

# **Idaho State**

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## **UNIVERSITY**

### **Sign Language Interpreting**

and

### **Sign Language Studies (SLS)**

## **Program Policy and Procedures Handbook 2018-2019**

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 the Student Responsibility Form and return it to the Michelle Campbell, CSD Admin. Assistant, to be placed in your student file.

This manual supersedes all prior program manuals.

[Student Responsibility Form](#)  
[Purpose of the Student Handbook](#)  
[SLI/SLS Program Faculty, Administration and Staff](#)  
[Sign Language Interpreting Program Mission](#)  
[Sign Language Interpreting Program Vision](#)  
[Sign Language Interpreting Program Goals](#)  
[Core Values](#)  
[Accreditation Status](#)  
[Admission Policies and Procedures for Sign Language Studies Program](#)  
[Admission Policies and Procedures for Sign Language Interpreting Program](#)  
[Mandatory Program Activities](#)  
[Community Mentor](#)  
[Providing Interpreting Services While A Student in the SLI Program](#)  
[ASL Lab](#)  
[Progression Policy](#)

1. [Progression Criteria](#)
2. [Academic Probation](#)
3. [Academic Dismissal](#)
4. [Dismissal Appeal](#)
5. [Academic Withdrawal](#)
6. [Graduation](#)

[Appeals for Non-Academic Dismissal/Disenrollment](#)  
[Internship](#)  
[Student Files](#)  
[Assessment Results Reporting Requirement](#)  
[Appeal](#)  
[Audit](#)  
[Advisor](#)  
[Background checks](#)  
[Disabilities Services](#)  
[Identification Badges](#)  
[Incomplete Policy](#)  
[Petitions](#)  
[Retention Policy](#)  
["Testing Out"/Waiver of Course Requirements](#)  
[Appendix A -ISU SLI Program Student Code of Professional Conduct \(S-CPC\)](#)

[Appendix B - Essential Functions of a Hearing Interpreter](#)

[Appendix C - Essential Functions of a Deaf Interpreter](#)

[Appendix D - Core Dispositions for Sign Language Interpreting Students](#)

## Student Responsibility Form

I understand that I am responsible for the information presented in the Student Handbook for the Sign Language Studies/Sign Language Interpreting Program, Department of Communication Sciences, Idaho State University.

I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification from a faculty member during orientation, from a faculty member in CSD 3351 (Linguistics of ASL) or CSD 4401 (Research and Interpreting), or from my advisor. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook.

Electronic link to handbook (must be signed into your ISU Google account to access): <https://tinyurl.com/ybxxy6l3>

**I have received electronic copy of the 2018-2019 Sign Language Interpreting and Sign Language Studies Student Handbook and agree to follow all policies and procedures included.**

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Signature

Date

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Printed Name

**(Signed form will be filed in student record.)**

Distribution:  
Original: Department Student Record



## **Purpose of the Student Handbook**

This student handbook is intended to offer a framework of the learning environment the faculty of the ISU Sign Language Interpreting (SLI), Sign Language Studies (SLS), and Communication Sciences and Disorders (CSD) aspire to provide for students in our programs.

The Student Handbook is also provided to inform students of their rights as student as well as their obligations and responsibilities. Updates and changes are made to the Student Handbook as necessitated by governing authorities or administrative needs. Questions or suggestions for improving the ISU SLI Student Handbook may be addressed to the program director for the ISU SLI.

## SLI/SLS Program Faculty, Administration and Staff

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## **Sign Language Interpreting Program Mission**

It is the mission of the Idaho State University Sign Language Interpreting program to provide evidence-based instruction in linguistic, cognitive, interpersonal, professional, and ethical decision-making skills that will allow students to become competent, autonomous, nationally-certified sign language interpreters.

## **Sign Language Interpreting Program Vision**

Be a nationally-recognized provider of superior interpreter education programming based in research, best practices and with the full endorsement of those we serve.

### **Mission**

Provide evidence-based instruction in linguistic, cognitive, interpersonal, professional, and ethical decision-making skills that will allow students to become competent, autonomous, nationally-certified sign language interpreters.

