies Program Certificate 	<ul style="list-style-type: none"> • 1 year Sign Language and Deaf Studies Program Certificate • 18 month Sign language Interpretation Program Diploma
Program Features	<p>Length</p> <ul style="list-style-type: none"> • 3 years <p>Division of Academic Year</p> <ul style="list-style-type: none"> • September enrollment • 2 terms each year <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Complete the Deaf Studies Program (DSP) at Red River College, with an average grade of B (70%) in ASL 1 and ASL 2, a minimum grade of B (70%) in ASL 3, and a minimum of C+ in Introduction to Linguistics • Submit a letter of intent to enroll in the program • Participate in a diagnostic English assessment (administered by Red River College) • Prepare a portfolio (details provided at an information session) 	<p>Length</p> <ul style="list-style-type: none"> • 2 years , full-time with one hybrid online course between 1st and second year <p>Division of Academic Year</p> <ul style="list-style-type: none"> • Fall and winter semesters • One summer course 1.5 credit course Community Based Language and Culture in Action – focused on Deaf-Blind interpreting; all on line • Followed by Seabeck immersion experience in Washington State (Seabeck is an adult camp for Deaf-Blind adults from North America) <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Minimum ASL Proficiency Interview (ASLPI) score of level 6 using the North American Sign Language Proficiency Interview • Grade 12 English with a grade of C or better; if student does not have the 	<p>Length</p> <ul style="list-style-type: none"> • 4 years <p>Division of Academic Year</p> <ul style="list-style-type: none"> • 2 terms <ul style="list-style-type: none"> ▪ Sept. - April <p>Entrance Requirements</p> <p>BA</p> <ul style="list-style-type: none"> • 2 letters of recommendations from current teachers / employers • ASL and interpersonal skills with Deaf people • American Sign Language Proficiency Interview (ASLPI) of 3 or higher • On-campus or video interview • Submit DVD that shows ASL and English 	<p>Length</p> <ul style="list-style-type: none"> • 3 years <p>Division of Academic Year</p> <ul style="list-style-type: none"> • 2 semesters <ul style="list-style-type: none"> ▪ Fall and winter <p>Entrance Requirements</p> <ul style="list-style-type: none"> • High school diploma • Minimum 200 hours of ASL instruction • Attendance at an information session • Attendance at an all-day screening session (assessing basic ASL conversation abilities, ASL-English paraphrasing activity, spoken English interview, written English MC test (1 hour, timed)) • CAAT College Adult Academic Test (minimum level grade 12) • Completed questionnaire • References 	<p>Length</p> <ul style="list-style-type: none"> • 18 months <ul style="list-style-type: none"> ▪ 7 semesters • Will become a two-year program in line with other college programs • 1 intake in January <p>Division of Academic Year</p> <ul style="list-style-type: none"> • Program starts in January; semesters are Winter, Spring, Summer, Fall, Winter, Spring and Summer <p>Entrance Requirements</p> <ul style="list-style-type: none"> • Graduation from Deaf Studies program or equivalent • Demonstrate proficiency / fluency in ASL and spoken English • 2 presentations: ASL and Portfolio

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<ul style="list-style-type: none"> Degree in ASL with a specific major 	<ul style="list-style-type: none"> Certificate in Deaf Studies Diploma in ASL/English Interpretation Royal Roads – BA in Communication accepts some of the credits in our AEIP towards a degree; to date no one has done this 	<ul style="list-style-type: none"> BA in Interpreting BA in ASL Post-Baccalaureate Certificate in Interpreting 	<ul style="list-style-type: none"> BA in Linguistics with a concentration in ASL-English interpreting 	<ul style="list-style-type: none"> Bachelor of Arts or Bachelor of Science Master of Arts in Interpreting
<p>Length</p> <ul style="list-style-type: none"> 4 year degree 1 intake in fall Winter-spring terms 	<p>Length</p> <ul style="list-style-type: none"> 1 year Certificate in Deaf Studies 2 year Diploma in ASL/English Interpretation 1 intake in fall 	<p>Length</p> <ul style="list-style-type: none"> 4 year BA in interpreting 4 year BA in ASL 2 year Post-Baccalaureate Certificate in Interpreting for those with a BA and sufficient in ASL skills 	<p>Length</p> <ul style="list-style-type: none"> 4 year BA in Linguistics with a concentration in ASL-English interpreting 	<p>Length</p> <ul style="list-style-type: none"> 4 year Bachelor of Arts or Bachelor of Science
<p>Division of Academic Year</p> <ul style="list-style-type: none"> 2 terms/year 	<p>Division of Academic Year</p> <ul style="list-style-type: none"> Sept. to May 	<p>Division of Academic Year</p> <ul style="list-style-type: none"> 2 semesters/year 	<p>Division of Academic Year</p> <ul style="list-style-type: none"> 2 terms/year 	<p>Division of Academic Year</p> <ul style="list-style-type: none"> 4 year program; quarter system 3 years of ASL before entry into the program or equivalent skills
<p>Entrance Requirements</p> <ul style="list-style-type: none"> Not stated 	<p>Entrance Requirements For Certificate</p> <ul style="list-style-type: none"> HS diploma plus 120 hours of ASL instruction <p>For Diploma</p> <ul style="list-style-type: none"> Successfully pass screening English interview with coordinator and one or two other instructors ASL assessment waived if coming from Deaf Studies Program; if not, a Deaf faculty member interviews the student and does a conversational assessment A basic translation assignment from ASL to English and English to ASL 	<p>Entrance Requirements For Interpreting</p> <ul style="list-style-type: none"> Standard assessments required by institution such as <ul style="list-style-type: none"> Standard Achievement Test scores Writing tests Etc. 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> SAT scores High school transcripts with an average of 70% 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> Pre-requisite courses that are the equivalent of a Deaf Studies program are distributed over the first two years and potentially the third year. These include: ASL I-III (ASL 101D, 102D, 103D) or equivalent skill, ASL IV-VI (ASL 201D, 202D, 203D), ASLVII - IX (ASL 301D, 302D, 303D), Introduction to the Profession of Interpreting (INT 254), and Comparative Linguistics: ASL/English (INT 253)

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Program Features	<ul style="list-style-type: none"> Attend an interview with a Program Advisor 	<p>suitable grade, they will have to take college assessment for placement</p> <ul style="list-style-type: none"> Attendance at a screening weekend (assessing basic ASL abilities, debates held in ASL and English, Teamwork skills, and knowledge of profession) Now investigating degree status based on provincial review in 2009 (review focused on ASL instruction and interpreting instruction in British Columbia) Degree considerations: exit point for diploma, and then interpreters can come back to do a degree while working as an interpreter, therefore serving community while earning BA 	<p>MA</p> <ul style="list-style-type: none"> Provide ASL and ENG samples 3 letters of reference MAT or GRE tests American Sign Language Proficiency Interview ASLPI On-campus interviews to evaluate ENG and ASL <p>Graduate Admissions</p> <ul style="list-style-type: none"> 1.5 years of research and research paper Qualifying exam at end of first year comprehensive exams <p>PhD</p> <ul style="list-style-type: none"> MA in interpretation or translation or related field Transcripts of undergraduate/masters 3 letters of recommendation including letter with experience and potential of doctorate level training Goal statement in ASL and ENG MAT or GRE fluent in ASL and ENG Evidence of certification as interpreter Minimum of 3 years of interpreting experience 	<ul style="list-style-type: none"> Our version looks at language, vocabulary, comprehension, spelling - minimal score = Grade 12. However this is insufficient as some applicants are accepted into the program and later it becomes clear the student doesn't possess the English skills needed for success as an interpreter 	

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<ul style="list-style-type: none"> • Dual Major possible – ASL Studies and Psychology or ASL Studies and Theatre or ASL and Human Services • Students in Interpreting Major must have B average in ASL classes with no grade lower than a C based on first 2 years • Last year found funding for faculty members to attend the American Council on the Teaching of Foreign Languages (ACTFL) - oral proficiency interview (OPI) with all spoken languages –trained 30 Foreign Language Faculty to get training in Oral Interview Training Process – 20 going forward as interviewers/raters – including ASL Faculty and once they are English certified, then they will teach 3 Deaf faculty; then part of national grant to provide training in ASL based on ACTFL training – goal is to use interview at end of each of year; then after 3-5 years set OPI level • Co-op Option – NEU encourages coop placements across many faculties such as business/ engineering. Format is typically a regular school year 1; year two work from July-Dec; then return to school for winter; 6 month blocks; now ASL program in social sciences and humanities; spring of 2nd year could be co-op placement; the focus in on the quality of the language experience 		<ul style="list-style-type: none"> • Also has a weekend college format; some students start in weekend college and do the liberal arts courses; this option popular with older students • All BA degrees are for women only; St. Catherine is part of a consortium; we could have male students register at a consortium college and take interpreting classes; there are a number of males that take our ASL classes • Accept many transfer students; may have taken ASL at another institution 		

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Program Features cont'd	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • Yes at RRC 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • College did a great deal of PLAR in the past but this is a less popular option throughout the college system; instead the program encourages candidates to take the full program 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • No 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Minimum 60% in all course work, successful completion of practicum 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • Not stated

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<ul style="list-style-type: none"> • NEU uses Framingham school for the deaf – students work as teaching aids/dorm supervisors – maybe one quarter of students do coop placements • Or students go to Gallaudet University for one semester – enough interest. Soon Gallaudet will be approved a study away site which will enhance financial aid opportunities; May mean NEU extends to a 5 year program – 3rd year would become a mandatory Co-op semester and one semester at Gallaudet University before graduation <p>RPL/PLAR</p> <ul style="list-style-type: none"> • If a student comes in (1/3 of our students are transfer students with an Associate Arts in interpreting – typically they start with ASL 3 class; Children of Deaf Adults (CODA's) come in if they have the skills – NEU does placement assessments of prior course work/experience – not get credit for 2 classes, but can use those slots to pursue a minor; or students transfer content class – Deaf culture; the process of transferring credits is electronic. 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • Recognized on a case-by-case basis <p>Graduation Requirements</p> <ul style="list-style-type: none"> • Pass all courses, no specific grade required 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • St. Catherine has agreements with some institutions where the quality of the courses is similar; where no agreement is in place, individual case reviews are conducted 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • No 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • If they have ASL prior to entry at University, then 12 quarters in total <p>Graduation Requirements</p> <ul style="list-style-type: none"> • 64 credits in major of interpreting; 180 credits in total

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Curriculum Model	<p>Practicum</p> <ul style="list-style-type: none"> • 2 – 6 week practicum • Total of 236 lab hours over 3 years <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time and part-time • No online components • 236 hours of labs over 3 years 	<p>Practicum</p> <ul style="list-style-type: none"> • 3 practicum experiences for a total of 12 weeks • The first practicum is in the 2nd semester as part of the immersion/retreat weekend; the second is the Seabeck experience which is an 8 day language and interpretation experience; then the final semester of practicum; in addition students have language and interpretation labs throughout the program; volunteer interpreting beginning February of second semester <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time seats offered before part-time seats – if 18 students available for full-time then no part-time available; we discourage part-time enrolment based on previous student experiences – students report that they fall behind cohort group 	<p>Practicum</p> <ul style="list-style-type: none"> • Not stated <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time and part-time 	<p>Experiential Learning</p> <ul style="list-style-type: none"> • Partnerships with Royal Ontario Museum that results in students interpreting tours at the museum • Interpreting mock job interviews at Work Force Literacy at Canadian Hearing Society • In development - Art Gallery of Ontario – accessible tours done with students & Nursing collaboration • College events and junior year interpreting opportunities <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • No online courses at this point • ASL lab with Smart board technology – all interpreting courses in lab, teamed courses (Deaf and non-deaf) co-teaching second and third year interpreting courses – allows for role-play, practicums (1st Deaf, subsequent with an Interpreter) • WEBCT blended courses for Issues and Trends, ASL I & II, and field placement 	<p>Practicum</p> <ul style="list-style-type: none"> • 12 weeks <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time with an option for part-time • Courses scaffold one another, adult learning principles woven into design of courses • Mentoring by community interpreters is part of the experiential learning • Program offered using blended delivery which is face-to-face teaching and online components

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<p>Practicum</p> <ul style="list-style-type: none"> • Two semesters in year 4 • Fall: Ethical Fieldwork – students paired with a supervising interpreter job shadowing; after each job spend time with interpreter reviewing ethical pressures in that setting – students not expected to work. In the spring term, they are paired with a different supervisor interpreter. Students log a minimum number of jobs per week – NEU has moved away from counting hours; to counting jobs; job is anything over 30 minutes; 3 jobs/week minimum; large pool of supplemental supervisors so typically the students get 5-8 jobs per week • Program pays supervisors \$300 a semester; give tickets to ASL festival; created a dedicated blackboard site where supervisors can read articles and take part of discussion (CEUS) <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • No online courses • Use Blackboard components in each course 	<p>Practicum</p> <ul style="list-style-type: none"> • Two 15 week semesters plus one 5 week semester <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • Cohort model preferred; some who have been interpreters, come back and take parts of the program P/T • Online assignments – discussion groups within intranet system within college; some programs using Moodle 	<p>Practicum</p> <ul style="list-style-type: none"> • Study Abroad program can mean a 4 week experience in another country; there is an agreement with Gallaudet University where students can complete a semester there • Four week Internship at end of program <p>Delivery Options</p> <ul style="list-style-type: none"> • Full- time and part-time • No online courses 	<p>Practicum</p> <ul style="list-style-type: none"> • Students complete a research internship and a mentoring program of 90 contact hours <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time and part-time • Contrastive ASL and English is offered online and face-to-face, available to in and out of state students 	<p>Practicum</p> <ul style="list-style-type: none"> • 350 hours of internship in 10 weeks in last quarter; in a setting such K-Grade 12 or post-secondary with some community interpreting work <p>Delivery Options</p> <ul style="list-style-type: none"> • Full-time • Part-time learners are rare; often it is working interpreters taking one or two courses • All classes conducted using hybrid approach of face to face and online support

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Curriculum Model cont'd		<ul style="list-style-type: none"> • Many of courses have online support using Blackboard; one hybrid course online followed by the 8 day immersion experience at Seabeck (online course is done in summer so students can take it from anywhere; maintain their language /interpreting learning) • Curriculum developed through process of creating outcomes and working from philosophy of incorporating translation and interpretation throughout career; spiral approach to curriculum; outcome based • Curriculum mapped per outcomes however this document is not available to the public 	<ul style="list-style-type: none"> • BA Program – all F2F classes; some classes are offered at a satellite program in Hawaii • BA in Interpretation Medical, Legal, Business and Gov't; Education; Mental Health; focused on Dialogic Interaction as opposed to presentations as it is more representative of the kind of work typically done by interpreters • Pre-major courses: Introduction to Human Biology before take Anatomy, Physiology; Business; Sign Systems; Academic Affairs advising • Major: Introduction to Interpreting (waived for most AA degree holders); ASL for Interpretation; Majors – bring ASL up to use depiction (CL); Interactive Discourse Analysis; Fundamentals; Translation and Consecutive Interpreting; Interaction in Legal or Medical; Practicum; Interpretation and Interaction in Education; Internship – 150 hours; Senior Seminar Project and Portfolio (assignments/ electronic portfolio/resume/ business skills and then write final paper on specific topic); required related course – dynamics of oppression; introduction to SEE WEBSITE Need to clarify and explain why significant – very confusing 		

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<ul style="list-style-type: none"> • Tremendous difference in students when they have courses that focus on texts –allowed for integration of sight translation/Consecutive Interpreting (CI)/Simultaneous Interpreting (SI) – students in past saw SI as the ultimate goal of providing interpretation but now see the processes not as stepping-stone but as strategies to apply to any situation • Reduced artificial pressure in classroom – not have to operate from premise that the work must be performed using simultaneous interpreting • Materials – really changed over past 5 years; range of texts varied and internet made a difference in finding texts – build up a rich library of texts 	<ul style="list-style-type: none"> • Attending Deaf Community events and socials; 2nd year students get credit for being on a committee for professional organization like the Maritime Association of Professional Sign Language Interpreters (MAPSLI) within the 3 applied interpreting courses – part of it is collecting units based on interpreter observation, interviews with consumers and interpreters, personal and professional development and Deaf community development; once a week in a team of two they interpret in a class; reflection papers (there are no students presentations) • Interpreting II – Units plus 3 week placement in second interpreting course • Interpreting III – 5 weeks • Some students take DSP then take other programs like Human Services program, Library Technician, Early Childhood 	<ul style="list-style-type: none"> • The program involves classroom learning, service learning and internships with a solid liberal arts foundation to serve as a basis for working in a variety of settings after graduation • Ethics and Decision Making Coaches – every student is paired with an EDC that has been trained by the program in ethics and decision-making; these coaches are available to talk over phone with students throughout internships; this is an additional support and a different person than the supervising intern mentor. The advantage of this is that some of the most experienced interpreters may not be interpreting full-time and therefore couldn't offer an internship, but can serve in this capacity 		<ul style="list-style-type: none"> • Interpreting classes/lab – students work with mock interpreting situations; also interpret in college classes with a simulated Deaf student who is paid to go into the class (no risk to the Deaf student); observation and supervision with faculty supervisor (Demand-Control schema); one week job shadowing of an interpreter in a range of settings • In junior year, have observation of settings without interpreters; observe interpreters working; have service learning projects throughout (i.e. planning a job fair, designated language lab plans, etc.) • Master's program will be online with 2 summer sessions of face to face courses

