

Sign Language Studies and Educational Interpreting

Manual of Policies and Procedures

Communication Sciences & Disorders, and Education of the Deaf

Idaho State University

Pocatello, Idaho 83209

Revised April 2008

NOTE: Students are responsible for the information contained in this manual, including policies, procedures, procedural and academic graduation requirements, deadlines, and information on ethical behavior. Students must sign and initial Appendix H – Signature Form (p. 23). This manual supersedes all prior program manuals.

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GENERAL STATEMENT

The Associate of Science in Sign Language Studies and Bachelor of Science in Educational Interpreting Degrees offered at ISU were developed to advance awareness and meet the needs of deaf and hard of hearing students in educational settings. Increased educational and certification requirements for educational interpreters have created a demand for colleges and universities to offer such diplomas. Upon successful completion of the Sign Language Studies (SLS) program graduates are awarded an Associate Degree and are eligible to apply for the Bachelor of Science Degree in Educational Interpreting (EdInterp).

The courses in these majors help students develop knowledge about American Sign Language and the cultural impacts related to being deaf or hard of hearing. The advanced courses help students develop entry-level interpreting skills with a focus on educational interpreting. Students are provided opportunities to observe and exercise learned skills in a variety of settings.

Sign Language Studies

The objective of the SLS degree is to graduate students who have a thorough awareness of the culture of the Deaf and the sociolinguistic aspects of hearing loss. The graduate of this program will have the ability to communicate conversationally with Deaf and hard of hearing signers. They will have the ability to make ethically and culturally correct choices in signing environments. An individual with an Associate Degree in Sign Language Studies will be of great benefit to any organization where conversational communication with Deaf and hard of hearing individuals might occur. While the graduate will not be trained to interpret in any environment they will have the knowledge and awareness to secure qualified interpreting services should the situation necessitate such.

Educational Interpreting

The objective of the Educational Interpreting program is to award degrees to individuals who have met requirements demonstrating sufficient signing and interpreting skills to foster educational and social enhancement of the lives of Deaf and hard of hearing children and adults. Graduates of the program at ISU will be able to perform entry-level freelance and educational interpreting assignments. A graduate of this program will, with on the job experience and mentorship, be capable of attaining national certification.

ADMISSION REQUIREMENTS

THE SIGN LANGUAGE STUDIES (SLS) PROGRAM

Students wishing to apply to the Sign Language Studies (SLS) Program must complete the following steps:

- Complete the application process for Idaho State University
- Sign a declaration of major/minor form for Sign Language Studies (SLS) with the Communication Sciences and Disorders & Education of the Deaf Department (CSED)
- Meet with an advisor in the SLS/EdInterp program (CSED course blocks apply)
- SLS students shall not interpret in any setting unless they have previously completed a recognized Interpreter Training Program or achieve a 3.5 or above on the EIPA, or hold RID or NAD IV (or above) Certification.

THE EDUCATIONAL INTERPRETING (EDINTERP) PROGRAM

Criteria to continue on from the Sign Language Studies program to the Educational Interpreting Program at Idaho State University include the following:

Admission Criteria:

1. ISU Application for Admission submitted to Registrar's office or apply on-line at: <http://www.isu.edu/prospect.shtml>; click on "admissions". The code for Educational Interpreting is "1235".
ISU Registrar's office, Campus Stop 8196, Pocatello, ID 83209; 208.282.2661
2. Educational Interpreting Program Application submitted to: Carma Madsen, CSED, Box 8116, Pocatello, ID 83209
3. Completion or near completion of A.A. or A.S. from an accredited institution.
4. Cumulative GPA 2.75 or higher.
5. Program GPA 3.0 or higher (sign classes, interpreting classes, etc.)
6. Application Video – see requirements below
7. Academic writing sample – see requirements below
8. Two letters of recommendation – see requirements below

Required Documentation

REQUIRED DOCUMENTATION:

PREFERENCE WILL BE GIVEN TO COMPLETED APPLICATIONS TO THE EDUCATIONAL INTERPRETING MAJOR RECEIVED BY APRIL 1ST. A COMPLETED APPLICATION INCLUDES THE APPLICATION FORM, TRANSCRIPT COPIES, A WRITTEN ESSAY, VIDEOTAPE OR DVD AND TRANSCRIPT COPIES. ATTACH THE FOLLOWING AND SUBMIT TO: CARMA MADSEN, CSED, BOX 8116, POCATELLO, ID 83209-8116 FOR PRIORITY CONSIDERATION.

1. *Copy of transcripts* from college/university currently attending or previously attended. Official transcripts need to be sent to ISU Admissions office; include unofficial copies with your application packet.
2. *Letters of recommendation* – applicant is encouraged to contact people who have knowledge of his/her American Sign Language or English proficiency and/or work with the Deaf Community (please don't ask your instructors). If these individuals are not available the applicant is encouraged to contact people who are familiar with his/her work as a student and/or employee, and who can address potential success both as a student and as a professional interpreter.
You may use the Applicant recommendation form or write a separate letter.
3. *Academic writing sample* – Please prepare and enclose with this application a brief two to three page double-spaced, typewritten essay, 12 point Times New Roman font addressing the following topic. Use American Psychological Association (APA) style guidelines. Citations of at least two current references are required. References should be published, scholarly texts and articles. Include a bibliography documenting your references.

Topic: Describe the pros and cons of cochlear implant use for young children.