## **Sign Language Interpreting Program Goals**

Provide structured and unstructured opportunities for students to become members of the Deaf community.

Promote self-awareness and practical application in valuing cultural, ethnic, and linguistic diversity.

Combat the negative effects of audism, linguicism and monolingualism by educating students how to negotiate professional practices with the Deaf community.

Develop students' American Sign Language (ASL) and English skills to a superior level of proficiency.

Ensure that all competencies required to become a nationally certified interpreter are introduced, reinforced, practiced and applied while students are enrolled in the ISU SLI program.

### **Core Values**

- **Empowerment.** Interpreters and interpreting students should walk in humility and support the empowerment of Deaf people, both as a whole and in the moments that comprise an interpreted situation.
- **Community Involvement.** Students must become members of the Deaf community in order to provide services in ways that are consistent with the needs and wishes of Deaf people. Students must learn to interact with Deaf peers, colleagues and supervisors.
- **Respect.** Interpreters and interpreting students must regularly examine the privileges they hold, their own behavior, and perspectives to determine if those behaviors are supported by Deaf people and support their desires and goals to achieve autonomy.
- **Diversity.** We are committed to diversity and embrace, value the input of all stakeholders, and commit not to discriminate against any individual or group, in any circumstance.
- **Excellence.** We believe that academic rigor and high expectations for student performance are a critical elements in the development of superior interpreting skills.
- **Flexibility.** Deaf interpreters are an integral part of the interpreting task in many situations. We believe all students should be able to request and work with Deaf interpreters for the benefit of the communities we serve.

### **Accreditation Status**

The ISU SLI program was granted candidacy status by the Collegiate Council on Interpreter Education in April of 2016 and CCIE will perform a site



visit on November 8 & 9th of this school year. All curriculum and instruction is designed to satisfy CCIE standards.

### **Admission Policies and Procedures for Sign Language Studies 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
- Declare a major/minor in Sign Language Studies (SLS) with the Communication Sciences and Disorders (CSD) Department
- Meet with an advisor in the SLS/SLI program (CSD course blocks apply)

SLS students shall not interpret in any setting unless they have previously completed a recognized interpreter education program, achieved a 3.5 or above on the EIPA, or hold national certification as an interpreter and documentation of such is provided to the SLI/SLS program director. Even if this is the case, due to Idaho interpreting license requirements, students who are working interpreters must have specific clearance for assignments from ISU faculty, as we are licensed interpreters and responsible for adhering to those requirements.

If you have questions about the course sequence, credit requirements, or which courses are required your degree/approved minor, please see: <http://coursecat.isu.edu/undergraduate/divisionhealth/communicationsciencesdisorders/communicationsciencesdisorders.pdf> Please note that some courses are only offered once a year.

Students completing the Sign Language Studies Program must apply for admission to the Sign Language Interpreting Program in their last semester. Completion of the SLS Program does not guarantee automatic acceptance into the Sign Language Interpreting Program.

## **Admission Policies and Procedures for Sign Language Interpreting Program**

The ISU SLI accepts applications during the Spring semester for admission the following Fall semester. Our typical cohort size is twelve students, in accordance with CCIE standards.

### *Criteria used to evaluate applications*

1. **Previous credits**  
Students accepted into the SLI should have received an AA/AS degree or have completed at least 60 semester hour credits by the end of the semester in which they apply.
2. **Completion of ASL courses**  
Students should have completed/tested out of four semesters of ASL or the equivalent, or have completed/tested out of three semesters and be enrolled in a fourth at the time of application. You must have received a grade no lower than a B- in your ASL classes.
3. **ASL Evaluation results**  
We prefer that students have received a score of at least 25 of 40 on the ASL evaluation. The SLI program reserves the right to accept students who have taken the test and received a lower score, but we recommend 25 as a minimum requirement.
4. **Cumulative GPA**  
We recommend students possess a 2.75 or higher GPA upon application. We reserve the right to accept students who have a lower cumulative GPA, but recommend 2.75 as the minimum requirement.
5. **Performance on our applicant assessment**  
This assessment is given via computer and can be taken remotely. It includes tasks to measure your working memory, multitasking ability and other activities that help predict your suitability for interpreting.
6. **Instructor letters of recommendation**  
We welcome letters in ASL or English from your ASL instructors. These letters should include the qualifications of your instructor and their assessment of your aptitude and suitability for

interpreting. ISU faculty are prohibited from writing these recommendations, as it constitutes a conflict of interest.