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Curriculum Model cont'd			<p>Outcomes: (adjusting as they go)</p> <ul style="list-style-type: none"> • Graduates of IP apply academic, professional and world knowledge to the decisions they make while interpreting • Graduates of IP demonstrate an understanding of multi-cultural approaches to the work of interpretation, and are able to demonstrate effective bi-lingual and bi-cultural practice within their work • Graduates of IP assess and analyze their own competencies for interpreting in relation to a variety of interpreting settings and in relation to a variety of participants in interpreted interactions • Graduates of IP effectively interpret face-to-face encounters in dialogic/one-on-one and small group settings with a variety of participants • Graduates of the interpreting program apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work 		

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Curriculum Content	<p>Year One - Term 1</p> <ul style="list-style-type: none"> • Language Processing in English • American Sign Language • Introduction to Interpreting • Syntax • Science Elective • Mathematics Elective <p>Year One - Term 2</p> <ul style="list-style-type: none"> • Language Processing in ASL • English Comprehension and Expression • Ethics 1 • English Elective • Syntax • Morphology <p>Year Two - Term 3</p> <ul style="list-style-type: none"> • Cross-Language Processing • Interpretation Settings 1 • Ethics 1 • Interpretation Lab 1 • Structure of ASL • General Elective Option A <p>Year Two - Term 4</p> <ul style="list-style-type: none"> • Interpretation Settings 2 • Ethics 2 • Interpretation Lab 1 • ASL • Structure of ASL <p>Year Three - Term 5</p> <ul style="list-style-type: none"> • Interpretation Lab 2 • Problems in ASL and English Translation • Linguistics Elective • Topics in American Sign Language • Two General Elective Courses <p>Year Three - Term 6</p> <ul style="list-style-type: none"> • Practicum Seminar • Practicum 	<p>Semester I</p> <ul style="list-style-type: none"> • Introduction to Community • Change and Development: Lifespan • Foundations of Practice • Discourse Analysis and Translation • Pre-Interpreting ASL I • Self and Professional Practice (biennial) <p>Semester II</p> <ul style="list-style-type: none"> • Professional and Cultural Mediation • Sign Language Interpretation - Practicum I • Introduction to Practice • Pre-Interpreting ASL II • Deafhood: Global Diversity in Deaf Culture <p>Summer before Semester III</p> <ul style="list-style-type: none"> • Community –based Language and Culture in Action <p>Semester III</p> <ul style="list-style-type: none"> • Language and Culture in Action: Interpretation I • Professional and Business Practices • Pre-interpreting ASL III • Interpreting in Educational Settings <p>Semester IV</p> <ul style="list-style-type: none"> • Language and Culture in Action: Interpretation II • Sign Language Interpretation Practicum II • Sign Language Interpretation Practicum III • Pre-interpreting ASL IV 	<p>BA Required Pre-Major Courses</p> <ul style="list-style-type: none"> • Introduction to Human Biology • Sign Language and Sign Systems <p>BA Required Major Courses</p> <ul style="list-style-type: none"> • Introduction to Interpreting • ASL for Interpretation • Interactive Discourse Analysis • Fundamentals of Interpreting • Interpreting Interaction • Interpreting Interaction: Medical • Discourse & Field Applications I • Interpreting Interaction: Education • Interpreting Interaction: Business - Government • Discourse and Field Applications II • Senior Seminar Project and Portfolio • Senior Internship <p>Required Related Courses</p> <ul style="list-style-type: none"> • Dynamics of Oppression • Introduction to the Structure of American Sign Language <p>Recommended Elective Courses</p> <ul style="list-style-type: none"> • ASL and English: Comparative Analysis • Human Anatomy and Physiology for Human Services Majors or a comparable course • Management and Organization Behavior or a comparable course • Public Speaking or a comparable course • Deaf Culture or a comparable course • Introduction to Education and Teaching <p>or</p> <ul style="list-style-type: none"> • a comparable course 	<p>Semester 1</p> <ul style="list-style-type: none"> • Syntax of ASL I • Deaf Studies • Theories of Interpretation • English Processing and Translation • ASL Processing and Translation • Intro to Profession • Elements of English Linguistics <p>Semester 2</p> <ul style="list-style-type: none"> • Syntax of ASL II • Issues & Trends in the Deaf Community • Advanced English for ASL students • Consecutive Interpret. • ASL Practicum - 70 hours • Practicum Seminar • Computer Skills & Applications • 12 hours - Community Involvement <p>Semester 3</p> <ul style="list-style-type: none"> • Semantics of ASL I • Values, Ethics & Professional Issues • Consecutive Interpreting II • Wellness and Work • General Ed Elective (Speaking with Confidence) • 15 hours – Community Involvement <p>Semester 4</p> <ul style="list-style-type: none"> • Semantics of ASL II • Simultaneous Interpreting 1 • Interpreting Practicum - 70 hours • Practicum Seminar 2 • Gen Ed Elective • 15 hours - Community Involvement 	<p>Year One</p> <ul style="list-style-type: none"> • Comparative linguistics • Introduction to Professional Practice • Discourse Analysis • Intercultural Communication • Introduction to Critical Thinking • Interpretation I • Deaf Communication and Culture • Ethics • Advanced ASL Topics • Interpreting Intensive <p>Year Two</p> <ul style="list-style-type: none"> • Directed Lab • Professional Practices • ASL Language Varieties • Interpreting in Specialized Settings • Interpretation II • Interpretation III • Portfolio Development • Integration Seminar • Internship

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<p>Year One</p> <ul style="list-style-type: none"> Deaf People in Society ASL 1 ASL at Northeastern Introductory Writing Core Elective ASL 2 College Algebra Core Elective <p>Year Two</p> <ul style="list-style-type: none"> Deaf Culture/History Intermediate ASL 1 Intro to Linguistics Core Elective Intermediate ASL 2 Linguistics of ASL Two electives <p>Year Three</p> <ul style="list-style-type: none"> Interpreting Profession Interpreting Inquiry Texts Advanced ASL Middle year writing elective Interpreting Narrative texts Performance Interpreting Advanced ASL 2 Two electives <p>Year Four</p> <ul style="list-style-type: none"> Interpreting Expository Texts Ethical Decision Making Ethical Fieldwork Interpreting Research Practicum Interpreting Persuasive Texts Interpreting Practicum Two electives 	<p>Year One</p> <ul style="list-style-type: none"> English to ASL interpreting Skills ASL to English Interpreting Skills Text Analysis Introduction to Professional Practice ASL Interpreters I Pre-Interpreting ASL I Pre-Interpreting ASL II Language Variation in ASL Introduction to Interpretation <p>Year Two</p> <ul style="list-style-type: none"> ASL Interpreters I Interpretation I Role and Ethics Skills Analysis I Applied Interpreting I Interpretation II ASL Interpreters II Skills Analysis II Interpreting in Education Settings Applied Interpreting II Professional and Business Practices for Interpreters Applied Interpreting III 	<p>The program offers an ASL major, ASL minor and an Interpreting Major.</p> <p>ASL Major – 8 Semesters</p> <ul style="list-style-type: none"> The Reflective Woman Beginning ASL 1 Beginning ASL 2 Intermediate ASL 1 Introduction to American Deaf Culture Intermediate ASL 2 Intro to the Interpreting Profession Fingerspelling Lab Advanced ASL 1 ASL and English Text Analysis Advanced ASL 2 ASL/English Translation Elective Conversational ASL Global Search for Justice Senior Seminar Internship or ASL/INTP Elective ASL Classifiers <p>ASL Minor – 8 Semesters</p> <p>Before beginning the ASL minor, students must complete these pre-requisite courses:</p> <ul style="list-style-type: none"> Beginning ASL I Beginning ASL II Intermediate ASL I Intermediate ASL II <p>Required Courses for Minor</p> <ul style="list-style-type: none"> American Deaf Culture Advanced ASL I Advanced ASL II Six Additional credits in ASL 	<p>General Linguistics</p> <ul style="list-style-type: none"> LIN 185: Language, Mind & Society LIN 311: Phonetics LIN 312: Phonology & Morphology LIN 313: Syntax LIN 314: Semantics LIN 315: Field Methods LIN 490: Introduction to Language Research One 2xx, 3xx or 4xx LIN course <p>or</p> <ul style="list-style-type: none"> an ENG language-focused course One 3xx or 4xx LIN course Two 4xx LIN courses LIN 498: Thesis Language study: 4 semesters <p>ASL/English Interpreting Concentration</p> <p>Four semesters of ASL (101 through 202I) or equivalent proficiency are pre-requisites to the interpreting and upper-level ASL courses, but do not count as credits toward the major.</p> <ul style="list-style-type: none"> LIN 185: Language, Mind, and Society LIN 305: Contrastive Analysis: ASL and English LIN 310: Signs of Language in the Brain LIN 313: Syntax LIN 331: ASL/English Interpreting LIN 332: Consecutive Interpreting and Deaf/Hearing Interpreter Teams LIN 333: Interpreting: Source Language ASL LIN 334: Interpreting: Source Language English LIN 422: Cognitive Perspectives on Syntax LIN 435: Advanced Interpreting 	<p>Year Three</p> <ul style="list-style-type: none"> Theory and Process of Interpreting 1 Theory and Process of Interpreting 1 Lab Ethics & Decision Making for Interpreters Deaf History Theory and Process of Interpreting 2 Theory and Process of Interpreting 2 Lab Current Issues Deaf-Blind Interpreting Theory and Process of Interpreting 3 Theory and Process of Interpreting 3 Lab Interpreting in Community Settings <p>Year Four</p> <ul style="list-style-type: none"> Theory and Process of Interpreting 4 Theory and Process of Interpreting 4 Lab Interpreting in Educational Settings 1st/2nd Language Acquisition: Deaf and hard of hearing National Interpreter Certification Preparation Theory and Process of Interpreting 5 Theory and Process of Interpreting 5 Lab Interpreting in Post-Secondary Settings Specialized Interpreting Techniques Deaf-Blind Interpreting Language and Communication in the classroom Internship

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Curriculum Content cont'd			MA Program Semester I <ul style="list-style-type: none"> • History of Interpreting • Structure of Language for Interpreters: American Sign Language and English • Discourse Analysis for Interpreters • Fundamentals of Interpreting Semester II <ul style="list-style-type: none"> • Interpreting Legal Discourse • Interpreting Mental Health Discourse • Professional Practice I • Research Methods in Interpretation Semester III <ul style="list-style-type: none"> • Interpreting the Discourse of Education • Interpreting Business and Government Discourse • English to ASL Simultaneous Interpretation Monologues: II • Professional Practice II • Guided Research Project I Semester IV <ul style="list-style-type: none"> • Interpreting Medical Discourse • Guided Research Project II • Field Rotation • Sociolinguistics of the U.S. Deaf Community Semester V <ul style="list-style-type: none"> • Internship 	Semester 5 <ul style="list-style-type: none"> • ASL Discourse I • Simultaneous Interpreting I • Interpreting in Specialized Settings • Field Placement & Seminar IV – 4 week block (140 hours) • 24 hours - Community Involvement Semester 6 <ul style="list-style-type: none"> • ASL Discourse II • Simultaneous Interpreting II • Entrepreneurial Skills for Interpreters • Field Placement & seminar V - 4 week block (140 hours) • 30 hours - Community Involvement 	

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		<p>Interpreting Major</p> <ul style="list-style-type: none"> • The Reflective Woman • Beginning ASL 1 • Beginning ASL 2 • Intermediate ASL I • Introduction to American Deaf Culture • Intermediate ASL II • Introduction to the Interpreting Profession • Fingerspelling Lab • Advanced ASL I • ASL and English Text Analysis • Ethics and Decision Making • Advanced ASL II • ASL/English Translation • Consecutive Interpreting • Conversational ASL <p>or</p> <ul style="list-style-type: none"> • Educational Interpreting • Global Search for Justice • Simultaneous Interpreting • Healthcare Interpreting • Senior Seminar • Internship • ASL Classifiers 	<ul style="list-style-type: none"> • ASL 301: ASL Literature in ASL <p>or</p> <ul style="list-style-type: none"> • ASL 302: ASL Linguistics in ASL <p>or</p> <ul style="list-style-type: none"> • ASL 303: Deaf Art and Theatre in ASL • ASL 401: Advanced ASL I • ASL 402: Advanced ASL II <p>One of the following courses</p> <ul style="list-style-type: none"> • LIN 395: Research Internship • LIN 405: Sight Translation • LIN 413: Supervised Mentoring • LIN 498: Thesis • LIN 425: Special Topics in ASL/English Interpreting <p>For Linguistics in ASL/English Interpreting with Honors</p> <p>Students require a GPA of at least 3.7 in LIN and ASL courses and must earn a minimum of 'B' in:</p> <ul style="list-style-type: none"> • LIN 311: Phonetics • LIN 312: Phonology & Morphology • LIN 314: Semantics • LIN 315: Field Methods • LIN 490: Introduction to Language Research <p>The Linguistics Major has three forms: General Linguistics, Speech and Language Science Concentration, and ASL/English Interpreting Concentration. There are also two minors: Linguistics and Deaf Studies</p>	

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Curriculum Content cont'd			<p>PhD YEAR 1</p> <ul style="list-style-type: none"> • Interpreting Studies: Linguistic and Translation Dimensions • Research Internship • Elective in curriculum or assessment • Elective in linguistics or translation studies • Interpreting: Socio-cultural Dimensions • Interpreting Pedagogy I • Research Internship • Elective in curriculum or assessment or in Sociology, Anthropology, and/or Sociolinguistic <p>PhD YEAR 2</p> <ul style="list-style-type: none"> • Interpreting Studies: Cognitive Psychological Dimensions • Interpreting Pedagogy II • Research internship • One elective in cognitive linguistics, cognitive science, psycholinguistics, research methods and/or statistics <p>PhD YEAR 3</p> <ul style="list-style-type: none"> • Dissertation Proposal • Doctoral Teaching Internship II • Elective • Dissertation Research <p>PhD YEAR 4</p> <ul style="list-style-type: none"> • Dissertation Research 		

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
			<p>MINORS</p> <p>Deaf Studies Minor</p> <ul style="list-style-type: none"> • LIN 203: Introduction to Deaf World • ASL 201: Intermediate ASL I • ASL 202: Intermediate ASL II • ASL 401: Advanced ASL I • ASL 402: Advanced ASL II <p>One of</p> <ul style="list-style-type: none"> • LIN 305: Contrastive Analysis: ASL and English • LIN 310: Signs of Language in the Brain • LIN 315: Field Methods • LIN 395: Research Internship • ASL 301: ASL Literature in ASL • ASL 302: ASL Linguistics in ASL • ASL 303: Deaf Art and Theatre in ASL <p>Linguistics</p> <ul style="list-style-type: none"> • LIN 185: Language, Mind & Society • At least 3 courses from LIN 310 – 315 • One 2xx, 3xx, or 4xx LIN course • One 4xx LIN course 	

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Student Assessment	<ul style="list-style-type: none"> Students assessment is based on lab work, course based assignments and practicum experiences 	<ul style="list-style-type: none"> Heavily focused on authentic assessment – interpreting tasks versus tests of interpreting Assessment – challenging area; some Mastery/non-mastery courses such as practicum Practicum – must pass first practicum to proceed to next 3 practicum blocks which are then tied into portfolio Program uses rubrics in each class Final Assessment – Portfolio process used Portfolio presentations – graded by faculty plus two external guests (one Deaf/one interpreter); program not using on line E-portfolio; students use Vimeo (similar to YouTube) as process to upload and show samples of interpretation Previous years program required students to do exit monologue in ASL (formal presentation); this has been changed to live dialogue role play which is more realistic for student skills 	<ul style="list-style-type: none"> Electronic Portfolio assessment – course portfolio and program portfolio; Vimeo; BB sites Use rubrics in all classes Grade of B for all courses Pass level? Internship is assessed on Pass/Fail basis based on Student and Mentor reports 	<ul style="list-style-type: none"> Theory – student presentations (individual and group), application of theories to performance, essays (English and ASL presentations) Skills assessment – labs, self-assessments, peer assessment, practicums, interpreting tests Graded; 60% minimum for pass; practicum is pass/fail; if fail, can redo next year; students have opportunity to take courses twice – college wide policy 	<ul style="list-style-type: none"> Assessment through authentic group and individual work; course grades given; students must achieve a B or better across course work to continue in the program and to graduate Lab work in the community, community events and participation Sign Language and Deaf Studies Program – participates in community events such as Deaf World. Sign Language Interpretation Program – students volunteer at workshops, assist with AVLIC 2012