4. *Application Videotape*: Please prepare a videotape using VHS or mini DVD –R disk format that includes the following information:

A. **American Sign Language Introduction** – This portion of the videotape/DVD should be 3-5 minutes in length. Use ASL to describe:

1. how you first became interested in American Sign Language;
2. your reasons for wanting to become a professional interpreter; and

3. your professional goals following completion of the interpreting program

B. Spoken English Introduction – This portion of the videotape/DVD should be 3- 5 minutes in length. Use spoken English to describe:

1. how you first became interested in American Sign Language;
2. your reasons for wanting to become a professional interpreter; and
3. your professional goals following completion of the interpreting program

C. American Sign Language – This portion of the videotape/DVD should be 10-15 minutes in length. Using American Sign Language, describe:

1. four different components of Deaf Culture
2. how has the Deaf culture/community changed in the last 20 years?
3. what are your experiences with the Deaf Community?

Other Guidelines

- The Educational Interpreting program is limited to 12 students.
- All General Education classes must be completed prior to being admitted. **
- Sign Language Studies students must apply to graduate from the SLS program (A.S.) *no less than one semester before all requirements are completed* (ISU catalog).
- For transfer students, an AA or AS, awarded after 1995, from any accredited university/college will satisfy ISU General Education requirements.
- The Educational Interpreter Proficiency Assessment (EIPA) will be taken during the intern period to best assess graduate skill levels. Students who have previously taken the EIPA **will be required** to take the test again. Alternative assessment options will be considered on an individual basis.
- Educational Interpreting students shall not interpret in any setting unless they have previously completed a recognized Interpreter Training Program **or** achieved a 3.5 or above on the EIPA, **or** hold RID or NAD IV Certification.

NOTE *ISU ADA Staff interpreters are exempt from this rule due to enrollment requirements and special circumstances. Interpreting in limited religious settings may be allowed with permission of program director.*

****Note:** If a student does not meet these requirements and is within reasonable range, a *Provisional Placement Program contract (PPP)* may be assigned describing additional requirements for that student and any time limits to complete said program in order to be fully admitted into the Educational Interpreting Program. The student will be admitted conditionally as described in the contract.

STUDENT ABILITY ADMISSIONS POLICY

Educational Interpreters are expected to facilitate communication between Deaf/HH students, their teachers and their hearing classmates. Because classrooms are often noisy environments with multiple activities happening simultaneously, educational interpreters are expected to have excellent mental, auditory, and visual processing skills; articulate speech, and good manual dexterity. Also required is physical capacity to sit/stand for long periods of time while using upper body (torso, arms, hands, head and neck) as articulators of a language.

GRADUATION REQUIREMENTS (EdInterp)

In addition to completing required coursework, students applying for graduation from the Educational Interpreting program are required to take the Educational Interpreter Proficiency Assessment (EIPA). This evaluation must be taken as near to the end of the internship as possible.

The cost for the EIPA is approximately \$250. The Intern is responsible for paying the fee. Results from the EIPA can take six to eight weeks to return. The results of the EIPA are to be provided to the ISU Educational Interpreting Program to be used for quality control and program development.

LAB AND COURSE FEES

Lab fees will be collected at registration for some classes. These fees will be used at the discretion of the department to help provide the best education and training possible. Some of the expenses incurred while providing education and training include, but are not limited to, the following:

- Paper/Printing
- Camcorders
- Videotapes
- Repair and maintenance on equipment
- Material replacement
- Honoraria during observations and/or internship
- Other as deemed necessary by the department

ASL LAB POLICY

The ASL Lab is located in the SPA building, room 312. *Students will need to get a number code to be able to enter the lab. Only those students who are enrolled in the SLS/EI program will be allowed in the lab.* This lab is maintained with student lab fees. It is expected that all students will adhere to the following ASL lab rules:

- * No Food or Drinks
- * No Voices; 500 word “fine” for those who are caught using their voices
- * Turn Equipment OFF When You are Finished
- * Report Equipment Malfunctions to an Instructor
- * Respect Others Who are Working in the Lab
- * Sign Up for the Station You Want to Use

SLS/EDINTERP MATERIAL AND EQUIPMENT USE POLICY

There may be a need for students to check out videotapes and books on ASL, Deaf Culture and other related resources. The ISU Eli M. Oboler Library has a small selection of these books. The department has a small selection of books and videotapes that may be checked out from an instructor at their discretion. Materials may be required to remain in the building.

Students will be assigned to view videotapes throughout the program as well as videotape their own work for many classes. Owning a VCR and videotape adapter or digital video camera is strongly recommended. Many students also benefit from having a personal camcorder to record assignments. Uses of Digital video discs are recommended for the department cameras. Students who do not have access to a camcorder may use one from the department. Students are required to know how to set up and operate these cameras as well as treat all cameras and equipment with proper care.

When videotaping, the following guidelines should be followed:

- Hats are inappropriate for taping (unless required by assignment).
- Gum and candy are not allowed while taping.
- Wear an appropriately colored shirt.
- Check dark background in video.
- Video as close as possible.
- Make sure the “unit” or “chapter” sign is visible.

- If you make a mistake just keep going!
- Be ready! Memorize all videotaping assignments.
- When using the classroom or lab arrive on time and leave when you are finished.
- Observe signs posted on lab doors. DO NOT enter the room if videotaping sign is posted.
- Put materials and equipment away when finished.
- Report any problems with equipment and materials.
- Be considerate and professional!

FIELD OBSERVATION

Educational Interpreting students are required to take Field Observation (CSED 470) courses that may be assigned off campus or for extended days or nights. These courses start fall semester of the first year of the EdInterp program and continue for two consecutive semesters. It is imperative that students have all General Education classes completed prior to this semester. However, extenuating circumstances do exist and students are responsible for coordinating individual schedules with instructors of classes they will miss. Again, the students are representing Idaho State University as well as professionals in training during these Field Observation experiences; therefore, students are expected to act and dress in a professional manner.