*Application process*

1. After January 15th, send an unofficial transcript to the SLI Program Director. This transcript must show your individual course grades and cumulative GPA. You may send more than one transcript if you have attended more than one institution.
2. After your transcript has been reviewed, you will be notified of your qualification to apply.
3. Register for the ASL evaluation provided by a neutral third-party qualified evaluation whom we identify. Students are responsible for any fees charged to take this evaluation. You must include the form that allows your results to be sent to the ISU SLI.
4. Complete the SLI Program Applicant Assessment. You will be given directions on how to access the assessment when you are notified of your qualification to apply.
5. Send letters of recommendation from ASL instructors or Deaf individuals. These may be submitted in written English or ASL in a video.

*Application timeline*

Transcripts reviewed to qualify for application	January 15th - March 15th
Register for and complete SLPI interview	January 1st - Feb. 15th (you may take it later, but are at risk for late results)
Complete applicant assessment and submit letters of recommendation	Priority consideration given to completed applications received before March 15th
Priority consideration applicants informed of status	April 3rd

All applicants are admitted conditioned upon their subsequent admission to ISU. You must be accepted to ISU one week prior to the Fall semester, and we would recommend doing so much earlier.

### **Mandatory Program Activities**

From time to time, our students have the opportunity to gain additional language exposure. This may happen at:

- Events in the local Deaf community
- Interpreting workshops
- Observation of interpreted situations
- Service learning
  - Volunteering at community events
  - Providing individual service to thank community mentors
  - Service learning project(s), which is selected by the Community Advisory Board for the SLI program or the faculty of the SLI program
- Program/advisory meetings
- ISU ASL club

Sometimes these involve an overnight stay where ISU provides travel. These may happen on nights/weekends. Because this is an integral part of your education and assimilation into the Deaf community, events may be mandatory and/or graded at the discretion of the instructor.

### **Community Mentor**

ISU SLI students are expected, as part of their course requirements, to regularly meet with a community mentor. These Deaf individuals provide an invaluable service and contribution to your development as an interpreter, and in furthering your language.

Community mentors are selected by the students in collaboration with faculty. Students are to appropriately recognize and appreciate mentors. However, the SLI program does not require or encourage you to pay mentors.

In the Deaf community, there is a long-standing cultural tradition of reciprocity. Students are expected to identify a way to thank their community mentor for their investment of time into your success. The instructor of the course where participation in mentoring is graded determines specific guidelines. Part of your grade may be determined by your community mentor.

You are representing the ISU SLI program when participating in these mentoring experiences. Should you have any problems that arise (e.g. harassment, etc.) please let us know immediately and we will address your concerns. Your safety and optimal learning environment are important to us. We have also assured the mentors that they can come to program faculty if they have a concern about the mentoring experience.

Students are to be mindful of safety concerns, and are generally not permitted to provide services in private homes. ISU will provide you with a liability waiver form to evaluate and instruct you how to have a safe mentoring experience as well as policies and procedures during the class that provides assignments and a grade for your community mentoring participation.

### **Providing Interpreting Services While A Student in the SLI Program**

We strive to provide opportunities for students to interpret in authentic settings. This may include interpreting for bona fide participants in real-life situations; if a situation has been vetted in advance by the instructor/program and deemed that the services provided by the student would be beneficial to all parties, not pose an unnecessary risk or liability to participants or the student(s), and providing interpreting in that instance would not be a violation of the RID/NAD Code of Professional Conduct, the ISU SLI Student Code of Professional Conduct, and/or the statute and rules of the Idaho Speech, Hearing and Communications Services Board (sign language interpreter license rules).