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<ul style="list-style-type: none"> • Portfolio assessment – course portfolio and program portfolio; not yet fully electronic – although the program used Blackboard and students upload videotape assignments to a program called Vimeo • Use rubrics – students develop own rubrics at times to focus on their work; • Grades used but real emphasis on experiences of portfolio 	<ul style="list-style-type: none"> • Many presentations /public speaking experience; as much real or staged interpreting in 2nd year; i.e. campus interpreting; start with interactive discourse (2 or more people in interaction) in classroom in second year; before that practice in one direction ASL to ENG or ENG to ASL; use Cokely Model of Interpreting with analysis of interpretation (based on additions, omissions, substitutions, intrusive behaviours) • Courses – pass mark is set at 60% • Volunteer interpreting in late Oct. of 2nd year with supervising interpreters; Deaf Studies Program puts on events in that year and those are opportunities for students to interpret – feedback but no assessment 	<ul style="list-style-type: none"> • Self-assessment and peer assessment processes are built into the courses • Faculty use rubrics • Program courses built on outcomes based modeling • Program is accredited per American standards set by Commission on Collegiate Interpreter Education http://www.ccie-accreditation.org/ • Students must have a minimum of a B in any interpreting class in order to proceed in program; Students are allowed to retake a class once, however they will have to wait for the class to be offered the following year • Assessment must be completed prior to internship; during the fall semester of their final year students create an assessment package to demonstrate readiness. (Addresses questions in ENG and ASL; samples of previous interpreting work) • Classroom environment also has authentic and live assessment, examples: <ul style="list-style-type: none"> ▪ Live role plays allow students to experience providing interpreting and making decisions in simulated settings ▪ One of the texts analyzed in Text Analysis in the hooding ceremony used as part of the graduation exercises; students do an analysis of the text in translation class; at end of year, junior students then 	<ul style="list-style-type: none"> • Course work is assessed through testing, rubrics, self-assessment, portfolio and practicum experience • There are lab components to some linguistic classes 	<ul style="list-style-type: none"> • Our framework is Demand Control Schema; every faculty member has rubrics for what they teach; looking at mastery in ASL, we consider ASL Proficiency Interview as an assessment tool for entry into the program; grades are given (B is a pass/Grade Point Average of 3.5) and portfolio processes also used in classes • Practicum – faculty makes the final decision; supervising mentors add input

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Student Assessment cont'd					

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		<p>interpret that piece during the ceremony for Seniors</p> <ul style="list-style-type: none"> ▪ Data gathered and kept yearly based on graduate interviews, feedback from faculty, advisors, Ethics and Decision Making Coaches, Wisdom Circle events; documentation helps with planning each year 		

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Current and Coming Challenges	<ul style="list-style-type: none"> Challenges include fluctuating numbers entering the Deaf Studies Program, which then impacts enrolment in the Interpreting program. One positive element has been the work of the outreach team from Manitoba School for the Deaf. They encouraged people to take DSP; this increased numbers in the night classes Another challenge is the language skills and language learning environments that the “educational assistants” have prior to entering the program. The Deaf Studies Program ends up having to review basic concepts and deal with some very problematic language acquisition patterns that emerge based on limited instruction or poor quality sign language programs. Some faculty members prefer to take in students who have had no previous exposure to language and are starting fresh in learning ASL Recruiting sufficient numbers of qualified ASL instructors is a further challenge There is a desire to have ASL development in all years of the AEIP program There is widespread agreement that a degree for interpreters is a positive element however there are several practitioners who question if they have the right degree 	<ul style="list-style-type: none"> Recruitment of students is an ongoing challenge Most students come to Douglas College from Vancouver Community College (VCC) after taking the Deaf Studies Program; challenge to make sure exit from VCC matches the entry needs of Douglas College; what happens in the Deaf Studies program affects potential students – if negative experience at VCC might not consider interpreting as a career ASL instructors – finding instructors who can teach ASL to adults with college level credentials (minimum of Bachelor degree/preference for Master’s degree Any instructor hired into regular full-time position must have a MA degree minimum 	<ul style="list-style-type: none"> Potential is there to offer incredible options – so many interpreters do not have BA; potential for online and certification programs; tremendous growth area Potential to be attached to other Gallaudet Regional Programs and articulation agreements for AA programs throughout in USA Faculty – stressed and potential for burn out is high; need younger faculty; need more capacity - faculty busy teaching 6 full-time faculty; One professor on loan from Sociology – young/bright/joy to work with – cross appointment between Dep’t of Interpretation and Dep’t of Sociology and someone from Dep’t of Linguistics. Given the decision to implement a PhD program with very little advance notice and without additional faculty, it has been very taxing for program PhD - huge challenge via distance; more complicated than realized; most software programs set up for audio distance vs. fluent signing video speed; how to keep labs expanding; how to manage number of students with such small faculty Doing more with less; new President; very different orientation/less supportive of MA degree 	<ul style="list-style-type: none"> Integration of revised curriculum with existing curriculum; phased in approach; implemented new first year; year 2 and 3 students are using previous curriculum Starting to investigate changing from diploma to a degree Deaf Interpreting – this fall taking Deaf students into the program; sub-committee working on it Video relay interpreting – ON Deaf community strong response to Sorenson in ON; trying to arrange observational practicum for Sorenson; given the numbers of interpreters employed in VRS work, there is discussion within the program about integrating course work into specialized settings such as VRS Practicum – larger cohort; where to place them; number of supervisors vs. opportunity; creative – encouraging students to be out of Greater Toronto Area; challenging as most students don’t have cars; seeking funding support for transportation; billeting offered but in northern communities; offering PD to supervisors as perk 	<ul style="list-style-type: none"> e-campus project – this is an Alberta initiative that has been very challenging; the idea is to make courses accessible to students regardless of location Currently working to create 8 courses that can be part of the project and offered via blended delivery Challenges in our field: lack of national program standards, transferability between programs is also an issue There is a need for a national survey on interpreting standards

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<ul style="list-style-type: none"> • Biggest challenges – students come to NEU from all over US with varying backgrounds and experiences. Only 25% of student body come from in state • Maybe have larger classes if had a more defined geographic area • Students apply to the program with low SAT scores and are accepted into the program • Aptitude testing – outcomes project – 2 years now with Judy Kegl, Laurie Swabey, National Technical Institute for the Deaf (NTID), Karen Petroni, Eastern Kentucky – five programs will tape Senior students 2 or 3 weeks before graduation; using same material; then assess students with common rubrics – identify behaviors • Program used the Modern Language Assessment Test (MLAT) and the Cross Cultural Adaptability Inventory – administer those in first interpreting class – eventually will push into ASL classes to see if there is anything predictive 	<ul style="list-style-type: none"> • Some students come in with poor written English skills • Increase in the field for people to talk about the work as well as do the work – talk about in writing, signing, etc. • Challenge to screen for English given the lack of resources to refer students to within the college • Enrolment is always a challenge – currently there are 8 students in second year and 10 in first year (7 in first year is bottom line for running the program) • Deaf Studies Program – more people in and outside the college are looking for career options for students so send students to the DSP without a real understanding of what it means; more students with learning disabilities coming into DSP and then those students need academic support • Practicum “fatigue” among interpreters across country, so less interpreters willing to act as mentors • Need for a more formalized mentoring program for students after graduation • If interpreter mentors were paid this may encourage participation however there is no funding for this; College is considering charging a lab fee to pay mentoring interpreters 	<ul style="list-style-type: none"> • Challenge within the Internship: students have done not very much Simultaneous Interpreting prior to internship; the mentors have been trained in very different manner where simultaneous is viewed as the hallmark of performance; students are strong interpreters when allowed the time to process however mentors are uncomfortable with aspects of consecutive interpreting • Currently in process of developing a master’s program in interpreting; likely will focus on leadership in interpreting; St. Catherine has a master’s in organizational leadership that is a well-respected program that could serve as a basis; Will use a combination of online and blended delivery in order to draw from potential students throughout the USA • Job market changes – less opportunities in K – 12; state law required certified interpreters in these settings; interpreters had 2 years to be certified; this created opportunities for new grads. Then had a large cohort of Deaf students graduate and that reduced the number of children requiring interpreters in the system; MN also has a successful Deaf charter school environment so parents have options and may not choose a mediated education for their child 	<ul style="list-style-type: none"> • Challenge of getting graduates from entry-level status to certification from RID in two years; pressure from Video Relay Services to train interpreters specifically for VRS environment 	<ul style="list-style-type: none"> • New Grade Point Average will be a challenge for the students; in the past students could graduate with 2.5 GPA; faculty are excited by this change • If classes grow beyond 18, harder to find internships • Masters program – finding faculty for both graduate and undergraduate program will be a challenge • Gap between graduation and certification – financially challenging for graduates to take National Interpreting Certification from Registry of Interpreters of Deaf (RID) • 2009 – all students took national certification paid for by WOU as part of a research project conducted by Elisa Maroney and Amanda Smith; 14 students achieved certification prior to graduation

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Current and Coming Challenges cont'd	<ul style="list-style-type: none"> • Some students have reported to faculty that they see the value of the structure of ASL and ASL semantics classes, for example, but don't want a degree in linguistics, with so much emphasis on linguistics, but rather want a degree in interpretation • Curriculum to support the development of ASL and interpreting skills – many of the resources have an English influence in the materials and there is a need for further refinement of resources that use media and technology that exists today to support ASL acquisition. For example materials that demonstrate frozen register in ASL for components like our national anthem or of hymns used at funerals (Oh Canada/Amazing Grace) 		<ul style="list-style-type: none"> • Opposite challenge to many universities – how to stem the tide - everyone wants to come to Gallaudet University to study • How to make our programs friendly to interpreter educators; MA level to teach them to interpret vs. teaching interpreting • Master's in Conference Interpreting – need this area 		

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
		<ul style="list-style-type: none"> • Large number of Deaf /Blind people in the region, however the Program does not feel they have adequately prepared students for working with such consumers • Changing population demographics – i.e. Deaf immigrants; Deaf people with multiple challenges; we want to find ways to expose students to diversity of consumers/language elements within curriculum • Program prepares students for community based interpreting work however Video Relay Services are a large employer in the region. We do not address this in our curriculum 		

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Current and Coming Challenges cont'd					
Curriculum Renewal	<ul style="list-style-type: none"> To the best of the Coordinator's knowledge, there has been no review of the programs since their inception 	<ul style="list-style-type: none"> Done on a regular basis internally; official curriculum guidelines updated every 3 years 	<ul style="list-style-type: none"> University wide yearly process; exhausting to do it yearly; we do it every 3-5 years 	<ul style="list-style-type: none"> Program review 2002-2003 – external Curriculum review 2008 - 2011 internal; resulted in movement of curriculum; some removal of curriculum - redundant courses like a Classifiers course; movement content to be integrated into all of other ASL classes; development of new resources – testing and practice materials; authentic experiences – i.e. Royal Ontario Museum (ROM) partnership into the curriculum/lab; do research at ROM 2011 BA investigation – internal/external combined 	<ul style="list-style-type: none"> Continuous review and redesign of courses based on course evaluations and instructor feedback; Associate Dean reviews results

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<ul style="list-style-type: none"> • Regular process of renewal – tremendous advantage – have Commission for Deaf and Hard of Hearing; not do K-12/postsecondary but they do all the other kind of interpreting – number of jobs; fill rates etc. – then that data informs our curriculum • Content of courses – changes constantly based on instructor and student feedback and emerging research 	<ul style="list-style-type: none"> • On-going process; meetings with curriculum consultant in the college on regular basis; • College administration requires a review every 5 years or if the program falls below a certain number 	<ul style="list-style-type: none"> • Assessment data kept yearly based on graduate interviews, feedback from faculty, advisors, Ethics and Decision Making Coaches, Wisdom Circle events; documentation helps with planning each year • College does a review process across each program and department every three years 	<ul style="list-style-type: none"> • Regular review of curriculum per research and feedback from students and faculty 	<ul style="list-style-type: none"> • University does not have real requirement • Went through the Conference of Interpreter Trainers Accreditation process offered by the Commission on Collegiate Interpreter Education (CCIE) - every 2 years must report and monitor programs • See http://www.cit-asl.org/ccie.html for further information on the accreditation process

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Partnerships	<ul style="list-style-type: none"> Partner with Dept. of Education to enhance the skills of “signers” working in educational settings with Deaf children. Started in 2009 with 18 students; 5 will graduate from the Deaf Studies Program. If there are 15 students min. RRC will offer the program again Community based learning – Have had partnerships for shared learning with the Manitoba School for the Deaf however this has not been able to continue due to the AEIP requiring students to commute between two campuses (U of M and RRC). While this partnership with U of M is a positive one it has been a challenge for students in terms of public transportation, parking issues, and increased costs of commuting between two campuses. Students would prefer one campus and instructors to travel 		<ul style="list-style-type: none"> AA programs are looking for articulation agreements; plenty of activity in the works now as the pressure mounts for interpreters to have a BA degree in order to be certified by RID Gallaudet University regional satellite program – Hawaii program 	<ul style="list-style-type: none"> 2007-08: High school – under the Community Partnerships office now; Toronto District School Board & Toronto School District - Catholic SB dual credits (ASL) – one of our faculty taught ASL courses at high school; way to building student numbers; so far 3 students in ASL and Deaf Studies came from this route Business & Industry – Royal Ontario Museum and Art Gallery of Ontario - begin in March 2011; commitment to ROM is that 3rd year students in final semester will provide 1 interpreted tour; divide into groups of 3 for 45 minute tour; docent will take person to 4th floor; speak to artifact; alternate; goal is that end of March the students have interpreted a tour; ROM markets to the Deaf community; ROM then takes over after graduation; uses alumni to provide once a month interpreted tours (volunteer basis); students have credit for this course work Accessibility for Ontarians with Disability Act – pushes that forward; access is paramount 	<ul style="list-style-type: none"> Internship-partnerships with Alberta School for the Deaf, Agencies such as Saskatchewan Deaf and Hard of Hearing Society; Deaf and Hard of Hearing Society, ECCOE in Winnipeg, BC Well-Being Project ACRID twinning (2009-10) School Boards, Other Agencies (CNIB) We are looking to improve our partnerships

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<ul style="list-style-type: none"> Plenty of partners from local to state to national and international; Deaf organizations; interpreter organizations; recently awarded national grant so will coordinate all of the national partners on the grant 	<ul style="list-style-type: none"> No formal partners College recruits from high school – this is a challenge as the high school students lack world experience and maturity to be successful Professional relationships with agencies and organizations AVLIC – program does advertise student awards; program requires them to be student members College has many partnerships with industry in other programs 	<ul style="list-style-type: none"> St. Catherine has a great alumni program where graduates are assuming responsibility to help students find appropriate ways to enter the Deaf community; alumni set up low risk opportunities for students to observe interpreting and take small pieces of work; students love the interaction with alumni Alumni are also excellent recruiters for the program 	<ul style="list-style-type: none"> Informal partnerships with Deaf community organizations and local RID interpreter chapters for shared events that benefit students. Professors have international research projects and students can be involved in those projects 	<ul style="list-style-type: none"> High School programs that offer ASL courses that transfer into WOU Business and Industry – internships at organizations Interns also work at Deaf and Hard of Hearing Services which is a government based agency

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Other			<ul style="list-style-type: none"> • PhD program challenges; how to structure it; what it means; approved quickly with little advance planning time • Research Centre – created as part of PhD program; none of faculty have time to chase grants and do the research • Tracking BA stats – RID certification – not tracked well 	<ul style="list-style-type: none"> • Alumni Mentorship Program: paired with 3rd year student; alumni organizes it; autumn open to 3rd year students; application form completed by students; volunteer basis; mentor and mentee self-directed; responsibility lies with students to initiate; students can participate or not • Tutoring Services: Both ASL and interpreting tutors – 2 or 3 nights per year; ASL lab used; 6-9 pm; evening best time to get tutors – ASL tutor graduate from GBC ASL instructor program; interpreting tutor; paid \$15.00/hour drop in lab • Student run referral services – 3rd year students run as part of field placement course; operate referral services; provide free interpreting in situations – birthday parties; swim lessons; girl guides; students hone business skills and arrange services • Ask community for feedback; students sent in teams; all requests vetted by Practicum Supervisor. 2nd year students can participate as well – i.e. scrapbooking – 2nd year; 3rd year opportunity 	

NORTHEASTERN	NOVA SCOTIA	ST. CATHERINE	SOUTHERN MAINE	W. OREGON
<ul style="list-style-type: none"> • Most grads stay in state after graduation – shortest routes to get local and national credentials – connections in interpreting community – students have dedicated dates of MA Screening – students do well on the screening – first week of June take interview portion of state screening; then take performance portion; 85% success rate of first try • Students from Long Island – no state assessment; each referral agency does own; all do well on the RID written exam – take in May or June after graduation – 100% passing Written test; reimburses 50% of costs; have 5 years to take RIC test; 18 months later most are passing • NEU has shortest route to RID certification • Institutional support – budget not changed over 14 years; student activities funded; faculty support for professional development is generous • Very fortunate to have large active Deaf community and Interpreter community. NEU focuses on trying to get students engaged as soon as possible in larger community • Creating an Adopt a Major program which means that Deaf person takes on one student and acts as their language /cultural broker by taking them to community events, introducing them to community members; this may be done by paying Deaf community members for their time 	<ul style="list-style-type: none"> • Classroom space – so important for students; colours and lighting that help students who are learning in their second language • Number of students in class – hard to work with group if there are more than 12 students • NSCC has easy access to equipment – two main interpreting classrooms have video booths for taping of assignments 	<ul style="list-style-type: none"> • University is very supportive of the program and it enjoys high visibility within the university; faculty are well represented on committees, the program is part of the overall strategic plan, and is well integrated into the university • The Dep’t is small however it is well resourced; the faculty members know the community well and have been able to create a program that works well for the region • Academic Mentorship Program AMP - faculty members can apply to have a student to work with them as a Research Assistant, Teaching Assistant or Program Assistant; Students are paid \$10.00 per hour; wonderful experience for both students and faculty; develops potential interest in teaching interpreting among some students 	<p>Mission Statement</p> <ul style="list-style-type: none"> • The mission of the Concentration in American Sign Language/English Interpreting is to provide students with training in the substance and process of interpreting in the context of a strong Liberal Arts education in linguistics. Via a three-pronged approach involving student-centered approaches to teaching, a balanced emphasis on both practice and research, and collaboration with the Deaf community and the agencies serving them, our goal is to produce graduates who after two years of consistent work in the field post-graduation will be ready to stand for the national credentialing examinations in this field. We consider the substance of interpreting to include not only familiarity with critical thinking, decision making, and the cognitive task of interpreting, but with the linguistic and multicultural context in which interpreting occurs. Our program is committed to offering a full curriculum that is equally geared to both hearing and Deaf interpreting students at all levels of study and to making ongoing efforts to provide training opportunities for working educational and community interpreters throughout the state and beyond 	