Objectives for Field Observation classes include:

- First semester (Field Observation I) - immersion in the signing/Deaf Culture environment.
- Second semester (Field Observation II) - continued immersion in the signing Deaf Culture environment.
- Third Semester (Field Observation III) - shadowing professional interpreters at work.

Choices for Field Observation may include:

- Idaho School for the Deaf and the Blind – Gooding, ID
- Utah School for the Deaf – Ogden, UT
- Montana School for the Deaf – Great Falls, MT
- Idaho State University - Pocatello, ID
- Pocatello School District #25
- Other options may be suggested to advisor for approval

Students will collaborate with the Field Observation (CSED 470) Instructor to:

- Make contacts a minimum of four (4) weeks prior to the CSED 470 assignment.
- Obtain a fingerprinting and background check at least six (6) weeks prior to projected time of field experience. *The cost is approximately \$50.*

INTERNSHIP

EdInterp students are required to take a maximum of eight (8) credits of Internship. This experience will take place the last eight (8) weeks of the students' senior year. It is likely the placement will be off campus, and possibly out of town or state. Therefore, all other course work **must** be completed prior to the internship. Students are representing Idaho State University as well as professionals in training during these and other off-campus experiences; students are expected to act and dress in a professional manner. (*See internship manual for specific requirements*)

The student will collaborate with the Internship Coordinator to:

- Establish a site the semester prior to internship assignment.
- Complete required paperwork and University affiliation agreement.
- Obtain a fingerprinting and background check at least six (6) weeks prior to projected time of Internship. *The cost is approximately \$50.*

A \$115 lab fee will be assessed with internship registration for ALL students. The fee is used to print manuals for internship and as honoraria for the site supervisor. *NOTE:* This fee may or may not be paid by scholarships awarded to the student.

GENERAL DRESS AND APPEARANCE

The Communication Sciences Department maintains a major speech, language, and hearing clinic. Students in Sign Language Studies, Educational Interpreting, Speech-Language Pathology, Deaf Education, and Audiology are expected to dress and behave in a professional manner at all times, even when not directly involved in practicum/externship duties. Mini-skirts, shorts that are not appropriate, or overly revealing shirts and any other article(s) of clothing that are not professional attire should be avoided.

ATTENDANCE

Due to the nature of the courses, and the skills being learned from these courses, it is important that the student attend class. If the student cannot make it to a scheduled class, observation/field experience, or other he/she is to do the following:

- Contact the instructor, or assigned person, and leave a message and phone number.
- For observation/field experience, contact the assigned person by a pre-established time to inform him/her of your absence. Leave a number where you can be reached.

The individual instructor will determine attendance requirements as described in course syllabus.

STUDENT FILES

Keeping with the Family Educational Rights and Privacy Act of 1974 (PL93-380), the Department has an open file policy with regard to student records. Procedures for gaining access:

- A. Students wishing to review their Departmental folder must make a written request to the Department Chairperson. Forms for this purpose may be secured from the Departmental secretary. At the time of the request, the student should indicate on the form those items that s/he wishes to see.
- B. Letters of recommendation or other similar materials contained within a student's folder may not be available for inspection without the written permission of the individual(s) who wrote the item of interest. Forms for requesting permission are available in the Departmental office.
- C. Letters of recommendation, or other similar material, written by faculty and/or staff members of the Communication Sciences & Disorders and Education of the Deaf must be accompanied by a completed Waiver and Consent form. This form, which is also available in the Departmental office, establishes the student's intent to either waive her/his right of access to confidential statements and recommendations or to retain the right of access to such material. No such material will be in a student's file without a completed Waiver and Consent form.
- D. Requests to inspect materials in a student's folder will require a minimum of 24 hours following the time of the approved request. Students may inspect the approved materials in the Departmental office and for a small fee may request the Departmental secretary to copy material.

Please do not construe the establishment of the above procedures as an attempt to discourage students from inspecting their Departmental records. Rather, these procedures are simply necessary to insure compliance with the University's policy regarding the inspection of student files and PL98-380.

Only those records defined as “directory information” may be released without written permission of the student, including the student’s name, address listings, telephone listings, e-mail addresses, full-time/part-time status, class level, college, major field of study, degree types and dates, enrollment status, club and athletic participation records, and dates of attendance including whether or not currently enrolled. Completion of a NON-DISCLOSURE form is a declaration to NOT release any *directory information* without the written consent of the student. (See ISU Student Handbook for more information.)

GRADES FOR SLS/ED INTERP CLASSES

3.00 CSED GPA: In order to successfully complete CSED classes, the student must achieve a minimum of a 3.00 GPA. For example, a student may earn an A- (3.7) in one course and a C+ (2.3) in another course and continue in the program.

B-(2.7) or above for ASL/Interpreting skills classes: A higher standard is expected of skill classes taken in progression. The objective is to put all students in a position of success. A student must earn a B- (2.7) or higher in American Sign Language classes and Interpreting (Skill) Classes to matriculate to the next class level. A student earning a C+ or below may elect to re-take a class once to move on to the next level. Additional weight is given to performance in these classes.

ASL/Interpreting skills classes include: ASL I-VI; Creative Signing; Interpreting Seminar; Interpreting; Transliterating; Manually Coded English; Fingerspelling and Numbers Interpreting/Transliterating; and Internship.