There are times when persons may ask students to perform interpreting for a specific event. *Students are not allowed to interpret while enrolled in the SLI program unless an instructor has approved this in*

*advance*. Faculty are not required to consider requests that have less than one week notice for a review of appropriateness. This rule applies in all settings and applies whether or not the services are provided on a voluntary basis or compensated.

## **ASL Lab**

The ASL lab is located in Room 541 in Meridian. Only those who are enrolled in or graduated from the SLS/SLI programs will be allowed use of the lab, as the lab is maintained through class fees.

It is expected that all students will adhere to the following ASL lab rules:

- Food and drink is allowed but not near computers or electronic equipment if care is taken to clean up after yourself
- No use of spoken English
- Turn equipment off when you are finished
- Report equipment malfunctions to the administrative assistant or a faculty member
- Record videos in the back portion of the room with the dividing curtain pulled and “recording” sign attached to the dividing curtain in order to assure a quiet environment
- Respect others and clean up after yourselves

## **Progression Policy**

The ISU SLI progression policy explains how students are able to move from one level of instruction to the next, how we assesses skills necessary to progress to the next level, and what happens if a student fails to meet the requirements or changes their program enrollment status.

Students are required to meet the following criteria to successfully complete and graduate from the SLI program:

1. Progression Criteria
  - A. A student must have a SLI program cumulative GPA of >2.7 at the end of each semester in the program in order to proceed in the curriculum.

- B. Because students must maintain “significant progress” in all courses designated as a “skills” course, students must receive a grade of B- or higher in of the courses named below. Students must achieve this level of significant progress at one level of coursework within a reasonable time. The reasonable time is limited to three semesters.

Failure to do so will result in one or more of the following:

1. A prohibition from registering in any skills course with a higher course number.
2. A requirement that the student must retake the skills course where the significant progress was not achieved.
3. A requirement that the student complete a specific plan of action designed to raise their skills to the required level of significant progress. The plan must include a re-assessment of the skill that provides evidence of significant progress. The plan must be in writing and reviewed and approved by the program director and placed in the student file. If the action plan is completed successfully, the instructor will file a grade change request.

The effective date of this policy is August 22, 2016.

### **ISU SLI Skills Courses**

CSD 3351 Linguistics of ASL  
CSD 3331 Translation  
CSD 4470 Field Observation I, II and III  
CSD 3352 Depiction in ASL  
CSD 3332 Consecutive Interpreting  
CSD 4451 Advanced Dialogue in ASL  
CSD 4431 Simultaneous Interpreting  
CSD 4432 Senior Seminar in Interpreting  
CSD 4474 Interpreting Internship

- C. A student must maintain a GPA of 2.25 and obtain a letter grade of “C-” or better in all courses taken from the Communications Sciences and Disorders department counting toward fulfillment of graduation requirements.

D. A student must receive a grade of B- or higher for all assignments designated as “benchmark assessments.” These assignments are given in the following courses:

- CSD 3331 Translation
- CSD 3332 Consecutive Interpreting
- CSD 4331 Simultaneous Interpreting
- CSD 4432 Senior Seminar in Interpreting

E. Students must create or update their portfolio for submission and review at the end of each semester.

All of the following items are to be included in the student portfolio submitted at the end of last semester in the program. Instructors may, at their discretion, waive some items until that time.

- Resume or Curriculum Vita
- Interpreting philosophy and values statement
- Transcripts
  - Students should have an official transcript for course work prior to program acceptance. Unofficial transcripts are acceptable for courses completed after acceptance into the SLI program.
- Benchmark assessments, including grading sheet/rubric
- Written language sample
  - A research paper or essay is accepted in fulfillment for the written language sample. Other samples may be accepted by instructor approval.
- Certificates and degrees
- Awards and accomplishments
- List and description of additional workshops or training completed
- Deaf community events attended and volunteer service in the Deaf community

F. Students must meet expectations regarding demonstration of core dispositions as evaluated on a semester basis on the “Core



Disposition Evaluation Form". If required expectations are not met, the student will be placed on a Core Dispositions Action Plan (CDAP). The CDAP is created by the advisor and student with input from others as necessary. If the student refuses to participate in the process of CDAP creation, this will be documented.