	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Comments				<ul style="list-style-type: none"> • Faculty – challenged to recruit PT • Standard Work Flow – FT teaches a minimum of 15 hours per week; plus other things • Faculty can be seconded to do project work – i.e. curriculum review; Intake – college requires 27 students be taken in for First Year; attrition is high; therefore our program doesn't bring in the money that other programs do; this year less than 27; ran it; target not met; minimum 15 students required to run a program; typically close to target every year • Semantics and Syntax courses are separate based on how the program was structured in the past; most students come after having a Vista immersion experience; translation ASL and translation in ENG – separate as English L1 is problematic in the students (Canadian Academic Achievement Test – Multiple choice test; students can meet the standard but not have the proficiency required by interpreting in program; if students don't pass must take English class required by college - extra load • Students Scholarship Office – awards possible; specific bursaries for program – i.e. OASLI Graduation Award; one focused on Deaf-Blind, Quota Club 	<ul style="list-style-type: none"> • There is a need for a BA in Interpretation

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	RRC – U OF M	DOUGLAS	GALLAUDET	GEORGE BROWN	LAKELAND
Comments cont'd				<ul style="list-style-type: none"> • There is a two year Intervening Program at George Brown College and that program comes in to do one unit on Deaf Blind interpreting within the interpreting program, however there is not a great deal of interaction between the two programs. There are differences in philosophy about the nature of the role of an interpreter versus an intervener and the level of ASL required for interveners is lower than the standard expected by the interpreting program 	

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Appendix A – Environmental Scans

- ***American Sign Language – English Interpreter Program***
- ***Deaf Studies Program***

Environmental Scan: Deaf Studies Program

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College /Contact	<p>Red River College Notre Dame Campus 2055 Notre Dame Ave Winnipeg, MB R3H 0J9</p> <p>http://me.rrc.mb.ca/catalogue/ProgramPrint.aspx?ProgCode=DEASF-CT&RegionCode=WPG</p> <p>Rick Zimmer, Coordinator Tel: (204) 632-2196</p> <p>rzimmer@rrc.mb.ca</p>	<p>Gallaudet University Sorenson Language and Communication Centre (SLCC) 1200 800 Florida Ave NE Washington, DC 20002</p> <p>http://deafstudies.gallaudet.edu/AmericanSignLanguage.xml</p> <p>Dr. Arlene Kelly Tel: (202) 559-5624</p> <p>arlene.kelly@gallaudet.edu</p>	<p>George Brown College St. James Campus Room 448E 200 King Street E Toronto, ON M5A 3W8</p> <p>http://www.georgebrown.ca/</p> <p>Judy Ercolino TTY: (416) 415-2577 Fax: (416) 415-2646</p> <p>jercolin@georgebrown.ca</p>	<p>Lakeland College 5707 College Dr. Vermilion, AB T9X 1K5</p> <p>Kirk D. Ferguson-Uhrich, Program Head SLDS/SLIP (780) 492-8409</p> <p>Shayantani Sarkar, Program Facilitator Tel: (780) 492-7070</p> <p>kirk.ferguson-uhrich@lakelandcollege.ca</p>	<p>Northeastern University 360 Huntington Ave 405 Meserve Hall Boston, MA 02116</p> <p>http://www.asl.neu.edu/</p> <p>Dr. Dennis Cokely Fax: (617) 373-3064 /3065</p> <p>D.Cokely@neu.edu</p>
Size of Program	<p>Number of Students</p> <ul style="list-style-type: none"> The program can accept 20 students (there are currently 19) 	<p>Number of Students</p> <ul style="list-style-type: none"> BA students – 50 - typically there is a range of 40-60 students 	<p>Number of Students</p> <ul style="list-style-type: none"> Maximum 60 students 	<p>Number of Students</p> <ul style="list-style-type: none"> Sign Language and Deaf Studies Program (SLDS) – graduated 25 since 2008 	<p>Number of Students</p> <p>Day program –</p> <ul style="list-style-type: none"> 70 majors; 3 Dual or Combined Majors - allows for an escape route in year 3 for interpreting students that just cannot do it - gives them an option to complete. No cap on numbers of students All language classes capped at 18 (spoken and signed languages) If a declared major then ASL more rigorous than regular ASL classes; recruitment class – Deaf People in Society – class takes in 75 students – then a few students come into interpreting major

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<p>Nova Scotia Community College Waterfront Campus 80 Mawiomi Place Dartmouth, NS B2Y 0A5</p> <p>www.nsc.ca</p> <p>Jim McDermid Coordinator Deaf Studies Program (DSP) Tel: (902) 491-4624 Fax: (902) 491-1623</p> <p>jim.mcdermid@nsc.ca</p>	<p>St. Catherine University (known as St. Kate's) St. Paul Campus – 2004 Randolph Ave St. Paul, MN 55105</p> <p>Minneapolis Campus - 601 25th Ave. S. - Minneapolis, MN 55454</p> <p>http://www.stkate.edu/academic/asl_interpreting/why_stk.php</p> <p>Dr. Laurie Swabey Tel: (651) 690-6797</p> <p>laswabey@stkate.edu</p>	<p>University of Northern Florida 1 UNF Drive Jacksonville, FL 32224</p> <p>http://www.unf.edu/catalog/programs.aspx?id=15032407672 904-620-1000(tel)</p> <p>Dr. Len Roberson</p> <p>len.roberson@unf.edu</p>	<p>Vancouver Community College, Broadway Campus 1155 East Broadway Vancouver, BC V5T 4V5</p> <p>http://vcc.ca/programs-courses/detail.cfm?div_id=10&prog_id=106</p> <p>Vincent Chauvet Tel: (604) 871-7443 Fax: (604) 871-7442</p> <p>signlanguage@vcc.ca</p>	<p>Western Oregon University, Bachelors Degree in American Sign Language Studies Monmouth, OR 97361</p> <p>http://www.wou.edu/education/sped/aslstudies.php</p> <p>Dr. Elisa Maroney Tel: (503) 838-8735</p> <p>maronee@wou.edu</p>
<p>Number of Students</p> <ul style="list-style-type: none"> Maximum 16 students per year 	<p>Number of Students</p> <ul style="list-style-type: none"> BA students – 55 students, typically there is a range of 40-60 students 	<p>Number of Students</p> <ul style="list-style-type: none"> 5 sections of ASL with a cap of 20 students per class per term. <p>This current term there are</p> <ul style="list-style-type: none"> 100 ASL I students 75 ASL II students 20 ASL III students, 21 ASL IV students and 17 students in Advanced ASL Conversational Skills <ul style="list-style-type: none"> There are 30 students in Deaf Education 	<p>Number of Students</p> <ul style="list-style-type: none"> Can accept 35 students per cohort. Since 2004, 135 students have graduated. 	<p>Number of Students</p> <ul style="list-style-type: none"> Accept average 18 students; range of 15-20 per year

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Size of Program cont'd	Number of Faculty <ul style="list-style-type: none"> One full-time coordinator and 5 full-time staff – 4 Deaf; 1 hearing 	Number of Faculty <ul style="list-style-type: none"> 10 FT (9 Deaf) all tenure track; each semester adjuncts may be hired 	Number of Faculty <ul style="list-style-type: none"> 3 Deaf/FT plus contract faculty Fall semester -7 faculty and winter semester 6 faculty 	Number of Faculty <ul style="list-style-type: none"> One Full-time Coordinator/ Instructor; adjunct faculty used to meet course demands ASL Instructors <ul style="list-style-type: none"> 5 Deaf Contractors; 1 hearing Contractor (Becoming an Ally course) 	Number of Faculty <ul style="list-style-type: none"> 3 FT ASL faculty 2 FT Interpreting faculty – tenured track 5 adjunct faculty – teach interpreting courses/Deaf blind; ASL linguistics
Credential Issued	<p>Graduates awarded the Certificate in Deaf Studies</p> <p><i>One year Certificate program</i></p> <p><i>Students can be part-time or full-time students</i></p>	<p>BA in Deaf Studies</p> <p><i>(Part-time or Full-Time studies possible)</i></p>	<p>ADSP – Certificate program one year in length</p>	<p>Graduates awarded the Certificate in American Sign Language and Deaf Culture Studies</p> <p><i>Sign Language and Deaf Studies program - one year Certificate program</i></p>	<ul style="list-style-type: none"> 4 year degree: Bachelor of Science in American Sign Language and Human Services <p>or</p> <ul style="list-style-type: none"> American Sign Language and Psychology <p>or</p> <ul style="list-style-type: none"> American Sign Language and Theatre. <p><i>Students can also pursue an ASL minor</i></p>

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<p>Number of Faculty</p> <ul style="list-style-type: none"> • 4 full-time (2 Deaf full-time) • 3 part-time (2 Deaf part-time) (these faculty work with the two programs, Deaf Studies Program (DSP & AEIP)) 	<p>Number of Faculty</p> <ul style="list-style-type: none"> • 5 full-time (3 Deaf) all tenure track; each semester 4-7 adjuncts are employed – most are Deaf with 1 hearing faculty (each adjunct teaches one class) 	<p>Number of Faculty</p> <ul style="list-style-type: none"> • Deaf Studies/ Deaf Education: Two full-time faculty (both hearing) • Interpreting BS and MS degrees with new Interpreter • Education/Pedagogy concentration coming 2011: Two full-time faculty (Both hearing) • ASL Minor and ASL courses for Foreign Language and Deaf Ed Majors: Two full-time, Deaf Instructors plus several part-time faculty (Deaf and hearing) 	<p>Number of Faculty</p> <ul style="list-style-type: none"> • Three full-time faculty and several part-time instructors; program assistant 	<p>Number of Faculty</p> <ul style="list-style-type: none"> • 2 full-time tenure • 1 full-time non tenure line • 2 part-time adjuncts • 10 Deaf ASL instructors
<p>Certificate in Deaf Studies</p>	<p>BA in interpreting (<i>Part-time or Full-Time studies possible</i>)</p> <p>St. Kates also has a weekend college format; some students start in weekend college and do the liberal arts courses; this option popular with older students)</p> <p>All BA degrees are for women only; St Kates are part of a consortium; we could have male students register at a consortium college and take interpreting classes; there are a number of males that take our ASL classes</p> <ul style="list-style-type: none"> • Post-Baccalaureate in Interpreting – 2 year certificate for those with a BA and sufficient in ASL skills • BA in ASL (if students are not doing well in interpreting or not suited to interpreting, then students transfer to BA in ASL; some are encouraged to do a double major (ASL and Communication Studies; BA in English)) 	<p><i>Three Options:</i></p> <ul style="list-style-type: none"> • Bachelor of Science in ASL/English Interpreting • Bachelor of Arts in Education with a concentration in Deaf Studies • Bachelor of Arts with a minor in Deaf Studies 	<p>Certificate program</p>	<p>Bachelor of Arts or Bachelor of Science – <i>most students take the Bachelor of Arts</i></p>

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Program Features	<p>Length</p> <ul style="list-style-type: none"> • 12 months program <p>Division of Academic Year</p> <ul style="list-style-type: none"> • Program starts in September each year 	<p>Length</p> <ul style="list-style-type: none"> • Four Years <p>Division of Academic Year</p> <ul style="list-style-type: none"> • Fall/Winter 	<p>Length</p> <ul style="list-style-type: none"> • One year, full-time study <ul style="list-style-type: none"> ▪ 20 hours per week <p>Division of Academic Year</p> <ul style="list-style-type: none"> • 2 semesters, fall & winter 	<p>Length</p> <ul style="list-style-type: none"> • 12 months program completed via evening and weekend classes <p>Division of Academic Year</p> <ul style="list-style-type: none"> • Program starts in September each year 	<p>Length</p> <ul style="list-style-type: none"> • 4 years • Dual Major possible <ul style="list-style-type: none"> ▪ ASL Studies and Psychology or ▪ ASL Studies and Theatre or ▪ ASL and Human Services • Co-op Option – NEU big coop – business/engineering/school year 1; year two work from July-Dec; then return to school for winter; 6 month blocks; now ASL program in social sciences and humanities; spring of 2nd year could be co-op placement; the focus in on the quality of the language experience – Framingham school – teaching aids/dorm supervisors – maybe ¼ students do coop or students go to Gallaudet University for one semester – enough interest – Gallaudet will be approved a study away site which will enhance financial aid opportunities; May mean going to a 5 year program – 3rd would become a mandatory Co-op semester and one semester at Gallaudet University before

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Program Features cont'd	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • High School diploma and successful completion of Signing Naturally 103 or equivalent • Courses are delivered by RRC and University of Manitoba and students must meet entrance requirements of both the College and the University of Manitoba 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • All undergraduate applicants are to take <ul style="list-style-type: none"> ▪ Standard Achievement Test ▪ Complete a written entrance essay ▪ and have two letters of recommendation <p>RPL/PLAR</p> <ul style="list-style-type: none"> • No PLAR options available 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • High School diploma or mature student status, attendance at an information session, college application process <p>RPL/PLAR</p> <ul style="list-style-type: none"> • No PLAR process used 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> • High School diploma with minimum of 50% in <ul style="list-style-type: none"> ▪ English Language Arts 30-1 or ▪ 65% in English Language Arts 30-2 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> • If a student comes in (1/3 of our students are transfer students with an AA in interpreting – typically they start with ASL 3 class; Children of Deaf Adults (CODA's) come in – if they have the skills –do placement assessments of prior course work/ experience – not get credit for 2 classes, but can use those slots to pursue a minor; or students transfer content class – Deaf culture; the process of transferring credits is electronic

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<p>Entrance Requirements</p> <ul style="list-style-type: none"> DSP: HS diploma plus 120 hours of ASL instruction AEIP: Successfully pass screening; English interview with coordinator and one or two other instructors, ASL assessment waived if coming from Deaf Studies Program; if not, a Deaf faculty member interviews the student and does a conversational assessment; students also do a basic translation assignment from ASL to English and English to ASL. For example: students have: one hour to look at an ASL short story; then do a "translation" of that; The English to ASL task is to sign a portion of the catalog about interpreting; program uses a rubric based on language propositions present and language form grammatically correct; cohesiveness <p>RPL/PLAR</p> <ul style="list-style-type: none"> Prior learning recognized on case-by-case basis 	<p>Entrance Requirements</p> <ul style="list-style-type: none"> Entrance Requirements to Interpreting – standard assessments required by institution such as Standard Achievement Test scores, writing tests, etc. Registrar takes care of credit for transfer in to liberal arts, so Interpreting Dept does not do this assessment. For courses required by the program such as Language as Power, students transcripts and course outlines, work samples etc. help determine if advanced credit may be granted for such courses St. Kate's accepts many transfer students; may have taken ASL at another institution St. Kate's has agreements with some institutions where the quality of the courses is similar; where no agreement is in place, individual case reviews are conducted 		<p>Entrance Requirements</p> <ul style="list-style-type: none"> Pre-requisites: If students have never studied ASL before, they must take SIGN 010 Prep Students must have Grade 12 graduation or equivalent and successfully complete 120 hours of ASL studies including SIGN 010 Prep Applicants whose first language is other than English must complete the VCC English Language Assessment. This assessment includes testing of English as a second language, mathematics, keyboarding and Adult Basic Education English 	<p>RPL/PLAR</p> <ul style="list-style-type: none"> PLAR processes are not used but there is extensive academic support for students requiring it

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Program Features cont'd	Graduation Requirements <ul style="list-style-type: none"> • Completion of program requirements 		Graduation Requirements <ul style="list-style-type: none"> • Students must obtain final grade of C- (60%) or above in fall semester and then obtain the same in the winter semester to obtain certificate 	Graduation Requirements <ul style="list-style-type: none"> • Completion of program requirements with a Grade Point Average of 2.0 	
Curriculum Model	<ul style="list-style-type: none"> • Students attend Deaf community events • Full and part-time studies available • At this time, no distance education options 	<ul style="list-style-type: none"> • Major and Minor in ASL Studies • Major and Minor in Deaf Studies • No courses available online • Full and part-time studies available 	<ul style="list-style-type: none"> • Full-time study • No online courses • Labs required as part of the program <p>http://faculty.georgebrown.ca/~cmcdemic/pgmdesign.htm</p>	<ul style="list-style-type: none"> • Courses scaffold one another, adult learning principles woven into design of courses • Students attend Deaf community events • Students complete courses during evenings and weekends, completing the hours equivalent to a full-time program • Some courses are taught in a blended delivery format including face-to-face classes and web-based learning using Blackboard 	<ul style="list-style-type: none"> • No online courses • FT program • No part-time option unless part-time student with lots of transfer credit; last semester may take less courses <p>The American Sign Language Program is dedicated to preparing individuals who can interact in a positive and supportive manner with members of the American Deaf Community. The Program does this by providing a wide array of course offerings as well as volunteer, internship and practicum opportunities. For students pursuing a dual major in ASL Studies and another academic discipline, the Program is committed to enabling them to integrate their communicative competence and socio-cultural knowledge in order to work positively with the Deaf Community in a variety of meaningful roles. For students taking American Sign Language in fulfillment of their university language requirement, the Program is committed to providing the communicative competence and cultural sensitivity needed to interact successfully with members of the American Deaf Community</p>