The Sign Language Studies and Educational Interpreting Programs recognize the ISU grading scale as follows:

A	94-100%	4.00
A-	90-93%	3.70
B+	87-90%	3.30
B	84-86%	3.00
B-	80-83%	2.70
C+	77-79%	2.30
C	74-76%	2.00
C-	70-73%	1.70
D+	69-67%	

PROGRESSION POLICY

Students earning successful grades may progress in their current degree program. Most classes are only offered once during the year (either Fall or Spring, not both), so students must be aware of classes offered each semester.

Students completing the Sign Language Studies Program must apply for admission to the Educational Interpreting Program in the penultimate semester. The SLS Program does not guarantee automatic acceptance into the Educational Interpreting Program.

One repeat policy: If a class is failed a student may repeat the same CSED course only once. An unsatisfactory grade earned twice will result in dismissal from the program.

Readmission: A student who withdraws from the program must apply for readmission. This includes students who have double majors, are serving missions, or are on medical or maternity leave.

CREDIT BY CHALLENGE EXAMINATION

Students should consult the current undergraduate catalog.

Declared majors may challenge up to **24** credits of specific courses in their major for which an approved examination exists. All appropriate prerequisites to the course must be complete. Students may also use the Experiential Learning Assessment Credit procedure for up to **16** additional, specified credits in the major. Students must follow these procedures in order:

1. Fill out an ISU petition citing the specific course to be challenged with the ADVISOR, DEPARTMENT CHAIR and DEAN signatures showing their approval.
2. The Dean's office will forward the petition to Registration & Records. If approved, Registration & Records will record the petition, send the college, department, and student copies to the college dean's office, and fax a copy to the cashier's office for billing, unless the student makes arrangements to pick it up in person (a student has the option to walk the petition through to expedite the process).
3. The Cashier's Office bills the student for the \$69 per-credit challenge fee. Upon receipt of payment, a receipt is issued to the student. The STUDENT presents a copy of the approved petition and payment receipt to the INSTRUCTOR and takes the challenge exam. **The INSTRUCTOR is not to administer the exam without viewing the payment receipt from the cashier's office.**
4. The INSTRUCTOR grades the exam and reports the grade earned to the Registrar's Office by initiating a change of grade form.

The RID-CI Certification Examination or Specific Course Examinations are the approved examination(s) for the following interpreting courses:

CSED 151 ASL I	(4)
CSED 152 ASL II	(4)
CSED 251 ASL III	(4)
CSED 252 ASL IV	(4)
CSED 351 ASL V	(4)
CSED 352 ASL VI	(4)
CSED 353 Interpreting Seminar	(4)
CSED 354 Interpreting	(4)
CSED 461 Professional Interpreter	(3)

The RID-CT Examination or Specific Course Examinations are the approved examination(s) for the following transliterating courses:

CSED 453 Transliterating	(4)
CSED 454 Interpreting & Transliterating	(4)

The Educational Interpreting Proficiency Assessment (EIPA) in MCE Sign with a score of "3.5" is the approved examination for the following English sign courses:

CSED 451 Conceptually Accurate Signed English (CASE) (3)

CSED 452 Manually Coded English (MCE) (3)

The student is responsible for assuring that a copy of the approved petition and attached written documentation of fees paid and examination(s) passed are in the student's file in the departmental office at least **two weeks** prior to the beginning of the semester or summer term in which the course is offered.

CSED 355 Creative Signing may be waived if a student's departmental petition to substitute a comparable class is accepted, even if the comparable course is at the lower division level.

EXPERIENTIAL LEARNING ASSESSMENT CREDIT

(Educational Interpreter Program)

Students should consult the current undergraduate catalog.

Declared majors who have successfully completed at least nine (9) semester credits at ISU in their major may request up to sixteen (16) of the following ISU credits:

CSED 470 Field Observation (8)

CSED 474 Educational Interpreting Internship (8)

With the help of their advisor, students should produce a portfolio in which the knowledge, skills and dispositions comparable to the above courses have been gained experientially in at least three years of full time equivalent work as a educational interpreter in elementary/secondary or post secondary schools.

Students should pay the appropriate fees and submit the portfolio at least four weeks prior to the beginning of the semester or summer term in which the course is offered.

APPEAL

Students have the right to appeal a course grade or program policy by following the procedure outlined in the ISU student catalog.

AUDIT

Auditing is allowed with permission of the instructor. Students must use the audit option when registering. Changing from audit to credit is not allowed at any time. If, in the judgment of the instructor, an auditor has not attended sufficiently, the instructor will so indicate on the final grade sheet and the Audit (AU) will not be recorded, rather a Withdraw (W) will be recorded.

NOTE: Students may not audit observation, field experience, or internship courses.

ADVISOR

Each student taking courses in the Sign Language Studies and Educational Interpreting Programs is assigned an SLS/EdInterp faculty member as an advisor regardless of major. The faculty member will assist students with curriculum planning, identification of program requirements, and interpretation of policies. The faculty advisor is also available to assist students with individual needs by identifying appropriate resources. Students must meet with their assigned advisor prior to registration each semester for planning. Students have a registration block on most CSED classes until they meet with their advisor.

ADDITIONAL POLICIES

Children in the classroom: As a result of concerns expressed by faculty and students, children will **NOT** be allowed in the classroom during classes. In addition, if children are brought to school, they must be supervised by an adult and never left unattended. We realize this may be an imposition to individual students with children, but it is in the best interest of the class as a whole.

Food/beverage in classroom: The decision concerning food and beverage in the classroom is being left up to the individual instructor. Please be courteous and dispose of wrappers, cans, etc, properly. In specific rooms with equipment, computers, cameras, etc. food and beverages are not allowed.