- F. At the beginning of each semester in the program, a student will have no outstanding CDAPs or student conduct concerns as defined in the ISU SLI Student Code of Professional Conduct.

## 2. Academic Probation

SLI program students are placed on academic probation at the end of any semester where one or more of the following conditions have been met:

- The GPA for any single semester is  $< 2.00$
- A grade of C+ or below is received in any SLI skill course
- A grade of C+ or below is received on a benchmark assessment
- A grade of D+ or below is received in a CSD course that is a graduation requirement

When a student is placed on academic probation, a remediation plan will be developed between the student, their program advisor and the program director. Such plans may include but are not be limited to: satisfactorily repeating all courses in a year; satisfactorily repeating all courses in a semester; or satisfactorily repeating one or more courses. Courses may not be repeated more than once.

This plan will be documented in writing and signed by the student agreeing to the terms and conditions of the contract. Failure to meet the terms and conditions of this contract may result in Academic Dismissal at the discretion of the Program Director and CSD Department Chairperson.

## 3. Academic Dismissal

A student shall be academically dismissed from the SLI Program whenever one or more of the following conditions are met:

- Failure in 50 percent (50%) or more credit hours in ANY semester.

- Failure of eight (8) or more credits in the SLI program.
- Failure of any skills course twice.

#### 4. Dismissal Appeal

Students who are dismissed from the SLI Program for academic reasons, but who believe there are extenuating circumstances that warrant reconsideration, may appeal in writing to a committee comprised of the SLI Program Director, Associate Chairperson of CSD and the Department Chairperson for CSD with the final decision relative to the appeal resting with the Department Chairperson of CSD.

#### 5. Academic Withdrawal

Should a student decide to leave the program for personal or medical reasons, an appointment must be made with the SLI Program Director to address options and review university policy and requirements. A student who withdraws from the program must apply for readmission.

#### 6. Graduation

Upon completion of the specified requirements, the Sign Language Interpreting degree will be awarded. Candidates for this degree must all of the following requirements:

- A. Successfully complete all courses contained in the Sign Language Interpreting program curriculum;
- B. Successfully complete all GPA requirements;
- C. Successfully complete an 8-week internship and
- D. Be recommended for the SLI degree by the faculty of the SLI based upon academic performance, ethical and professional standards and demonstration of core dispositions for interpreters.

The ISU SLI/SLS program extends due process to all students and follows the appeals processes detailed in the ISU Academic Integrity and Dishonesty Policy for Undergraduate Students in the *ISU Student Handbook* or the SLI/SLS Student Handbook for program specific policies.

## **Appeals for Non-Academic Dismissal/Disenrollment**

If the SLI/SLS Program Director and CSD Administration have decided to dismiss or disenroll a student for misconduct, violations of the ISU SLI Student Code of Conduct, or failure to display core dispositions, the student may appeal.

The appeal should be sent, in writing, to the Dean of the School of Communication and Rehabilitation Sciences no later than five business days following written receipt of the decision. The student should include in their appeal any information that s/he believes may exonerate or mitigate the decision of the SLI Program Director/CSD Administration decision or sanction(s).

The Dean will consider oral and written statements as well as any information provided during the appeals meeting. The Dean will notify the student of her/his decision within five (5) business days of the meeting. This is the final appeal.

Attendees at the appeals meeting are limited to: the SLI Program Director, representative of CSD administration, the Dean and/or other university representative(s) designated by the Dean, witnesses, the student, a representative from Student Affairs and an advocate/support person of the student's choice. The advocate/support person may not speak or otherwise participate, other than communicating with the student, unless the advocate/support person is serving as legal counsel to the student.