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<p>Graduation Requirements</p> <ul style="list-style-type: none"> • Graduation requirements: [pass all courses; no specific grade required (60%)] 			<p>Graduation Requirements</p> <ul style="list-style-type: none"> • Graduation from the program requires successful completion of all course work 	<p>Graduation Requirements</p> <ul style="list-style-type: none"> • Graduation – 64 credits in major of ASL Studies
<ul style="list-style-type: none"> • Attending Deaf Community events and socials • 2nd year students get credit for being on a committee for professional organization like the Maritime Association of Professional Sign Language Interpreters (MAPSLI) • Some students take DSP then take other programs like Human Services program, Library Technician, Early Childhood 	<ul style="list-style-type: none"> • The program offers an ASL major, ASL minor and an Interpreting Major. The Dept of American Sign Language and Interpreting is housed in the School of Humanities, Arts and Sciences • The program involves classroom learning, service learning and internships with a solid liberal arts foundation to serve as a basis for working in a variety of settings after graduation • Full and part-time study options available. None of the courses are currently online • Specific experiential components to note: Study Abroad program can mean a 4 week experience in another country; there is an agreement with Gallaudet University where students can complete a semester there; Four week Internship at end of program • Ethics and Decision Making Coaches – every student is paired with an EDC that has been trained by the program in ethics and decision-making; these coaches are available to talk over phone with students throughout internships; this is an additional support that some of the most experienced interpreters may not be interpreting full-time and therefore couldn't offer an internship, but can serve in this capacity 	<ul style="list-style-type: none"> • BS in ASL/English Interpreting – has internship and practicum components • Other programs do not have internships/practicums • Blended formats used for several courses; use of web-based and web-enhanced content delivery and flexible coursework schedules to the greatest extent possible • Future – looking at a master's degree in teaching interpreting – will be online format 	<ul style="list-style-type: none"> • Students attend community events within the Deaf community. All program requirements require full-time study, and there are no courses delivered via distance education or online 	<ul style="list-style-type: none"> • Students can study for degrees on a part-time or full-time basis. No courses in this major are offered online

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Curriculum Content	<ul style="list-style-type: none"> ASL classes use the Vista Curriculum and instructor created curriculum <p>Term One Credits</p> <ul style="list-style-type: none"> Deaf Culture (3) American Sign Language 1 (8) ASL Fingerspelling and Numbering (3) <p>Term Two</p> <ul style="list-style-type: none"> Introduction to Linguistics (U of M course) (6) Cultural Anthropology (U of M course) (3) Deaf History (3) American Sign Language 12 (8) Cross-Cultural Interaction (3) ASL Literature (3) Introduction to Linguistics (U of M course) (6) <p>Term Three</p> <ul style="list-style-type: none"> American Sign Language 3 (8) Science Elective (U of M) (3) <p>http://me.rrc.mb.ca/Catalogue/CourseDescriptions.aspx?ProgCode=DEASF-CT&RegionCode=WPG</p>	<p>Required Pre-major – 15 hours</p> <ul style="list-style-type: none"> Introduction to Deaf Studies Deaf Culture American History 1 and 2 Introduction to Sociology <p>Required Major Courses – 15 hours</p> <ul style="list-style-type: none"> Dynamics of Oppression Oral Traditions in the Deaf Community Introduction to the Structure of ASL History of the American Deaf Community Senior Thesis <p>Three Electives for Major – 9 hours</p> <ul style="list-style-type: none"> Comparative Analysis of ASL and English ASL Literature Introduction to Deaf View/Image Art Disability Studies Black Deaf People's Studies Deaf Women's Studies <p>Three Electives Non-Major Courses – 9 hours</p> <ul style="list-style-type: none"> ASL Registers Gender and Communication Intercultural Communication Political Communication Introduction to Education and Teaching The deaf in literature Public Policy Human Rights Nationalism and Developing nations Cultural Geography US Women's History Psycholinguistics History of Sexuality Race and Ethnic Relations 	<p>Semester 1</p> <ul style="list-style-type: none"> ASL (6 hrs class, 5 hrs lab) Visual Gestural Communication College English General Ed Elective <p>Total Course Hours per week: 20</p> <p>Semester 2</p> <ul style="list-style-type: none"> ASL (6 hrs class, 5 hrs lab) Introduction to Deaf Community Computer Skills & Applications Elements of English Linguistics <p>Total Course Hours per week: 20</p>	<p>ASL classes use the Vista Curriculum and instructor created curriculum.</p> <p>Credits</p> <ul style="list-style-type: none"> ASL Level I - Part A (3) ASL Level I - Part B (3) ASL Level II - Part A (3) ASL Level II - Part B (3) ASL Level III - Part B (6) Communication Skills (3) Deaf Culture and Community I (3) Deaf Culture and Community II (3) Becoming an Ally (3) <p>Students applying to the Sign Language Interpreting Diploma Program are required to take two bridging classes:</p> <p>Credits</p> <ul style="list-style-type: none"> ASL Level IV (3) Structure of ASL (3) <p>http://www.lakelandcollege.ca/programs/human_services/ASL/courses.aspx</p>	<ul style="list-style-type: none"> Six courses in ASL for 24 credits; two courses Deaf people in Society and Deaf history and Culture for 8 credits; 8 credits in ASL Linguistics and Introduction to Language and Linguistics <p>If completing the ASL and Human Services route, students complete 5 courses (20 credits) in</p> <ul style="list-style-type: none"> Human Services Professions Counseling in Human Services Senior Seminar in Human Services Foundations in Psychology and Introduction to Sociology <p>As well students complete</p> <ul style="list-style-type: none"> one research course one policy course and one organizations course <p>They must complete two integrative courses entitled</p> <ul style="list-style-type: none"> Human Services Internship and one course in experiential learning <p>Students in the ASL and Psychology complete the same program as above and complete 5 courses in Psychology such as</p> <ul style="list-style-type: none"> Foundations in Psychology Statistics in Psychological Research Psychology of Language,

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<p>Courses are not assigned credits; called weighted courses and all are required in the program:</p> <ul style="list-style-type: none"> American Sign Language 11 Communications & Portfolio for Deaf Studies 1 Deaf Community and Events Skills Lab 1 and Skills Lab II Becoming an Ally American Sign Language IV Communications and Portfolio for Deaf Studies II ASL literature and Deaf Arts Introduction to Linguistics of ASL II American Si Culture Inside Out Deaf Culture and Community Introduction to WHMIS (Workplace Hazardous Materials Information Systems) Introduction to Nova Scotia Occupational Health and Safety Act 	<p><i>All courses 4 credits/52 hours except</i></p> <p><i>Fingerspelling Labs (1 credit) and Introduction to Interpreting Profession (2 credits)</i></p> <p>ASL Major – 8 semesters:</p> <ul style="list-style-type: none"> Core 1000; The Reflective Woman ASL 1110: Beginning ASL 1 ASL 1120: Beginning ASL 2 ASL 1210: Intermediate ASL 1 ASL 2010: Introduction to American Deaf Culture ASL 2120: Intermediate ASL 2 INTP 2020: Intro to the Interpreting Profession ASL 2500: Fingerspelling Lab ASL 3110: Advanced ASL 1 INTP 3050: ASL and English Text Analysis ASL 3120: Advanced ASL 2 INTP 3060: ASL/English Translation ASL/INTP: elective ASL 3130: Conversational ASL CORE 3990: Global Search for Justice INTP 4210: Senior Seminar INTP 4602: Internship or ASL/INTP Elective ASL 3330: ASL Classifiers <p>ASL Minor – 8 semesters Before beginning the ASL minor, students must</p>	<p>Bachelor of Science in ASL/English Interpreting – this is a 2 plus 2 program, granting the final two years of interpreter education for students who have successfully completed a 2 year interpreting program.</p> <p>Bachelor of Arts in Education with a concentration in Deaf Studies <i>Major in Special Education – 52 credits</i></p> <ul style="list-style-type: none"> EEX3202 3 Psych/Soc Exceptional Learners EEX3250 3 Reading Methods – Exceptional Learners EEX3251 3 Mathematics Methods for Learners with Exceptionalities EEX3252 3 Language Arts: Exceptional Learners EEX4101 2 -3 Language Development/Disorders EEX4221 3 Ed Assessment/Learners Except EEX4255 3 Curriculum/Instruction: Learners Except EEX4281 3 Sociology: Learners Exceptional EEX4604 3 Behavior Management and Research EHD4245 3 Lang Develop Deaf/Hard of Hearing EHD4261 3 Audiology Speech Science EHD4311 3 Psychology & Education Deaf TSL3080 3 Principles and Issues in TESOL SIGN_I ASL 2140-Sign Language I SIGN_II ASL 2150-Sign Language II SIGN_III ASL 4131-Sign Language III SIGN_IV ASL 4211-Sign Language IV 	<table> <thead> <tr> <th>Term 1</th> <th>Credits</th> </tr> </thead> <tbody> <tr><td>• ASL 1</td><td>6.5</td></tr> <tr><td>• ASL Lab 1</td><td>3.5</td></tr> <tr><td>• Becoming an Ally 1</td><td>2.0</td></tr> <tr><td>• Deaf Culture and Community 1</td><td>2.0</td></tr> <tr><td>• Public Speaking and English Grammar</td><td>2.0</td></tr> </tbody> </table> <table> <thead> <tr> <th>Term 2</th> <th>Credits</th> </tr> 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ASL 320 American Sign Language Morphology</td><td>3.0</td></tr> <tr><td>• ASL 325 American Sign Language Literature</td><td>3.0</td></tr> <tr><td>• ASL 330 Special Topics in American Sign Language</td><td>3.0</td></tr> <tr><td>• ASL 415 American Sign Language Syntax and Semantics</td><td>3.0</td></tr> <tr><td>• ASL 420 Sociolinguistics of Deaf Communities</td><td>3.0</td></tr> </tbody> </table>	Year One	Credits	American Sign Language Studies Major		Pre-Requisites:		• ASL 101 American Sign Language I	4.0	• ASL 102 American Sign Language II	4.0	• ASL 103 American Sign Language III	4.0	• LING 210 Introduction to Linguistics	4.0	American Sign Language Studies Major (64 credits beyond first year ASL)		• ASL 201 American Sign Language IV	4.0	• ASL 202 American Sign Language V	4.0	• ASL 203 American Sign Language VI	4.0	• ASL 310 American Sign Language Cherology/Phonology	3.0	• ASL 315 American Deaf Culture	3.0	• ASL 320 American Sign Language Morphology	3.0	• ASL 325 American Sign Language 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Curriculum Content cont'd		<ul style="list-style-type: none"> • Cultural Anthropology • Social Inequity: Race, Class and Gender • Human Diversity • History of Mass Media and the Deaf Community • Psychology and Deaf People <p>http://deafstudies.gallaudet.edu/American_Sign_Language_and_Deaf_Studies/Undergraduate_Programs/Deaf_Studies.html</p>			<ul style="list-style-type: none"> ▪ Cognitive and one ▪ Psychology Lab (from 12 options) ▪ and complete one psychology directed study <p>As well they complete two courses from</p> <ul style="list-style-type: none"> ▪ Personal/Social Bases of Behavior <p>and one course from</p> <ul style="list-style-type: none"> ▪ Biological/Cognitive Bases of Behavior <p>plus the</p> <ul style="list-style-type: none"> ▪ Interpreting Research Practicum and a Seminar in Psycholinguistics <p>One course in experiential learning is also required.</p> <p>Students in the Theatre route complete the common ASL and Linguistics classes described above and then take 10 courses from the Theatre Dept, plus one Theatre elective, and two integrative courses;</p> <ul style="list-style-type: none"> ▪ Interpreting Research Practicum and ▪ Theatre Practicum and ▪ one experiential learning course

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	<p>complete the pre-requisite courses</p> <ul style="list-style-type: none"> • ASL 1110: Beginning ASL I • ASL 1120: Beginning ASL II • ASL 2110: Intermediate ASL I <p>Required Courses for Minor</p> <ul style="list-style-type: none"> • ASL 3010: American Deaf Culture • ASL 3110: Advanced ASL I • ASL 3120: Advanced ASL II • Six Additional credits in ASL <p>Interpreting Major</p> <ul style="list-style-type: none"> • Core 1000; The Reflective Woman • ASL 1110: Beginning ASL 1 • ASL 1120: Beginning ASL 2 • ASL 2110: Intermediate ASL I • ASL 2010: Introduction to American Deaf Culture • ASL 2120: Intermediate ASL II • INTP 2020: Introduction to the Interpreting Profession • ASL 2500: Fingerspelling Lab • ASL 3110: Advanced ASL I • INTP: 3040: ASL and English Text Analysis • ASL 3210: Ethics and Decision Making • ASL 3120: Advanced ASL II • INTP: 3060: ASL/English Translation • INTP 4050: Consecutive Interpreting • ASL 3130: Conversational ASL or INTP 4410: Educational Interpreting (required if student desires internship in K-12 setting) • CORE 3990: Global Search for Justice • INTP 4060: Simultaneous Interpreting • INTP 4310: Healthcare Interpreting • INTP 4210: Senior Seminar 	<p>BA - Minor in ASL Studies – 23 credits</p> <p>Pre-Requisites Must take the following</p> <ul style="list-style-type: none"> • ASL 2140 American Sign Language I • ASL 2150 American Sign Language II <p>Required Courses</p> <ul style="list-style-type: none"> • ASL 3435 Fingerspelling and Numbering in ASL • ASL 3514 Deaf Culture • ASL 4131 American Sign Language III • ASL 4211 American Sign Language IV • ASL 3301 ASL Structure 		<ul style="list-style-type: none"> • ASL 425 Introduction to American Sign Language Teaching (3) • ASL 430 Methodology and Curriculum: American Sign Language Teaching (3) • ASL 435 Mentoring for ASL Specialists and Teachers (3) • INT 253 Comparative Linguistics (3) • INT 420/520 Deaf History: Social and Cultural Issues (3) • LING 215 Structure of English I (4) • LING 312 Language and Society** (4) • LING 490 History of the English Language (4) • LING 492 Structure of English II (4) • TPD 484/584 Introduction to Deaf and Hard of Hearing Studies (3) <p>http://www.wou.edu/education/sped/asl.php</p>

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Student Assessment	<ul style="list-style-type: none"> • Assessment through individual work; course grades given; students must achieve a B or better across course work to continue in the program and to graduate • Deaf Studies Program – students participate in community events 	<ul style="list-style-type: none"> • Classroom content assessed with tests, projects and presentations in ASL and written English; some courses have lab components 	<p>Assignments and Evaluation:</p> <ul style="list-style-type: none"> • ASL and Visual Gestural Communication • Videotaped assignments • Exams and quizzes both written and videotape; • written assignments • Quizzes • Research papers and opinion papers in response to issues • Graded; 60% minimum for pass <p>Students can take a class twice (college wide policy)</p>	<ul style="list-style-type: none"> • Assessment through authentic group and individual work; course grades given; students must achieve a B or better across course work to continue in the program and to graduate • Sign Language and Deaf Studies Program – participates in community events such as Deaf Deaf World. 	<ul style="list-style-type: none"> • Use Rubrics – students develop own rubrics at times to focus on their work • Grades used but real emphasis on experiences of portfolio Students must have a 2.75 GPA in all ASL courses and a minimum of 2.5 GPA overall required for graduation

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<ul style="list-style-type: none"> • Courses – pass mark is set at 60% • ASL tests and assignments • Written projects and presentations in ASL 	<ul style="list-style-type: none"> • Self Assessment and Peer assessment processes are built into the courses • Faculty use Rubrics • Program courses built on outcomes based modeling • Program is accredited per American standards set by Commission on Collegiate Interpreter Education http://www.ccie-accreditation.org/ • Students must have a minimum of a B- in any interpreting class in order to proceed in program; students are allowed to retake a class once, however they will have to wait for the class to be offered the following year • Assessment must be completed prior to internship; during the Fall semester of their final year students create a create an assessment package to demonstrate readiness. (Addresses questions in ENG and ASL; samples of previous interpreting work) • Classroom environment also has authentic and live assessment, i.e.: <ul style="list-style-type: none"> ▪ Live role plays allow students to experience providing interpreting and making decisions in simulated settings. ▪ One of the texts analyzed in Text Analysis in the hooding ceremony used as part of the graduation exercises; students do an analysis of the text in translation class; at end of year junior students then interpret that piece during the ceremony for Seniors • Data gathered and kept yearly based on graduate interviews, feedback from faculty, advisors, Ethics and Decision Making Coaches, Wisdom Circle events; documentation; 	<ul style="list-style-type: none"> • Portfolio, tests, presentations in English and ASL, labs, interpreting and teaching practicums. Program has an experiential, service-learning environment that strives to re-center Interpreter Education in the Deaf community. As well they use an evidence-based curriculum that is developed in accordance with current spoken and signed language research and faculty who are actively engaged in applied interpretation research 	<ul style="list-style-type: none"> • Regular classroom assessment via videotaped and written tests and project work 	<ul style="list-style-type: none"> • Students must have a C or better to proceed through required course work. ASL majors do not require practicum although students do attend local Deaf community events and participate in classes that have lab components • WOU has recruited several Deaf students who have pursued the ASL Studies degree and then went on to complete graduate training at other universities such as Gallaudet University