Drug and background checks: Students participating in off-campus directed observation, practicum, etc., may be required to submit drug/alcohol and background tests as prescribed by individual school districts at the student's expense. Educational Interpreting students must follow the same guidelines as other school employees. Students may be required to get fingerprinting/background checks for more than one agency as they do not cross reference. Students with a felony record or otherwise unclean background check are advised out of the EdInterp program.

Class cancellations: Whenever possible, individual instructors will announce class cancellations in advance. Occasionally classes must be cancelled for inclement weather, instructor illness, or other emergencies. The office staff will announce/post emergency absences and class cancellations.

Computer access: All ISU students are issued an ISU E-mail Account. Students are required to access their ISU account on a daily basis. Many announcements regarding the program will be sent to the students. If you do not have access to a computer, you may use computers on campus (with a fee). For information, call the Help Desk at 282-4585.

Student mailboxes: Each student is provided with a mailbox for U.S. mail and Department messages. These are located in the basement of the SPA building across from the restrooms. Since these mailboxes may be the primary means of communication between faculty/staff and students, **IT IS IMPERATIVE TO CHECK YOUR MAILBOX DAILY** for messages. These boxes are protected by Federal Law, and other students, faculty and staff may not remove or read materials placed in a student's mailbox.

REASONABLE ACCOMMODATIONS FOR A DISABILITY

If you have a diagnosed disability or believe you have a disability that might require "reasonable accommodation" on the part of the department and/or university, please contact:

ADA & Disabilities Resource Center

Phone: 282-3599

It is the responsibility of the student to disclose a disability **prior** to requesting reasonable accommodations.

FACULTY AND CONTACT INFORMATION

Emily Turner 2000
Division chair
Deaf Education, Sign Language Studies
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A.A.S. Front Range Comm. College (1988)
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Appendix A Student Portfolio

STUDENT PORTFOLIO

Students in the Sign Language Studies and Educational Interpreter Programs are required to compile a portfolio of their own selections of best works. The ultimate purpose of the portfolio is for use by potential employers. The portfolio is used to continually evaluate personal progress in the program. Compilation is an ongoing process and begins when the student is enrolled in either program. Portfolios will reflect the individual style and personality of the student. Progress checks will be done periodically. The final portfolio will be evaluated by the Portfolio Review Committee. (See Appendix A – Student Portfolio Rubric)

The following items are to be included in the program portfolio:

- Personal Mission Statement
- Resume' or Vita
- Transcripts
- Video of best *unrehearsed* voice to sign
 - Interpreting
 - Transliterating
- Video of best *unrehearsed* sign to voice
 - Interpreting
 - Transliterating
- Signing Sample
 - Story-telling ASL
 - Creative Sign (song or poem)
 - MCE
- Written Language Sample (related field)
- Certificates and Degrees
- Awards and Accomplishments
- Additional Courses or Workshops attended/instructed
- Other selections may be added. Check with the instructor for approval.

NOTE: Modifications to the portfolio requirements may apply. Revisions will be posted. See Appendix A - Student Portfolio Rubric.

**Appendix B
Student Portfolio Rubric**

GOAL The student will compile a creative, concise, well organized portfolio including personal best works to be used at any potential employment application and interview situations.

5= A
4= B
3= C
2= D
1= F

EVALUATOR _____

NOTES: (below)

SCORE _____

EXEMPLARY

5 points

All aspects of the assignment are included in a neatly organized, creative format that can be used and quickly adapted to meet the requirements of any application and interview process. The work is completely error free.

ABOVE AVERAGE

4 points

Most aspects of the assignment are included with minimal exclusions. The work is neatly organized and creatively designed. The work is adaptable to meet requirements for potential employers. There are minimal errors.

AVERAGE

3 points

Many aspects of the assignment are included. The presentation is neat and organized. There may be some errors or omissions.

BELOW AVERAGE

2 points

Some aspects of the assignment are included. The presentation is somewhat organized and lacks neatness. There may be several errors and omissions.

UNACCEPTABLE

1 point

Most aspects of the assignment are missing. Presentation is sloppy and unorganized. Many errors exist.

The Portfolio Review Committee consists of individuals from:

- Department Faculty
- Interpreter Hiring Agencies/Staff
- Freelance Interpreters
- Local Professional/Businesses
- Deaf Consumers of Interpreting services

Appendix C
Program Occupational Mobility Chart

PROGRAM OCCUPATIONAL MOBILITY CHART

Graduates of the Sign Language Studies program are prepared to work in environments where sign language skills would enhance their marketability in areas such as, but not limited to:

Camp Counselor
Social Worker

Child Care Provider
Tutor

Sales Clerk

Graduates of the EdInterp program are prepared with specific training for educational interpreting. The graduate will have additional employment options with further work experience and/or training such as but not limited to:

Sign Language Instructor
Free-lance Interpreter
Television Interpreter
Interpreter Trainer
Deaf/Hard-of-Hearing Services
Specialist/Coordinator

Legal Interpreter
Medical Interpreter
CIA Interpreter
Rehabilitation Counselor

Interpreter Coordinator
Supervising Interpreter
Artistic Interpreter
Interpreter Referral Provider

Appendix D
ISU SIGN LANGUAGE STUDIES (SLS) PROGRAM (A.S.)
ISU EDUCATIONAL INTERPRETER (EDINTERP) PROGRAM (B.S.)
SUGGESTED COURSE SEQUENCE

SLS YEAR ONE

<u>1st Semester</u>			<u>2nd Semester</u>		
Goal 4	(BIOL 100)	4	Goal 3	(MATH 123)	3
Goal 1	(ENG 101)	3	Goal 2	(COMM 101)	2
Goal 9, 10 a or b, 11, 12	(choose one)	3	Goal 5	(PHYS 100)	4
CSED 126	Deaf Studies	1	Goal 1	(ENG 102)	3
CSED 151	American Sign Language I	3	CSED 152	American Sign Language	3
CSED 151L	ASL I Lab.	<u>1</u>	CSED 152L	ASL II Lab.	<u>1</u>
		15			16