However, if the student believes that procedural irregularities have occurred, the student may send a letter to the Provost and Vice President for Academic Affairs detailing the irregularities and why they may have negatively impacted the CSD Administration's or Dean's decision. The letter to the Provost and Vice President for Academic Affairs must be received no later than five (5) business days from the date of the Dean's notification.

For further assistance or advice, please talk with your academic advisor or the Director of Student Life in the Vice President for Student Affairs office.

## **Internship**

All SLI program majors are required to participate in an 8 week internship (300 hours) in the spring semester of their senior year. Arrangements for this course are made between the internship instructor and student beginning in the fall semester of the senior year. Although program faculty assist students in locating appropriate placements, ultimately, students hold responsibility for securing such placements. Students must have transportation, locate housing, and have full-time availability for the 8 weeks.

Mandatory internship planning meetings are scheduled and held during the fall semester prior to the internship. Students and supervisors are given a handbook detailing the policy and procedures that are to be followed to ensure a successful completion of the internship.

## **Student Files**

In compliance 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.)

### **Assessment Results Reporting Requirement**

As an interpreting program that is a candidate for accreditation, we are required to report results on assessments that you take while you are enrolled in, and after you have graduated from the program. Because of this requirement, we will ask you to sign a release for assessment entities in order to request the results of your assessments to be sent to us directly. You may also elect to provide us with a copy of your results.

### **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 Sign Language Interpreting Programs is assigned an SLS/SLI 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 during the first week of each semester or "advising week." Students have a registration block on most CSD classes until they meet with their advisor.

## **Background checks**

During the first semester in the program, students are required to submit to and pass a background check. Background checks are required in order to observe or intern at specific sites.

## **Disability Services**

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability or the perception of disability. The SLI program at ISU embraces both the spirit and the letter of this law and will gladly make every reasonable accommodation determined necessary by ISU Disability Services. We do this in accordance with section 504 of the Rehabilitation Act of 1973 and the ADA.

If you have a disability or believe you may have a disability, please contact the ISU Disability Services. We cannot make modifications to course

content or assessments without their approval. Once you have completed their process, they will contact individual instructors and inform us how we can accommodate you. Like all student information, the SLI program keeps this information confidential.

If you have questions about the essential physical, cognitive, cultural, linguistic or professional abilities sign language interpreters need to possess in order to be successful in their career, please see Appendix C: "Essential Functions of a Hearing Interpreter" or Appendix D: "Essential Functions of a Deaf Interpreter."

### **Identification Badges**

ISU provides name badges that students must wear at all times when participating on off-campus interpreting and observation opportunities. In medical or educational environments, students should be aware of the requirement of those facilities for identification at all times.

### **Incomplete Policy**

Students wishing to take a grade of incomplete for a course must obtain permission of the instructor of the course, who may require verification of the circumstance requiring consideration.

The university incomplete policy must be followed and is found at: [http://www2.isu.edu/areg/policy-proc/incompl\\_grd.shtml](http://www2.isu.edu/areg/policy-proc/incompl_grd.shtml)

After the Course Completion Contract has been filled out and signed, a copy will be placed in the student's file in the Department of Communication Sciences and Disorders.

### **Petitions**

A petition is utilized to make a written request to deviate from institutional policy and/or other needed purposes. Petitions are commonly used for general education requirements, university requirements, departmental and/or college requirements, readmission, challenge by examination and late registration. If a petition is approved, it is the student's responsibility to follow up by adding or dropping courses.

## Retention Policy

ISU SLI program faculty are confident that each student admitted has the potential to be successful in study. Success in coursework, practicum, research projects and an internship are examples of student's progress toward completing a degree in Sign Language Interpreting. Admission into the SLI program by itself does not guarantee success.

Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and interpreter. The student's major advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Engagement in all aspects of the educational experiences developed by faculty in the program will increase the probability of successful completion of the program.

### **"Testing Out"/Waiver of Course Requirements**

For ASL Courses:

To receive a waiver for any of the ASL courses (CSD 1151, 1152, 2251, 2252), students can either:

Submit results from the following evaluation instruments:

- Sign Language Proficiency Interview (SLPI)
- ASL Proficiency Interview
- Educational Interpreter Performance Assessment

or

Be interviewed by an SLI faculty member as a "challenge exam".