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Current and Coming Challenges	<ul style="list-style-type: none"> Marketing of the program – challenging to market while also coordinating another full-time program Student numbers fluctuate Taking students into the program who have completed some sign language classes elsewhere can be a challenge as their understanding of the language and their use of it can vary tremendously. Curriculum to support ASL learning – can be dated; need for newer resources to support learning Offering the program across two institutions and two different campuses is a large concern for faculty and students – transportation and parking are major issues for students 	<ul style="list-style-type: none"> Very popular major and minor area for Gallaudet; digital journal requires great deal of time to produce 	<ul style="list-style-type: none"> Pressure to take 80 students in each program, with 20-23 in each class which is too many Request for program to be delivered outside of Greater Toronto area Need for an additional ASL lab to deal with student numbers Contracts with part-time staff – finding and retaining qualified people on a contract basis is challenging 	<ul style="list-style-type: none"> There is a shortage of qualified ASL instructors available to teach in the program Marketing of the program – challenging to market while also coordinating another full-time program Program is offered in collaboration with University of Alberta Lakeland College does not have its own campus in Edmonton; Challenges dealing with two different institutions in terms of library access, parking, classroom booking systems, and so on 	<ul style="list-style-type: none"> Maybe have larger classes if had a more defined geographic area Students apply to the program and are accepted with relatively low SAT scores Program uses the Modern Language Assessment Test (MLAT) and the Cross Cultural Adaptability Inventory – administer those in first interpreting class – eventually will use them in ASL classes to see if there is anything predictive

NOVA SCOTIA	ST. CATHERINE	U of N. FLORIDA	VANCOUVER	W. OREGON
<ul style="list-style-type: none"> Some students come in with poor written English skills Challenge to screen for English given the lack of resources to refer students to within the college Deaf Studies Program – more people in and outside the college are looking for career options for students so send students to the DSP without a real understanding of what it means more students with learning disabilities coming into DSP and then those students need academic support 	<p>helps with planning</p> <ul style="list-style-type: none"> Challenge within the Internship: students have done not very much Simultaneous Interpreting prior to internship; the mentors have been trained in very different manner where simultaneous is viewed as the hallmark of performance; students are strong interpreters when allowed the time to process however mentors are uncomfortable with aspects of consecutive interpreting Currently in process of developing a masters program in interpreting; likely will focus on leadership in interpreting; St. Kate's has a masters in organizational leadership that is a well respected program that could serve as a basis; Will use a combination of online and blended delivery in order to draw from potential students throughout the USA Job market changes – less opportunities in K – 12; state law required certified interpreters in these settings; interpreters had 2 yrs to be certified; this created opportunities for new grads to have employment. Then had a large cohort of Deaf students graduate and that reduced the number of children requiring interpreters in the system; MN also has a successful Deaf charter school environment so parents have options and may not choose a mediated education for their child 	<p>MA program in Education – teachers can work with an undergraduate degree, so it is a challenge to recruit people to the Program. Students in the Interpreting route – come with a 2 year program – content knowledge that they bring varies depending on where they did the Associate Arts program (2 years) which can create challenged for UNF trying to ensure common concepts present prior to working with UNF curriculum</p> <ul style="list-style-type: none"> Curriculum development and resources for the ASL instruction – need greater range of resources 	<ul style="list-style-type: none"> Ensuring sufficient student numbers. There is a need to increase financial support for students in the ASL & Deaf Studies program through targeted bursaries, scholarships, and student loan forgiveness options Technology upgrades for the program are needed. There is a critical shortage of qualified ASL instructors There are several recommendations that have come from the Provincial Review conducted in 2009, and implementing those recommendations will be a challenge. For example, offering some or all of the VCC courses in a part-time and distance delivery model in collaboration with other institutions and operating the ASL & Deaf Studies Program and the Interpreting Program within one institution 	<ul style="list-style-type: none"> Finding qualified ASL instructors who have the academic background and the experience to teach ASL at the university level

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Current and Coming Challenges cont'd					
Curriculum Renewal	<ul style="list-style-type: none"> This is the first time curriculum review and renewal process has been instituted 	<ul style="list-style-type: none"> Regular review by faculty and student input and feedback 	<ul style="list-style-type: none"> No regular renewal process 	<ul style="list-style-type: none"> Continuous review and redesign of courses based on course evaluations and instructor feedback Associate Dean reviews results 	<ul style="list-style-type: none"> Content of courses – changes constantly based on instructor and student feedback and emerging research
Partnerships	<ul style="list-style-type: none"> None formalized although there are close ties with Manitoba Education and the Manitoba School for the Deaf in order to offer the Deaf Studies Program part-time to Educational Assistants working with deaf children throughout Manitoba The program and the Deaf Community organizations are closely linked 	<ul style="list-style-type: none"> Articulation agreements with other universities to allow for students to study for a semester at Gallaudet University 	<ul style="list-style-type: none"> None at this time 	<ul style="list-style-type: none"> None formalized although there are close ties between the program and the Deaf Community organizations 	<ul style="list-style-type: none"> Plenty of partners from local to state to national and international Deaf organizations Interpreter organizations; recently awarded national grant so will coordinate all of the national partners on the grant

NOVA SCOTIA	ST. CATHERINE	U of N. FLORIDA	VANCOUVER	W. OREGON
	<ul style="list-style-type: none"> • Large number of Deaf Blind people in the region, however the Program does not feel they have adequately prepared students for working with such consumers Changing population demographics – i.e. Deaf immigrants; Deaf people with multiple challenges; we want to find ways to expose students to diversity of consumers/language elements within curriculum • Program prepares students for community based interpreting work however Video Relay Services are a large employer in the region. We do not address this in our curriculum 			
<ul style="list-style-type: none"> • Ongoing process; meetings with curriculum consultant in the college on regular basis • College administration requires a review every 5 yrs or if the program falls below a certain number 	<ul style="list-style-type: none"> • Assessment data kept yearly based on graduate interviews, feedback from faculty, advisors, Ethics and Decision Making Coaches, Wisdom Circle events; documentation helps with planning each year • College does a review process across each program and department every three years 	<ul style="list-style-type: none"> • Faculty will seek input of students; use a regular cycle of review and learn; implement new research into the program as much as possible 	<ul style="list-style-type: none"> • Provincial review of VCC and Douglas College programs completed in 2009. 	<ul style="list-style-type: none"> • University does not have real requirement • Went through the Conference of Interpreter Trainers Accreditation process offered by the Commission on Collegiate Interpreter Education (CCIE) - every 2 years must report and monitor programs • See http://www.cit-asl.org/ccie.html for further information on the accreditation process
<ul style="list-style-type: none"> • No formal partners • College recruits from high school – this is a challenge as the high school students lack world experience and maturity to be successful • Professional relationships with agencies and organizations • College has many partnerships with industry in other program areas 	<ul style="list-style-type: none"> • St. Kate's has a great alumni program where graduates are assuming responsibility to help students find appropriate ways to enter the Deaf community; alumni set up low risk opportunities for students to observe interpreting and take small pieces of work; students love the interaction with alumni • Alumni are also excellent recruiters for the program 	<ul style="list-style-type: none"> • University transfer for 2 plus 2 programs 	<ul style="list-style-type: none"> • Close relationships with Deaf community organizations and Douglas College however no formal partnerships exist at this time 	<ul style="list-style-type: none"> • High School programs that offer ASL courses that transfer into WOU

	RRC	GALLAUDET	GEORGE BROWN	LAKELAND	NORTHEASTERN
Other			Note: website is bilingual with ASL movie clips of all printed information		<ul style="list-style-type: none"> • Very Fortunate – large active Deaf community and Interpreting Students – try to get students engaged as soon as possible in Community • Creating an Adopt a Major program which means that Deaf person takes on one student and acts as their language/ cultural broker by taking them to community events, introducing them to community

NOVA SCOTIA	ST. CATHERINE	U of N. FLORIDA	VANCOUVER	W. OREGON
<ul style="list-style-type: none"> • Classroom space – so important for students; colours and lighting that helps students who are learning in their second language • Number of students in class – hard to work with group if there are more than 12 students • NSCC has easy access to equipment – two main interpreting classrooms have video booths for taping of assignments 	<ul style="list-style-type: none"> • University is very supportive of the program and it enjoys high visibility within the university; faculty are well represented on committees, the program is part of the overall strategic plan, and is well integrated into the university The Dept. is small however it is well resourced; the faculty members know the community well and have been able to create a program that works well for the region • Academic Mentorship Program AMP – faculty members can apply to have a student to work them as a Research Assistant, Teaching Assistant or Program Assistant; Students are paid \$10.00 per hour; wonderful experience for both students and faculty; develops potential interest in teaching interpreting among some students 		<p>http://www.vcc.ca/vccir/documents/ASLandDeafStudies_001.pdf</p> <p>See Student Outcomes Graduate Survey for years 2005-2009 for an assessment of the program</p>	

Appendix B – Industry Occupational Analysis (DACUM) Chart

DACUM Skill Rating Scale

- | | |
|--|--|
| <p>1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.</p> <p>2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.</p> | <p>3 - Can perform this skill competently without assistance or supervision.</p> <p>4 - Can perform this skill competently with more than acceptable speed and/or quality and can teach the skill to others.</p> |
|--|--|

PREPARE FOR INTERPRETING
(both on and offsite)

A

Identify register continuum A1	Anticipate language use A2	Identify modalities of communication A3	Acquire background information A4	Conduct research A5	Explain process of interpretation A6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Gather information A7	Seek out resources A8	Manage the physical setting A9	Apply prior know ledge A10	Anticipate point of interaction A11	Consult w ith "teamer" A12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

COMMIT TO ONGOING PROFESSIONAL DEVELOPMENT

B

Embrace life-long learning B1	Pursue mastery/fluency in ASL/English B2	Commit to ongoing language development B3	Maintain currency in field B4	Pursue professional accreditation B5	Maintain professional status (AVLIC or MAVLI, RID) B6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Participate in a support network B7	Evaluate career path / goals B8	Keep up w ith current events B9	Create support network of mentors B10	Develop a specialty B11	Give and receive feedback (professional) B12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

**DEMONSTRATE
PERSONAL
COMPETENCIES
C**

Manage stress C1	Manage time C2	Balance work and life C3	Build trust C4	Encourage colleagues C5	Respect boundaries C6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate flexibility and adaptability C7	Demonstrate diplomacy and tact C8	Negotiate C9	Demonstrate interpersonal communication skills C10	Demonstrate intrapersonal communication C11	Read / interpret body language C12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Demonstrate a sense of humour C13	Use discretion C14	Work as part of a team C15	Make ethical decisions C16	Demonstrate reliability C17	Maintain confidentiality C18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Maintain wellness (i.e.. physical, emotional) C19	Demonstrate organizational skills C20	Demonstrate integrity C21	Build and maintain relationships C22	Provide customer service C23	Demonstrate confidence C24
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

**ACT AS AN ALLY FOR
THE DEAF & DEAF-
BLIND COMMUNITIES
D**

Advocate for the community D1	Build rapport between / among parties D2	Bridge cultures D3	Respect diversity (linguistic / cultural) D4	Demonstrate sensitivity as a member of a majority culture D5	Build trust with deaf & deaf-blind communities D6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

DEMONSTRATE
PROFESSIONALISM
E

Adhere to professional code and ethics E1	Work within your limitations E2	Seek advice about suitability of employment E3	Advocate for resources E4	Work within workplace culture E5	Work within provincial employment standards E6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Adhere to Safe Work practices and policies E7	Demonstrate accountability for our work E8				
1 2 3 4	1 2 3 4				

FACILITATE
INTERACTIONS IN
ASL / ENGLISH
F

Negotiate for meaning F1	Seek clarification about source and target language F2	Attend to the intent and meaning of the message F3	Monitor feedback channel F4	"Team" interpret F5	Monitor quality of work F6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Evaluate during interpretation (point of interaction) F7	Work with Deaf interpreters F8	Interpret consecutively and simultaneously in ASL and English F9	Articulate nuances, sarcasm, tone F10	Provide culturally appropriate interpretation F11	Meet varying cultural and language needs of customers F12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret in both ASL and English F13	Evaluate register continuum F14	Produce message-equivalent interpretation F15	Apply theories of interpreting F16	Repair errors in work F17	Translate documents F18
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Shadow F19	Demonstrate hand-over-hand interpretation F20	Interpret orally with signing support F21	Facilitate oral communication F22	Interpret ASL with oral support F23	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

MANAGE CAREER
G

Work independently G1				Manage finances G2				Create / coordinate schedules G3				Respond to work assignments G4				Market services G5				Network G6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Manage self-employment G7																							
1	2	3	4																				

ACT AS A RESOURCE
H

Host practicum students H1				Mentor others H2				Promote field H3				Tutor H4				Explain role of interpreter H5				Act as a role and language model H6							
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Share information with colleagues about specific assignments H7				Supervise others H8				Edit documents H9																			
1	2	3	4	1	2	3	4	1	2	3	4																

INTERPRET IN A VARIETY OF SETTINGS
I

Interpret in social settings I1	Interpret in medical settings I2	Interpret in legal settings I3	Interpret in K-12 academic settings I4	Interpret in religious / spiritual settings I5	Interpret in post-secondary academic settings I6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret in mental health settings I7	Interpret in political settings I8	Interpret at conferences I9	Interpret in meetings I10	Interpret for the performing arts I11	Interpret in recreational settings I12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

INTERPRET FOR A VARIETY OF CONSUMER GROUPS
J

Interpret / intervene for Deaf-blind persons J1	Interpret for cultural and linguistically Deaf ASL users J2	Interpret for oral Deaf persons J3	Interpret for post-lingually Deaf persons J4	Interpret for non-deaf persons J5	Interpret for hard of hearing persons where ASL is not first language J6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret for persons with disability J7	Interpret for Deaf immigrants (second, third, fourth language) J8	Interpret for isolated and mis-education Deaf persons without a first language J9			
1 2 3 4	1 2 3 4	1 2 3 4			

USE TECHNOLOGY
K

Use email	Text using cell phones	Use P.I.N. (G)	Use internet	Use scheduling software	Use word processing software
K1	K2	K3	K4	K5	K6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Use spreadsheets	Use a variety of A/V equipment software	Use a variety of presentation software	Set up equipment	Trouble shoot equipment	Use office equipment (fax, photocopier)
K7	K8	K9	K10	K11	K12
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Use TTY					
K13					
1 2 3 4					

INTERPRET USING TECHNOLOGY
L

Interpret using video phones	Interpret using webcam	Interpret webinars	Interpret using video conferencing	Interpret using P/A system (microphones)	Interpret using teleconference equipment
L1	L2	L3	L4	L5	L6
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Interpret using phone and headset (cell, landline)					
L7					
1 2 3 4					

Appendix C – Graduate Skills and Abilities Chart

ASL - ENGLISH INTERPRETERS Graduate Skills and Abilities Chart

Facilitated by Craig Edwards
February 24 & March 1, 2011

DACUM Skill Rating Scale:

- 1 Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 Can perform this skill satisfactorily but requires periodic assistance and/or supervision.
- 3 Can perform this skill competently without assistance or supervision.
- 4 Can perform this skill competently without assistance, with more than acceptable quality, and with initiative/adaptability to unique situations.

	Indicates skill rating.
	DACUM Committee Skill deleted.
	Skill or Competency added by Faculty or DACUM wording changed.