SLS YEAR TWO

<u>1st Semester</u>			<u>2nd Semester</u>		
Goals 6, 7, or 8	(choose two)	6	Goal 9, 10 a or b, 11, 12	(choose one)	3
Goal 9, 10 a or b, 11, 12	(choose one)	3	CSED 205	Intro. To Comm. Dis.	3
CSED 251	American Sign Language III	4	CSED 252	American Sign Language IV	4
CSED 251L	ASL III Lab.	0	CSED 252L	ASL IV Lab.	0
CSED 250	Signing Seminar	3	CSED 256	Deaf Culture/Community	3
CSED 250L	Signing Seminar Lab	<u>1</u>	CSED 355	Creative Signing	<u>3</u>
		17			16

Total credits 64**Apply for A.S. Degree Graduation - Apply to EDINTERP Program****Associate of Science Degree: Sign Language Studies (SLS) Awarded****EDINTERP YEAR ONE**

<u>1st Semester</u>			<u>2nd Semester</u>		
ENG 307/308 or Elective		3	ENG 307/308 or Elective		3
CSED 330	Language Sci. & Development	3	CSED 352	American Sign Language VI	4
CSED 351	American Sign Language V	4	CSED 352L	ASL VI Lab.	0
CSED 351L	ASL V Lab.	0	CSED 354	Interpreting	4
CSED 353	Interpreting Seminar	4	CSED 460	Educational Audiology	3
CSED 470	Field Observation I	<u>2</u>	CSED 470	Field Observation II	<u>2</u>
		16			16

EDINTERP YEAR TWO

<u>1st Semester</u>			<u>2nd Semester</u>		
CSED 449	Fingerspelling & Numbers	3	CSED 452	Manually Coded English	3
CSED 453	Transliterating	4	CSED 454	Interpreting/Transliterating	4
CSED 456	Psychosocial Aspects	3	CSED 473	Collaboration for Ed Interps	2
CSED 461	The Professional Interpreter	3	CSED 474	Ed. Interpreting Internship	<u>8</u>
CSED 470	Field Observation III	<u>2</u>	(CSED 474 last 8 wks. full-time)		17
		15	(CSED 452, 454, 473 are blocked in first 8 wks.)		

Total credits 128**Bachelor of Science Degree: Educational Interpreting (EDINTERP) Awarded**

Notes: Total semester credits required for graduation is 128. Sequencing of ASL, interpreting and transliterating coursework is critical. All ISU GE goal requirements must be complete by the end of the EDINTERP Year One, preferably by the end of SLS Year Two. A Sign Language Studies Associate degree (or equivalent) and independent evaluation of ASL skills (SLPI Intermediate or above) are required for admission into EDINTERP.

Appendix E
Course Descriptions

COURSE DESCRIPTIONS

CSED 126 Deaf Studies 1 credit. Introduction to deafness; the culture and community of deaf individuals; language and communication issues; education and employment considerations in deafness. F

CSED 151 American Sign Language I 3 credits. Manual communication course introduces the student to ASL. Students experience the language directly without presentation of English equivalents, emphasizing development of receptive language and vocabulary expansion. PREREQ: Sign Language Studies major or permission of instructor. COREQ: CSED 126 and CSED 151L. F

CSED 151L American Sign Language I Laboratory 1 credit. F

CSED 152 American Sign Language II 3 credits. Emphasis on receptive and expressive skills to achieve fluency on a grammatically appropriate level. Students are introduced to videotaping as a learning tool. PREREQ: CSED 151, CSED 151L and Sign Language Studies major or permission of instructor. COREQ: CSED 152L. S

CSED 152L American Sign Language II Laboratory 1 credit. S

CSED 205 Introduction to Communication Disorders 3 credits. Survey of speech, hearing, and language disorders, including study of the development of speech. Observations, films and assigned readings serve as illustrations of the various communication problems. S

CSED 250 Signing Seminar 3 credits. This course introduces and discusses sign systems, ethical considerations for signers, employment options, and support or advancement with signing profession options and signing environments. PREREQ: CSED 151 and permission of instructor. F

CSED 250L Signing Seminar Laboratory. 1 credit. Provides experiences in support of CSED 250 concepts and skills. PREREQ: CSED 151 and permission of instructor. COREQ: CSED 250. F

CSED 251 American Sign Language III 4 credits. Students are introduced to linguistic principles of ASL and a transcription system for recording and preparing dialogues and texts. Emphasis is on student generated conversations. PREREQ: CSED 152, CSED 152L, and Sign Language Studies major or permission of instructor. COREQ: CSED 251L. F

CSED 251L American Sign Language III Laboratory 0 credits. F

CSED 252 American Sign Language IV 4 credits. Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body posture. Emphasizes vocabulary development. PREREQ: CSED 251, CSED 251L and Sign Language Studies major or permission of instructor. COREQ: CSED 252L. S

CSED 252L American Sign Language IV Laboratory 0 credits. S **CSED 256 Deaf Culture and Community 3 credits.** An information course emphasizing aspects of deafness and deaf culture that are related to language study and minority group dynamics. PREREQ: CSED 151 and CSED 151L. S

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CSED 256 Deaf Culture and Community 3 credits. An information course emphasizing aspects of deafness and deaf culture that are related to language study and minority group dynamics. PREREQ: CSED 151 and CSED 151L. S