Students are required to comply with the "Challenge Exams" policy found at:

<http://coursecat.isu.edu/undergraduate/academicinformation/alternativecreditopportunities/>

This applies if you are submitting results from one of the test instruments or if you are interviewing with a faculty member.

The SLI Program Director will sign as the "Instructor" on the challenge exam form.

Procedure



## Submitting Results from an Accepted ASL Evaluation

<b>Course Name &amp; Title</b>	<b>SLPI Level</b>	<b>ASLPI Level</b>	<b>EIPA Level</b>
ASL I - CSD 1151 & 1151L	Novice Plus	0+	2.0
ASL II - CSD 1152 & 1152L	Survival	1	2.5
ASL III - CSD 2251 & 2251L	Survival Plus	1+	3.1
ASL IV - CSD 2252 & 2252L	Intermediate Plus	2+	3.3
Depiction CSD 3352	Advanced	3	3.5
Advanced Dialogue CSD 4451	Advanced plus	3+	3.7

To take any of the accepted ASL assessments, you may contact the following:

### SLPI

North Carolina ASL Teachers Association:

<http://www.ncaslta.org/slpi-sign-language-proficiency-interview.html>

### ASLPI

Gallaudet University:

<http://www.gallaudet.edu/asldes/aslpi/aslpi-scheduling.html>

### EIPA

Boys Town National Research Hospital:

<http://www.classroominterpreting.org/EIPA/performance/index.asp>

### SLI Faculty Member Interview

To schedule an interview, please contact Prof. Steven Stubbs at [stubstev@isu.edu](mailto:stubstev@isu.edu). Live interviews are conducted at the Meridian campus.

only, but arrangements can be made to conduct interviews via video if necessary.

An interview by a faculty member will not be conducted unless the student has submitted proof of payment of required fees to the faculty member.

Credit by Challenge for All SLI/SLS Courses Other than ASL:

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.

Approved examinations may exist for the following:

CSD 1126 Deaf Studies

CSD 2257 Deaf Culture and Community

CSD 2249 Fingerspelling and Numbers

CSD 2250 Introduction to Interpreting

CSD 2205 Intro. to Professions in the Communication Sciences

CSD 3330 Linguistics of ASL

CSD 3352 Depiction

CSD 4451 Advanced Dialogue in ASL

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, CSD Department Chairperson 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 33% of the current cost per credit hour. 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 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.



## **Appendix A -ISU SLI Program Student Code of Professional Conduct (S-CPC)**

### Overview

Interpreting is a challenging and rewarding profession that requires a high degree of knowledge, linguistic competence, decision-making skills, and interpersonal capabilities. Interpreters interact with people whose lives are touched in various ways by their work. Since monolingualism and audism are pervasive in society, interpreters should be cognizant of how these attitudes influence their work with the American Deaf community<sup>1</sup>. Thus, professional acts and practices must be negotiated with the Deaf community.

As a result, it is the obligation of every interpreter to demonstrate maturity, exercise judgment, employ critical thinking, and reflect on past actions in the practice of their profession. The ISU Sign Language Interpreting Program (SLI) Student Code of Professional Conduct was created as a means to assist students in moving toward professional interpreting practice both during their education and upon graduation. Professional interpreting practice, as demonstrated by professional behavior, extends to your entire lives. You are a recognized member of the interpreting community at all times, not only while you are performing job-related duties.

Adherence to standards of conduct and communication are essential elements of professional competence that are to be developed and expanded upon in the student's' program of study. The ISU SLI has a responsibility to students, the Deaf community, and society at large to ensure that they can perform the duties required by the profession.

In addition to academic competence, students must demonstrate conduct and communication skills consistent with professional standards. These skills are to be demonstrated in the classroom environment and critically, in interactions with members of the Deaf community and other communities. Students are expected to adhere to the S-CPC, which is based on the tenets in the National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct.