Grey shaded Box = General Areas of Competency (GAC)
Unshaded Box = Specific skill within GAC
Capitalized text in CWLOs = General Area of Competency (GAC)
Normal text in CWLOs = Specific skills within GAC

Industry DACUM	Faculty Expectations	College-Wide Learning Outcomes (CWLOs)
PREPARE FOR INTERPRETING (BOTH ON AND OFFSITE) A	PREPARE FOR INTERPRETING (BOTH ON AND OFFSITE) A	
Identify register continuum A1 1 2 3 4	Identify register continuum 1 2 3 4	
Anticipate language use A2 1 2 3 4	Anticipate language use 1 2 3 4	
Identify modalities of communication A3 1 2 3 4	Identify modalities of communication 1 2 3 4	
Acquire background information A4 1 2 3 4	Acquire background information 1 2 3 4	
Conduct research A5 1 2 3 4	Conduct research 1 2 3 4	

Explain process of interpretation A6	1	2	3	4	Explain process of interpretation	1	2	3	4	
Gather information A7	1	2	3	4	Gather information	1	2	3	4	
Seek out resources A8	1	2	3	4	Seek out resources	1	2	3	4	
Manage the physical setting A9	1	2	3	4	Manage the physical setting	1	2	3	4	
Apply prior know ledge A10	1	2	3	4	Apply prior know ledge	1	2	3	4	
Anticipate point of interaction A11	1	2	3	4	Anticipate point of interaction	1	2	3	4	
Consult w ith "teamer" A12	1	2	3	4	Consult w ith "teamer"	1	2	3	4	

COMMIT TO ONGOING PROFESSIONAL DEVELOPMENT B					COMMIT TO ONGOING PROFESSIONAL DEVELOPMENT B					
Embrace life-long learning B1					Embrace life-long learning					
1	2	3	4		1	2	3	4		
Pursue mastery/fluency in ASL/English B2					Pursue mastery/fluency in ASL/English					
1	2	3	4		1	2	3	4		
Commit to ongoing language development B3					Commit to ongoing language development					
1	2	3	4		1	2	3	4		
Maintain currency in field B4					Maintain currency in field					
1	2	3	4		1	2	3	4		
Pursue professional accreditation B5					Pursue professional accreditation					
1	2	3	4		1	2	3	4		
Maintain professional status (AVLIC or MAVLI, RID) B6					Maintain professional status (AVLIC or MAVLI, RID)					
1	2	3	4		1	2	3	4		
Participate in a support network B7					Participate in a support network					
1	2	3	4		1	2	3	4		
Evaluate career path / goals B8					Evaluate career path / goals					
1	2	3	4		1	2	3	4		
Keep up with current events B9					Keep up with current events					
1	2	3	4		1	2	3	4		

Create support network of mentors B10	Create support network of mentors	
1 2 3 4	1 2 3 4	
Develop a specialty B11	Develop a specialty	
1 2 3 4	1 2 3 4	
Give and receive feedback (professional) B12	Give and receive feedback (professional)	
1 2 3 4	1 2 3 4	

DEMONSTRATE PERSONAL COMPETENCIES C	DEMONSTRATE PERSONAL COMPETENCIES C	
Manage stress C1	Manage stress	
1 2 3 4	1 2 3 4	
Manage time C2	Manage time	
1 2 3 4	1 2 3 4	
Balance work and life C3	Balance work and life	
1 2 3 4	1 2 3 4	
Build trust C4	Build trust	
1 2 3 4	1 2 3 4	
Encourage colleagues C5	Encourage colleagues	
1 2 3 4	1 2 3 4	
Respect boundaries C6	Respect boundaries	
1 2 3 4	1 2 3 4	

Demonstrate flexibility and adaptability C7	Demonstrate flexibility and adaptability	
1 2 3 4	1 2 3 4	
Demonstrate diplomacy and tact C8	Demonstrate diplomacy and tact	
1 2 3 4	1 2 3 4	
Negotiate C9	Negotiate	
1 2 3 4	1 2 3 4	
Demonstrate interpersonal communication skills C10	Demonstrate interpersonal communication skills	
1 2 3 4	1 2 3 4	
Demonstrate intrapersonal communication C11	Demonstrate intrapersonal communication	
1 2 3 4	1 2 3 4	
Read / interpret body language C12	Read / interpret body language	
1 2 3 4	1 2 3 4	
Demonstrate a sense of humour C13	Demonstrate a sense of humour	
1 2 3 4	1 2 3 4	
Use discretion C14	Use discretion	
1 2 3 4	1 2 3 4	
Work as part of a team C15	Work as part of a team	
1 2 3 4	1 2 3 4	
Make ethical decisions C16	Make ethical decisions	
1 2 3 4	1 2 3 4	

Demonstrate reliability C17		
1 2 3 4	1 2 3 4	
Maintain confidentiality C18	Maintain confidentiality	
1 2 3 4	1 2 3 4	
Maintain wellness (i.e. Physical, emotional) C19	Maintain wellness (i.e. Physical, emotional)	
1 2 3 4	1 2 3 4	
Demonstrate organizational skills C20	Demonstrate organizational skills	
1 2 3 4	1 2 3 4	
Demonstrate integrity C21	Demonstrate integrity	
1 2 3 4	1 2 3 4	
Build and maintain relationships C22	Build and maintain relationships	
1 2 3 4	1 2 3 4	
Provide customer service C23	Provide customer service	
1 2 3 4	1 2 3 4	
Provide confidence C24	Demonstrate confidence	
1 2 3 4	1 2 3 4	

ACT AS AN ALLY FOR THE DEAF & DEAF-BLIND COMMUNITIES D	ACT AS AN ALLY WITH THE DEAF & DEAF-BLIND COMMUNITIES D	
Advocate for the community D1	Partner with the community	
1 2 3 4	1 2 3 4	
Build rapport between / among parties D2	Build rapport between / among parties	
1 2 3 4	1 2 3 4	
Bridge cultures D3	Bridge cultures	
1 2 3 4	1 2 3 4	
Respect diversity (linguistic / cultural) D4	Respect diversity (linguistic / cultural)	
1 2 3 4	1 2 3 4	
Demonstrate sensitivity as a member of a majority culture D5	Demonstrate sensitivity as a member of a majority culture	
1 2 3 4	1 2 3 4	
Build trust with deaf & deaf-blind communities D6	Build trust with deaf & deaf-blind communities	
1 2 3 4	1 2 3 4	
	Give back to the community (ie. Reciprocity)	
1 2 3 4	1 2 3 4	
	Act as a resource	
1 2 3 4	1 2 3 4	

DEMONSTRATE PROFESSIONALISM E	DEMONSTRATE PROFESSIONALISM E	
Adhere to professional code and ethics E1	Adhere to professional code and ethics	
1 2 3 4	1 2 3 4	
Work within your limitations E2	Work within your limitations	
1 2 3 4	1 2 3 4	
Seek advice about suitability of employment E3	Seek advice about suitability of employment	
1 2 3 4	1 2 3 4	
Advocate for resources E4	Advocate for resources	
1 2 3 4	1 2 3 4	
Work within workplace culture E5	Work within workplace culture	
1 2 3 4	1 2 3 4	
Work within provincial employment standards E6	Work within provincial employment standards	
1 2 3 4	1 2 3 4	
Adhere to Safe Work practices and policies E7	Adhere to Safe Work practices and policies	
1 2 3 4	1 2 3 4	
Demonstrate accountability for our work E8	Demonstrate accountability for our work	
1 2 3 4	1 2 3 4	
	Act as a resource to the interpreting profession	
1 2 3 4	1 2 3 4	

FACILITATE INTERACTIONS IN ASL / ENGLISH F	FACILITATE INTERACTIONS IN ASL / ENGLISH F	
Negotiate for meaning F1	Negotiate for meaning	
1 2 3 4	1 2 3 4	
Seek clarification about source and target language F2	Seek clarification about source and target language	
1 2 3 4	1 2 3 4	
Attend to the intent and meaning of the message F3	Attend to the intent and meaning of the message	
1 2 3 4	1 2 3 4	
Monitor feedback channel F4	Monitor feedback channel	
1 2 3 4	1 2 3 4	
"Team" interpret F5	"Team" interpret	
1 2 3 4	1 2 3 4	
Monitor quality of work F6	Monitor quality of work	
1 2 3 4	1 2 3 4	
Evaluate during interpretation (point of interaction) F7	Evaluate during interpretation (point of interaction)	
1 2 3 4	1 2 3 4	
Work with Deaf interpreters F8	Work with Deaf interpreters	
1 2 3 4	1 2 3 4	
Interpret consecutively and simultaneously in ASL and English F9	Interpret consecutively and simultaneously in ASL and English	
1 2 3 4	1 2 3 4	

Articulate nuances, sarcasm, tone F10	Articulate nuances, sarcasm, tone	
1 2 3 4	1 2 3 4	
Provide culturally appropriate interpretation F11	Provide culturally appropriate interpretation	
1 2 3 4	1 2 3 4	
Meet varying cultural and language needs of customers F12	Meet varying cultural and language needs of customers	
1 2 3 4	1 2 3 4	
Interpret in both ASL and English F13	Delete - redundant	
1 2 3 4	1 2 3 4	
Evaluate register continuum F14	Evaluate register continuum	
1 2 3 4	1 2 3 4	
Produce message-equivalent interpretation F15	Produce message-equivalent interpretation	
1 2 3 4	1 2 3 4	
Apply theories of interpreting F16	Apply theories of interpreting	
1 2 3 4	1 2 3 4	
Repair errors in work F17	Repair errors in work	
1 2 3 4	1 2 3 4	
Translate documents F18	Translate documents	
1 2 3 4	1 2 3 4	
Shadow F19	Shadow	
1 2 3 4	1 2 3 4	

Demonstrate hand-over-hand interpretation F20	Demonstrate hand-over-hand interpretation	
1 2 3 4	1 2 3 4	
Interpret orally w ith signing support F21	Interpret orally w ith signing support	
1 2 3 4	1 2 3 4	
Facilitate oral communication F22	Facilitate oral communication	
1 2 3 4	1 2 3 4	
Interpret ASL w ith oral support F23	Interpret ASL w ith oral support	
1 2 3 4	1 2 3 4	

MANAGE CAREER G	MANAGE CAREER G	
Work independently G1	Work independently	
1 2 3 4	1 2 3 4	
Manage finances G2	Manage finances	
1 2 3 4	1 2 3 4	
Create / coordinate schedules G3	Create / coordinate schedules	
1 2 3 4	1 2 3 4	
Respond to work assignments G4	Respond to work assignments	
1 2 3 4	1 2 3 4	
Market services G5	Delete	
1 2 3 4	1 2 3 4	

Network G6	Network	
1 2 3 4	1 2 3 4	
Manage self-employment G7	Manage self-employment	
1 2 3 4	1 2 3 4	

ACT AS A RESOURCE H	ACT AS A RESOURCE TO AEP and DSP STUDENTS H	
Host practicum students H1	Delete	
1 2 3 4	1 2 3 4	
Mentor others H2	Mentor students	
1 2 3 4	1 2 3 4	
Promote field H3	Promote field	
1 2 3 4	1 2 3 4	
Tutor H4	Tutor	
1 2 3 4	1 2 3 4	
Explain role of interpreter H5	Explain role of interpreter	
1 2 3 4	1 2 3 4	
Act as a role and language model H6	Act as a role model	
1 2 3 4	1 2 3 4	
Share information with colleagues about specific assignments H7	Delete	
1 2 3 4	1 2 3 4	

Supervise others H8	Delete	
1 2 3 4	1 2 3 4	
Edit documents H9	Edit documents	
1 2 3 4	1 2 3 4	

INTERPRET IN A VARIETY OF SETTINGS I	INTERPRET IN A VARIETY OF SETTINGS I	
Interpret in social settings I1	Interpret in social settings	
1 2 3 4	1 2 3 4	
Interpret in medical settings I2	Interpret in medical settings	
1 2 3 4	1 2 3 4	
Interpret in legal settings I3	Interpret in legal settings	
1 2 3 4	1 2 3 4	
Interpret in K-12 academic settings I4	Interpret in K-12 academic settings	
1 2 3 4	1 2 3 4	
Interpret in religious / spiritual settings I5	Interpret in religious / spiritual settings	
1 2 3 4	1 2 3 4	
Interpret in post-secondary academic settings I6	Interpret in post-secondary academic settings	
1 2 3 4	1 2 3 4	
Interpret in mental health settings I7	Interpret in mental health settings	
1 2 3 4	1 2 3 4	

Interpret in political settings I8	Interpret in political settings	
1 2 3 4	1 2 3 4	
Interpret at conferences I9	Interpret at conferences	
1 2 3 4	1 2 3 4	
Interpret in meetings I10	Interpret in meetings	
1 2 3 4	1 2 3 4	
Interpret for the performing arts I11	Interpret for the performing arts	
1 2 3 4	1 2 3 4	
Interpret in recreational settings I12	Interpret in recreational settings	
1 2 3 4	1 2 3 4	

INTERPRET FOR A VARITEY OF CONSUMER GROUPS J	INTERPRET FOR A VARITEY OF CONSUMER GROUPS J	
Interpret / intervene for Deaf- blind persons J1	Interpret / intervene for Deaf- blind persons	
1 2 3 4	1 2 3 4	
Interpret for cultural and linguistically Deaf ASL users J2	Interpret for cultural and linguistically Deaf ASL users	
1 2 3 4	1 2 3 4	
Interpret for oral Deaf persons J3	Interpret for oral Deaf persons	
1 2 3 4	1 2 3 4	
Interpret for post-lingually Deaf persons J4	Interpret for post-lingually Deaf persons	
1 2 3 4	1 2 3 4	

Interpret for non-deaf persons J5	Interpret for non-deaf persons	
1 2 3 4	1 2 3 4	
Interpret for hard of hearing persons where ASL is not first language J6	Interpret for hard of hearing persons where ASL is not first language	
1 2 3 4	1 2 3 4	
Interpret for persons with disability J7	Interpret for Deaf persons with disability	
1 2 3 4	1 2 3 4	
Interpret for Deaf immigrants (second, third, fourth language) J8	Interpret for Deaf persons with an additional language(s)	
1 2 3 4	1 2 3 4	
Interpret for isolated and mis-education Deaf persons without a first language	Interpret for isolated and mis-education Deaf persons without a first language	
1 2 3 4	1 2 3 4	

USE TECHNOLOGY K	USE TECHNOLOGY K	
Use email K1	Use email	
1 2 3 4	1 2 3 4	
Text using cell phones K2	Text using cell phones	
1 2 3 4	1 2 3 4	
Use P.I.N. (G) K3	Use P.I.N. (G)	
1 2 3 4	1 2 3 4	
Use internet K4	Use internet	
1 2 3 4	1 2 3 4	

Use scheduling software K5	Use scheduling software	
1 2 3 4	1 2 3 4	
Use word processing software K6	Use word processing software	
1 2 3 4	1 2 3 4	
Use spreadsheets K7	Use spreadsheets	
1 2 3 4	1 2 3 4	
Use a variety of A/V equipment software K8	Use a variety of A/V equipment software	
1 2 3 4	1 2 3 4	
Use a variety of presentation software K9	Use a variety of presentation software	
1 2 3 4	1 2 3 4	
Set up equipment K10	Set up equipment	
1 2 3 4	1 2 3 4	
Trouble shoot equipment K11	Trouble shoot equipment	
1 2 3 4	1 2 3 4	
Use office equipment (fax, photocopier) K12	Use office equipment (fax, photocopier)	
1 2 3 4	1 2 3 4	
Use TTY K13	Use TTY	
1 2 3 4	1 2 3 4	

INTERPRET USING TECHNOLOGY L	INTERPRET USING TECHNOLOGY L	
Interpret using video phones L1	Interpret using video phones	
1 2 3 4	1 2 3 4	
Interpret using web cam L2	Interpret using web cam	
1 2 3 4	1 2 3 4	
Interpret webinars L3	Interpret webinars	
1 2 3 4	1 2 3 4	
Interpret using video conferencing L4	Interpret using video conferencing	
1 2 3 4	1 2 3 4	
Interpret using P/A system (microphones) L5	Interpret using P/A system (microphones)	
1 2 3 4	1 2 3 4	
Interpret using teleconference equipment L6	Interpret using teleconference equipment	
1 2 3 4	1 2 3 4	
Interpret using phone and headset (cell, landline) L7	Interpret using phone and headset (cell, landline)	
1 2 3 4	1 2 3 4	

Appendix D – Graduate Profile

American Sign Language – English Interpreter Program Graduate Profile

The graduate:

- A. Prepares for interpreting on and off site by developing assignment-specific schema, gathering materials, identifying language use, contacting consumers and team interpreter(s), and assessing logistical needs.
- B. Commits to ongoing professional development by pursuing mastery in ASL and English, pursuing professional accreditation, maintaining membership in professional associations, and networking with the community.
- C. Demonstrates personal competencies to manage and maintain a balanced quality of life, trust and integrity in professional relationships while continuing to develop intrapersonal and interpersonal skills.
- D. Acts as an ally with the Deaf & Deaf-Blind communities through ongoing involvement and reciprocity to support community goals, build trust, and bridge cultures.
- E. Demonstrates professionalism and accountability by practicing high quality ethical decision-making and ongoing reflection, consistent with community needs and values.
- F. Facilitates interactions in ASL and English either individually or in a team by providing interpretation in a manner that is conscientious of language and cultural variance while monitoring for overall message equivalency.
- G. Manages a career of working individually or in a team by networking, coordinating schedules, and managing or dealing with financial matters.
- H. Acts as a resource by being available to the AEIP/DSP students.
- I. Interprets in a variety of settings by creating a career path that allows for growth and learning.
- J. Interprets for a variety of consumer groups by creating a career path that allows for growth and learning.
- K. Uses technology to coordinate and manage logistical aspects of a career.
- L. Interprets through the use of a variety of communication devices.

Appendix E – Graduate Focus Group Summary

**American Sign Language (ASL) – English Interpreter 3-year joint program
Graduate Focus Group**

Date: Wednesday, March 16, 2011 – 5:30 p.m. - 7:30 p.m. in A111

Facilitated by: Craig Edwards

Background:

To complement the regular Program Renewal process, the Chair requested that a focus group be conducted with graduates to learn more about their experiences in the **3-year joint diploma/degree ASL-EI Program** with the University of Manitoba. The session was recorded. Participants were 7 graduates from the past 5 years of the joint program. They were asked to be forthright with their comments and were assured their names would not be associated with any expressed opinions.

To identify areas of strength in the program as well as those that need attention, the facilitator asked the following questions and summarized the responses.

Program Effectiveness

These questions focused on the effectiveness of the program in preparing the graduates to work as an ASL English Interpreter.

- 1. What program changes would you recommend to increase the effectiveness of the program? (20 min)**
 - a. How did you feel about the logistics of the RRC and the U of MB joint program and how could they be improved?**
 1. Coordinate advising information between campuses – U of MB Arts faculty contacts were not very knowledgeable about the ASL-EI joint program
 2. RRC knowledge of DS and ASL-EI programs was very good
 3. Limit travel between RRC and U of MB as much as possible in the same week
 4. Reduce parking costs – students didn't like having to pay full fees for parking at both campuses
 - b. How does the BA degree with a major in Linguistics help prepare you as an ASL - English Interpreter?**

Positive

1. The Linguistics courses complemented the RRC courses- helped with theory, grammar, and terminology
2. Good balance between theory (Linguistics) and practical (RRC)
3. U of MB theory courses supported RRC practical courses
4. Felt better prepared for interpreting due to joint program
5. Degree attracted some students who weren't happy with a diploma
6. Degree good for professional career (also respect from others)
7. Degree needed for further post grad degree opportunities

Negative

8. Some U of MB Linguistics courses were too specific for ASL
9. RRC courses felt unrelated to U of MB courses – not integrated
10. Morphology and Syntax courses – relevance and relationship with ASL-EI not clear to students
11. Very different teaching styles between U of MB and RRC instructors – RRC more accessible and knowledgeable about Interpreting community
12. ASL not taught to the level needed in the field

In your opinion, would another major better prepare you to work as an ASL - English Interpreter?