CSED 327 Basic Signing I 2 credits. Beginning study of sign vocabulary, phrases and fingerspelling focused on expressive and receptive modes. Based on signing using English syntax. Designed for non-Sign Language Studies majors/minors: does not substitute for American Sign Language (ASL) classes. F

CSED 328 Basic Signing II 2 credits. Application of basic sign vocabulary, phrases and fingerspelling skills focused on expressive and receptive modes. Based on signing using English syntax. Designed for non-Sign Language Studies majors/minors: does not substitute for American Sign Language (ASL) classes. PREREQ: CSED 327 or permission of instructor. S

CSED 330 Language Development 3 credits. Analysis of the development of systems of communication: phonologic, morphologic, syntactic, semantic, pragmatic, and relevant nonverbal and cognitive development in normal children. Review of current theories and research. F

CSED 335 Language Disorders 3 credits. Study of children who are deviant language users. Intervention principles, including content and procedures of programming as they relate to language disorders. PREREQ: CSED 330 or permission of instructor. S

CSED 341 Audiology I: Hearing Science and Audiometry 3 credits. Introduction to basic hearing science, sound measurement, audiometry, tympanometry, hearing disorders, public school screening, and methods of aural rehabilitation. Review of role of audiology in human services. F

CSED 345 Audiology II: Aural Rehabilitation 3 credits. Aural rehabilitation of the hearing impaired. Consideration of amplification, speech reading, auditory training, and other aspects of the process. PREREQ: CSED 341 or permission of instructor. S

CSED 351 American Sign Language V 4 credits. Intensive practice involving expressive and receptive skills in various language activities. Introduces language forms in poetry, art, and theater. Explores signing styles and registers. PREREQ: CSED 252. COREQ: CSED 351 L. F

CSED 351L American Sign Language V Laboratory 0 credits. F

CSED 352 American Sign Language VI 4 credits. Structural properties of ASL compared with other languages. Includes phonology, morphology, syntax, and semantics. PREREQ: CSED 351. COREQ: CSED 352L. S

CSED 352L American Sign Language VI Laboratory 0 credits. S

CSED 353 Interpreting Seminar 4 credits. Presents theoretical models, concepts, language skills and ethical considerations necessary to render the source language into an accurate, culturally appropriate equivalent in the target language. PREREQ: CSED 250, 250L, 352, and permission of instructor. F

CSED 353 Interpreting Seminar Lab 0 credits. F

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CSED 354 Interpreting 4 credits. This course introduces practice and processing of interpreting in educational settings. Voice-to-sign and sign-to-voice in ASL are the focus in practical activities and theoretical models are reinforced. PREREQ: CSED 353 and permission of instructor. S

CSED 354 Interpreting Lab 0 credits. S

CSED 355 Creative Signing 3 credits. Techniques of facial expression, body movements, and ASL features as used in performing arts settings. Skills are developed through pantomime, song, and other activities. PREREQ: CSED 353. S

CSED 449 Fingerspelling and Numbers 3 Credits. Improve receptive and expressive fingerspelling skills. Emphasis on whole-word and phrase recognition, and on reading fingerspelling and numbers embedded in signed sentences. Use ASL number systems including cardinal, ordinal, and informational numbers relating to time, temporal-aspect signs, measurements, and math terms. PREREQ: Permission of instructor. F

CSED 451 Conceptually Accurate Signed English 3 credits. Skills and information emphasizes American Sign Language vocabulary in English word order lending to proficiency in simultaneous communication for transliterating in educational settings. PREREQ: Permission of instructor. F

CSED 452 Manually Coded English 3 credits. Introduces the conversational signer to MCE, developed for the education of the hearing impaired child. Designed for educational interpreters who plan to work in K-8 educational settings. PREREQ: Permission of instructor. S

CSED 453 Transliterating 4 credits. This course emphasizes and enhances skills related to use of transliteration in various settings. Areas of focus are educational settings and the use of CASE and Coded English systems. PREREQ: CSED 354 and permission of instructor. F

CSED 453 Transliterating Lab 0 credits. F

CSED 454 Interpreting and Transliterating 4 credits. This final course in the sequence of interpreting skills courses further develops and builds on skills learned in previous courses. It is the final practice course before internship. PREREQ: CSED 453 and permission of instructor. S

CSED 454 Interpreting and Transliterating Lab 0 credits. S

CSED g456 Psychosocial Aspects of Deafness 3 credits. Psychological, educational, and social influences of the hearing community on deaf persons and the structure of the deaf community as a socio-cultural entity. PREREQ: CSED 351 with a "B" or better. F

CSED g460 Audiology III: Educational Audiology 3 credits. Management of the permanently hard-of-hearing child and adolescent in the regular classroom; evaluation and staffing; speech and language intervention; mainstreaming considerations; curriculum modifications; and personal/social consideration. S

CSED 461 The Professional Interpreter 3 credits. Ethical guidelines and standards of conduct expected of a professional interpreter. Acquaints students with theoretical issues involved in interpreting as a profession. PREREQ: Permission of instructor. F

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CSED 470 Field Observation (I, II, III) in Interpreting 2 credits. Student will be assigned to observe in an elementary/secondary or post-secondary school for six hours per week. May be repeated for up to 8 credits. PREREQ: Approval of advisor. F, S

CSED 473 Collaboration 2 credits. Presents theoretical models, principles, practices pertaining to collaborating in educational settings. Relevant concepts from the social/behavioral sciences will be examined through discussions, hypothetical situations, and role playing. PREREQ: Permission of instructor. S

CSED 474 Educational Interpreting Internship 4-8 credits. Student will be assigned to elementary/secondary or post-secondary setting for a period of weeks to match credit. Assignment includes observation and assuming the role of the interpreter under appropriate supervision. May be repeated to a maximum of 8 credits. PREREQ: Approval of advisor. F, S

CSED g482 Independent Study 1-4 credits. Study of problems selected by students and faculty. May be repeated up to 8 credits. D

Appendix F
Suggested Electives

SUGGESTED ELECTIVES

Electives are courses you may choose to satisfy graduation and core certification requirements. Goals are requirements for all degree-seeking students and electives within the goals are chosen by the student. Some electives are required by the program. Electives, as listed on the suggested course sequence, can be any course you choose with matching credits, or more. While other courses will enhance your knowledge and experience base this suggestion list is a compilation of courses selected specifically to expand your experience in your chosen major.

CSED 300	Speech Science (F) (4)
CSED 321	Clinical Phonology (F) (4)
CSED 325	Phonological Disorders (S)
CSED 330	Language Development (F) (3)
CSED 335	Language Disorders (S)
CSED 341	Audiology I: Hearing Science and Audiometry (F) (3)
CSED 345	Audiology II: Aural Rehabilitation (S)
CSED 460	Audiology III: Educational Audiology (F) (3)
CFS 109	Introduction to Early childhood Professions (S)
CFS 322	Building Positive Relationships (D); Prereq: SOC 101 and PSYC 101
EDUC 201	Development and Individual Differences (F) (S) (Su); Prereq or Coreq: EDUC 215 (3)
EDUC 204	Families, Communities, Culture; (F) (S) (Su); Preqre: EDUC 201 or concurrent enrollment (3)
SPED330	Exceptional Child; (F) (Su) (3)
SPED 438	Policies and Procedures in Spec. Ed.; (S); prereq: permission of instructor
THEA 101	Appreciation of Drama (3)
THEA 251	Beginning Acting (3)
ANTH 100	General Anthropology (3)
ANTH 107	The Nature of Language (3)
ANTH 238	Peoples and Cultures of the New World (3)
SOC 248	Local and National Minorities
PSY 101	Intro to General Psychology (3)
SOC 101	Intro to Sociology (3)
PTOP 399H	A Historical Survey of Disability in the United States

Appendix G
CSED Classroom Conduct Policy

CLASSROOM CONDUCT POLICY

The classroom should be a learning-centered environment in which faculty and students are not hindered by disruptive behavior. Students are expected to assist in maintaining a classroom environment that is conducive to teaching and learning. Faculty have the authority to manage their classrooms to ensure an environment conducive to learning, and students have the responsibility to be familiar with and refrain from potentially disruptive behavior. Students are expected to assume a pro-active role in assuring that all students have the opportunity to gain from time spent in class. This is particularly critical for distance learning situations.

Disruptive behavior is defined as any behavior that interferes with the instructor's ability to conduct the class, or the ability of students to profit from the instruction. Disruptive behavior may take various forms, and includes, but is not limited to the following:

- Private conversations (i.e. talking, signing, writing, e-mailing) and general noise, especially in the distant site
- The use of Cell phones, pagers, and other communication devices
- Openly challenging instructor's authority in classroom management
- Working on non-class activities,
- Inappropriate use of laptops, such as net surfing, e-mail, working on other class assignments, etc.
- Inappropriate non-verbal messages to the instructor or other students via facial expressions, verbal tone, etc. (i.e. rude behavior)
- Repeated tardiness to class
- Anything construed as disrespectful toward a guest speaker
- Sleeping in class
- Packing up early

In addition, students are expected to make appropriate childcare arrangements for their children, as no children of any age are allowed in class.

Use of any of these or other disruptive behavior in the classroom will result, minimally, in a request to leave class. Adherence to this policy provides students with the opportunity to develop professional behavior.

Other professional conduct:

In addition to classroom conduct, there are standards for office etiquette that show respect, as well as support FERPA privacy requirements of the university. Students are not to enter Instructor offices without permission of the Instructor. Do not enter offices to drop off assignments, etc. when the Instructor is not present. If there is no response to a knock, assume the Instructor is absent or not available (i.e. on the phone, in a meeting, or otherwise indisposed), and attempt to reach the instructor at a later time or leave what you have for the instructor in the main office.

Approved by CSED faculty 12-9-05

**Appendix H
Signature Form**

**Sign Language Studies and Educational Interpreting
Manual of Policies and Procedures**

I, _____, have received and read the 2007-2008 ISU Sign Language Studies and Educational Interpreting Manual of Policies and Procedures. I understand that: (initial each statement)

_____ I agree to abide by the policies as outlined and described in the ISU SLS/EdInterp Manual of Policies and Procedures.

_____ I am responsible for all of the information in this policy handbook.

_____ I must follow specific course requirements to graduate from the SLS and/or EdInterp program(s).

_____ I am required to compile an ongoing portfolio for graduation from SLS and/or EdInterp.

_____ I must satisfy specific course grade and GPA requirements to matriculate through the program or be dropped from enrollment.

_____ I must follow the regulations for material and equipment use.

_____ I am responsible for contacting the ADA Office if I have a suspected or documented disability requiring class or activity accommodations.

_____ I am aware of, and understand the implications of the program admission requirements.

_____ I agree to participate in all program specific courses, labs, assessments, field experiences, and internship and pay all associated fees.

_____ I must complete all general education requirements before I am able to complete the internship portion of the EdInterp Program.

_____ I have read and understand the classroom conduct policy.

Signature _____ Date _____

NOTE: Students are responsible for the information contained in this manual, including policies, procedures, procedural and academic graduation requirements, deadlines, and information on ethical behavior. This manual supersedes all prior program manuals.