1. All agreed that a major more focused on ASL-EI would be helpful
2. Major in ASL with minor in Linguistics was first choice
3. Major in Interpretation with minor in Linguistics second choice

c. What courses or content not presently in the program would be helpful to you if they were added?

1. Not enough ASL courses for demands of interpreting field
2. Need more experience in specialized subject areas – finances, math, aerospace, general business
3. Workshops on self employment with experienced ASL-EIs
4. Information on ASL-EI environment in MB – variations in employers and how their employment hiring practices and contracts

2. Did your (2 x 6 weeks) practicum experiences sufficiently prepare you for the realities of the work place? Provide specific examples where they did or did not. (20 min)

- a. Length of practicum – was the practicum length appropriate?
 - b. Placement process – how were you matched with the practicum?
 - c. Skill levels - were the skills appropriate to the level of knowledge you had?
1. Not prepared for practicum – need more orientation and preparation for the job
 2. Suggested first term – 1 day/ week teaming with interpreter to get better understanding of job
 3. Need earlier practicum than 4th year –earlier exposure the better
 4. Need more real life experience of interpreting
 5. Longer practicum would be beneficial to get more involved with clients
 6. A 3rd placement for more varied experiences would help
 7. Would like option for a practicum in other cities and provinces
 8. Due to small student numbers, current practicum process is appropriate – competition for jobs is not feasible
 9. Skills vary in practicum – some positions are more challenging than others
 10. People/social skills are very important to manage relationships – good experience
 11. Flexibility and adaptability very important – need more experience
 12. Courses - Settings 1 & 2 are good introduction to the interpreting community

3. Which parts of the program have been the most helpful in preparing you for the field? What was it about this component/aspect of the program that made it helpful? (15 min)

1. RRC instructors Hubert Demers, Rita Bomack, and Judy McGuirk were great role models and complemented each other's teaching styles
2. U of MB - Terry Janzen is a very positive role model & teacher – supportive, kind, good feedback
3. Generally - Instructor support is critical in creating a safe learning environment
4. Interpretation Theory course was very helpful
5. Lab 2 (final year) especially
6. Ethics course – very practical to have an ethical dilemma and have to analyze options and justify decisions – also good to have to interview an interpreter for their opinions
7. English Composition and Expression course - following and presenting on current topics
8. Cross Cultural Conflicts/Interactions
9. Video feedback analysis – great
10. Self-reflective journaling – helpful but perhaps a bit too much journaling
11. ASL course
12. Any assignment giving and receiving feedback – peer to peer

4. Which parts of the program have been the least helpful in preparing you for the field? What was it about this component/aspect of the program that made it not helpful? (15 min)

1. Over focus on clothing standards
2. Not treating students as adult learners
3. Instructors need to be more professional about personal boundaries – intimidation is not effective
4. Instructor expectations are very high for extra-curricular activities – they should be facilitating networking opportunities with Deaf Community
5. Attrition in ASL-EI is a problem so DS students should be nurtured and encouraged to continue into ASL-EI program
6. More encouraging environment needed
7. More respect and accommodation for different personality types & learning styles
8. instructors are too harsh and blunt with feedback – intentions are good but more balanced needed
9. More information needed on program & profession for potential students – maybe in Deaf Studies program
10. More informal opportunities for EI students to talk to DS students or early EI program students – students only without instructors

5. What suggestions do you have to address any perceived gaps in the program?

1. More ASL practice in program
2. Facilitate learning opportunities with Deaf Community
3. Deaf School “after school” activities should be facilitated by instructors
4. More periodic updates on students' ASL language development – with clearly articulated benchmarks throughout the program

- 6. Lastly, is there anything that you would like to comment on that you were not asked but would like to say?**

Can we do this again next week? It was very therapeutic!

- 7. Thank you very much for your time and contributions.**

Appendix F – Program Renewal Vision and Goals

ASL-English Interpretation Program Renewal Vision and Goals

Vision:

The American Sign Language–English Interpretation and Deaf Studies programs are dedicated to a community-based approach in the development of programming and curriculum to best prepare students to enter the field of professional ASL-English interpretation with the knowledge, skills, and attitudes necessary to provide high quality linguistic and ethical services that respect and support the Deaf Community.

Goal #1

Build and develop partnership within the communities and stakeholders.

Actions for Goal #1

1. Update Practicum course outlines to reflect practicum agreements. (June/11 – Sept/11)
2. Clarify program details in Handbook (Grad Profile, practicum, Deaf Camp). (June/11 – Sept/11)
3. Develop a standing agreement with stakeholders (i.e. agencies, businesses, organizations, etc.) on practicum expectations - logistics, learning outcomes, and assessment of students. (June/11 – Dec/11)
4. Review Advisory Committee members to ensure community representation. (June/11 – Dec/11)
5. Increase exposure of program to the general public. (June/11 - ongoing)
6. Develop strategies for Public Relations with stakeholders. (June/11 – ongoing)

Developed from the following ideas to renew the program identified on May 4/11:

Build Partnerships

- Develop strategies to promote the ASL-EI program **(3 votes)**
- Host town hall with respectful rules. Include diverse Deaf/Hard of Hearing/Deaf Blind **(2 votes)**
- Strengthen overall partnership with community stakeholders **(2 votes)**
- Develop stronger relationship with Deaf community i.e. Volunteer for events **(1 vote)**
- Investigate online information to educate consumers about interpreting i.e. RCMP
- Develop “formalized” relations with community organizations
- Develop co-op
- Strengthen partnership with MAVLI
- Establish firm commitment from community sites for settings and practicum

Goal #2

Recruit future students. (developed as a separate goal from Build Partnerships)

Actions for Goal #2

1. Improve RRC website pages for ASL-EI and Deaf Studies program. (Sept/11-June/12)
2. Partner with MAVLI for recruitment of students (i.e. career fair). (Sept/11-June/12)
3. Produce media to promote program (TV commercial, billboards, RRC electronic billboard, DVDs for schools). (Sept/11-June/12)
4. Establish a Facebook and twitter presence. (Sept/11-June/12)
5. Develop program promotional materials (tabletop display) for conferences and shows. (Sept/11-June/12)
6. Partner with Creative Arts programs to develop promo materials (i.e. Creative Communications, Graphic Design, and Digital Media Design). (Sept/11-June/12)
7. Identify target groups (high schools, colleges, universities). (Sept/11-June/12)
8. Offer a Program Information evening for potential students and community members. (Sept/11-June/12)

Developed from the following ideas to renew the program identified on May 4/11:

Build Partnerships

- Develop strategies to promote the ASL –EI program **(3 votes)**
- Host town hall with respectful rules. Include diverse Deaf/Hard of Hearing/Deaf Blind **(2 votes)**
- Strengthen overall partnership with community stakeholders **(2 votes)**
- Develop stronger relationship with Deaf community i.e. Volunteer for events **(1 vote)**
- Investigate online information to educate consumers about interpreting i.e. RCMP
- Develop “formalized” relations with community organizations
- Develop co-op
- Strengthen partnership with MAVLI
- Establish firm commitment from community sites for settings and practicum

Goal #3

Ensure the program design supports the vision and a strong commitment to the community-based philosophy.

Actions for Goal #3

1. Articulate a community-based philosophy in consultation with the Deaf, interpreting community, and other stakeholders. (Sept/11-June/13)
 - a. Consult with community stakeholders through the Advisory Committee and other mechanisms.
 - b. Review and strengthen the Deaf Literacy Program.
2. Develop a clear path for students from program entry to graduation ((Sept/11-June/13)
 - a. Review entrance requirements to increase numbers of students.
 - b. Discuss options to better prepare students.
 - c. Ensure RRC supports “state of the art” training re: staying current with new technology.
 - d. Research other models of practicum/internship.
 - e. Promote program courses to students from other RRC programs.
3. Develop tools that promote the program’s philosophy to employers, community partners, potential students, families, and college partners. (Sept/11-June/13)

Developed from the following ideas to renew the program identified on May 4/11:

Review Program Design

- Change entrance requirements (ASL 101) / Discuss options that will better prepare students entering program **(4 votes)**
- Ensure RRC supports “state of the art” training re: technology (iPhone, VRI) **(3 votes)**
- Research other models of practicum/internship experiences **(1 vote)**
- Invite other RRC program students to attend “Deaf Culture” course **(1 vote)**
- Investigate distance educator for ASL, DSP, Interpreter training
- Review existing courses for relevance and sequence
- Accept students who have no ASL skill
- Teach “Intro to Interpretation Theory” in DSP year
- Offer a degree in Deaf Studies
- Review program names

Goal #4

Develop a 4 year degree program in ASL-English Interpretation for both hearing and Deaf students.

Actions for Goal #4

1. Explore the feasibility of a degree program targeting both hearing and Deaf students, which would include common and specialized courses. (Sept/11-June/12)
2. Hire a consultant to conduct the feasibility study for the above degree including target demographics, community stakeholders' input, degree program design, curriculum framework, and possible partnerships with other post-secondary institutions. (Sept/11-June/12)
3. On the basis of the feasibility study, make decisions on next steps. (Sept/11-June/12)
4. Explore a continued partnership with the U of MB Linguistics department. (Sept/11-June/12)
5. Modify existing programs including courses. (Sept/11-June/12)

Developed from the following ideas to renew the program identified on May 4/11:

Develop Deaf Training Opportunities

- RRC look at training ASL teachers and Deaf interpreters / Develop courses for ASL instructor training / Develop Deaf Interpreter component **(4 votes)**
- Develop outreach program to education Deaf youth (and community) re: Interpreting role - booking and their rights
- Create course on Deaf Interpreting
- Create curriculum to accommodate Deaf Interpreters

Explore Degree Options

- Create a major in ASL-English Interpretation **(8 votes)**
- Develop a program that offers additional course options, opportunities for specialization for a variety of consumer groups
- Offer a degree in interpretation with an option of a minor in a specialized topic
- Offer post-grad courses and/or degree in interpretation (maybe with U of M)

Goal #5

Review and develop program curriculum.

Actions for Goal #5

1. Review and explore Practicum options (i.e. - extend to 1 year, Co-op. start earlier, practicum in every year). (Sept/11-June/12)
2. Review all of the current courses and content. (Sept/11-June/12)
3. Investigate other ASL-EI programs' curriculum – for courses and content. (Sept/11-June/12)
4. Develop new courses on current issues/topics – ASL-EI and Deaf Studies programs (Deaf Blind, URS, Deafhood, Audism, Entrepreneur/Business). (May-June/12)
5. Share curriculum with other Canadian programs. (Sept/12-June/13)
6. Explore Distance Education online. (May-June/13)

Developed from the following ideas to renew the program identified on May 4/11:

Review and Develop Curriculum

- Extend practicum / Provide more opportunities for students to practice interpreting / Increase practicum opportunities – 3rd year (full year) - 1st & 2nd year (more opportunities) **(4 votes)**
- Develop a course on Audism / Develop a course on Deafhood **(4 votes)**
- Teach ASL in each term / Teach more English courses / Develop both ASL & English language courses **(3 votes)**
- Develop additional courses in cross-cultural issues **(1 vote)**
- Contact Northeastern U. regarding Deaf Community level 1-2-3 **(1 vote)**
- Create courses in each term on community based learning
- Create a course in basic interpretation theory
- Students offer Interpreting Service as part of program
- Research the possibility of a Deaf Blind retreat at Deaf camp for students
- Develop a 2 hour seminar slot per month
- Develop courses for VRI/VRS training / Create a course in VRS
- Broaden student knowledge in a variety of settings
- Develop/offer courses in ethics in all 3 years. Include “Coping with Culture Shock”
- Develop/include course content on student interpreters supporting one another
- Develop course in Educational Interpreting
- Augment courses in translation/transliteration / Develop course with variety of skills for interpreters (oral, transliterating, translation, Deaf/Blind)
- Develop course in ASL-English Interpretation entrepreneurial (business) skills / Develop a business course

Goal #6

Commit to ongoing Faculty Professional Development.

Actions for Goal #6

1. Explore business partnership opportunities to reduce technology expenses. (Sept/11-June/12)
2. Attend workshops and conferences that relate to Deaf Studies or ASL English Interpretation (i.e. CIT, AVLIC, DCC, Deaf Studies Today, ASLTA, DHI). (Sept/11-ongoing)
3. Send as many faculty as possible to workshops and conferences for optimum team building and information gathering – share results with rest of faculty. (Sept/11-ongoing)
4. Propose and participate in regular Professional Development with other Canadian ASL-EI programs (Conference for Interpreter Education - CIE). (Sept/11-ongoing)
5. Keep up with current resources in Deaf Studies or ASL-EI field (i.e. books, DVDs). (Sept/11-ongoing)
6. Join professional organizations related to the field. (Sept/11-ongoing)
7. Keep up with technologies (video link well, vlogs, iPhone 4, VRI, VRS). (Sept/11-ongoing)
8. Faculty to complete CAE in a timely fashion. (Sept/11-ongoing)
9. Faculty to explore Masters Programs or other studies related to field (i.e. certificate, training etc.). (Sept/11-ongoing)

Developed from the following ideas to renew the program identified on May 4/11:

Commit to Faculty Professional Development

- Staff to attend professional development for i.e. conferences, retreat, workshops, CAE

Appendix G – 5 Year Program Renewal Plan

ID	Task Name	2011				2012				2013				2014				2015				2016		
		Q1	Q2	Q3	Q4	Q1	Q2	Q3																
1	Build and develop partnership within the communities and stakeholders.																							
2	Update Practicum course outlines to reflect practicum agreements. (June/11 - Sept/11)																							
3	Clarify program details in Handbook (Grad Profile, practicum, Deaf Camp). (June/11 - Sept/11)																							
4	Develop a standing agreement with stakeholders (i.e. agencies, businesses, organizations, etc.) on practicum																							
5	Review Advisory Committee members to ensure community representation. (June/11 - Dec/11)																							
6	Increase exposure of program. to the general public. (June/11 - ongoing)																							
7	Develop strategies for Public Relations with stakeholders. (June/11 - ongoing)																							
8	Recruit future students.																							
9	Improve RRC website pages for ASL-EI and Deaf Studies program. (Sept/11-June/12)																							
10	Partner with MAVLI for recruitment of students (eg. career fair). (Sept/11-June/12)																							
11	Produce media to promote program (TV commercial, billboards, RRC electronic billboard, a DVD for schools)																							
12	Establish a Facebook and twitter presence. (Sept/11-June/12)																							
13	Develop program promotional materials (tabletop display) for conferences and shows. (Sept/11-June/12)																							
14	Partner with Creative Arts programs to develop promo materials (i.e. Creative Communications. Graphic Des																							
15	Identify target groups (high schools, colleges, universities). (Sept/11-June/12)																							
16	Offer a Program Information evening for potential students and community members. (Sept/11-June/12)																							
17	Ensure the program design supports the vision and a strong commitment to the community-based philo																							
18	Articulate a community-based philosophy in consultation with the Deaf, interpreting community, and other sta																							
19	Develop a clear path for students from program entry to graduation. ((Sept/11-June/13)																							
20	Develop tools that promote the program's philosophy to employers, community partners, potential students,																							
21	Develop a 4 year degree program in ASL-English Interpretation for both hearing and Deaf students.																							
22	Explore the feasibility of a degree program targeting both hearing and Deaf students, which would include co																							
23	Hire a consultant to conduct the feasibility study for the above degree including target demographics, commu																							
24	On the basis of the feasibility study, make decisions on next steps. (Sept/11-June/12).																							
25	Explore a continued partnership with the U of MB Linguistics department. (Sept/11-June/12)																							
26	Modify existing programs including courses. (Sept/11-June/12).																							
27	Review and develop program curriculum.																							
28	Review and explore Practicum options (e.g. - extend to 1 year, Co-op. start earlier, practicum in every year).																							
29	Review all of the current courses and content. (Sept/11-June/12)																							
30	Investigate other ASL-EI programs' curriculum - for courses and content. (Sept/11-June/12)																							
31	Develop new courses on current issues/topics - ASL-EI and Deaf Studies programs (Deaf Blind, URS, Deaff																							
32	Share curriculum with other Canadian programs. (Sept/12-June/13)																							
33	Explore Distance Education online. (May-June/13)																							
34	Commit to ongoing Faculty Professional Development.																							
35	Explore business partnership opportunities to reduce technology expenses. (Sept/11-June/12)																							
36	Attend workshops and conferences that relate to Deaf Studies or ASL English Interpretation (i.e. CIT, AVLIC																							
37	Send as many faculty as possible to workshops and conferences for optimum team building and information																							
38	Propose and participate in regular Professional Development with other Canadian ASL-EI programs (Confer																							
39	Keep up with current resources in Deaf Studies or ASL-EI field (i.e. books, DVDs). (Sept/11-ongoing)																							
40	Join professional organizations related to the field. (Sept/11-ongoing)																							
41	Keep up with technologies (video link well, vlogs, iPhone, VRI, VRS). (Sept/11-ongoing)																							
42	Faculty to complete CAE in a timely fashion. (Sept/11-ongoing)																							
43	Faculty to explore Masters Programs or other studies related to field (i.e. certificate, training etc.). (Sept/11-o																							