Just as adherence to the S-CPC is required for ISU SLI students, other ISU codes and expectations exist and are listed below:

#### ISU CSD Standards of Professional Conduct

<http://www2.isu.edu/csed/pdf/CSD-Standards-of-Professional-Conduct.pdf>

#### ISU Division of Health Sciences Expectations on Professionalism

<http://www2.isu.edu/healthsciences/pdf/DHS-Expectations-on-Professionalism.pdf>

#### Idaho State University Student Conduct Code

[http://www2.isu.edu/studenta/pdf/IdahoStateUniversityStudentHandbook\\_2015\\_Aug\\_10.pdf](http://www2.isu.edu/studenta/pdf/IdahoStateUniversityStudentHandbook_2015_Aug_10.pdf)

Breaches of the S-CPC may be reported by faculty, staff, fellow students, or others. Students should be aware that breaches of the S-CPC may be grounds for a recommendation of academic probation or dismissal from the ISU SLI. The process for reporting is outlined in Appendix A of this

document “ISU SLI Student Conduct Concern Process Flowchart” and can also be found in the SLI Program Policy and Procedures Handbook.

The ISU SLI seeks to prepare its graduates to be practitioners who apply critical thinking skills in their interpreting practice and adhere to the NAD-RID Code of Professional Conduct. Thus, the principles for student conduct reflect the concepts of confidentiality, professionalism, civility, communication, respect for others, ethical practices, and commitment to the profession. This set of expectations are aligned with the NAD-RID Code of Professional Conduct.

This S-CPC was adopted by the ISU CSD Department faculty on April 29, 2016. Lauren Seale and Christopher Dahlke, current students at the time, reviewed and gave feedback on this document on March 30, 2016. The ISU SLI Community Advisory Board reviewed and approved the document on May 5, 2016. This document will be reviewed and revised by the ISU SLI Faculty, CSD faculty and members of the ISU SLI Community Advisory Board and other stakeholders on a regular basis.

<sup>1</sup>“American Deaf community” is taken from the NAD-RID Code of Professional Conduct and is intended to represent individuals who are Hard of Hearing, D/deaf, and Deafblind.

This document was adapted from:  
Hunt, Danielle I J, and Brenda Nicodemus, 'Gatekeeping in ASL-English Interpreter Education Programs: Assessing the Suitability of Students for Professional Practice', in *Our Roots: The Essence of Our Future* (Portland, OR: Conference of Interpreter Trainers, 2014), pp. 44-60

## **Student Code of Professional Conduct (S-CPC) Tenets**

### 1. CONFIDENTIALITY

*Tenet:* Students adhere to professional standards of confidential communication.

*Guiding Principle:* Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Students will maintain confidentiality about professional activities and classroom communication.

*Illustrative behaviors for students:*

- 1.1 Honor commitments to keep information in confidence.
- 1.2 Do not share personal or private information from classroom discussions with others.
- 1.3 Do not share details of professional activities (e.g., observations, mentoring, interpreting, and other required activities) outside of their respective environments. Specifically, do not share information regarding professional activities via: text messaging, email, third-party conversations, and postings to social media.
- 1.4 Know and apply the applicable statutory privacy and confidentiality standards in different settings (e.g. HIPAA, FERPA)
- 1.5 Know and apply the applicable exceptions to privacy and confidentiality (e.g. imminent harm or duty to report under a code of conduct).

## 2. PROFESSIONALISM

*Tenet:* Students possess the professional skills and knowledge required for academic and interpreting situations.

*Guiding Principle:* Interpreters are expected to stay current with language use, cultural norms, and changes in the profession of interpreting and be able to apply this knowledge in their work. Students must also be actively engaged in learning and adhere to the ethical and professional standards of the interpreting community and Idaho State University.

*Illustrative behaviors for students:*

2.1 Adhere to educational commitments by attending classes, being punctual, and being prepared for active learning.

2.2 Demonstrate ability to work within a professional context by adhering to institutional norms and expectations, and by showing respect to others (e.g., faculty, staff, student peers, Deaf community members, and professional interpreters).

2.3 Accept interpreting assignments (pro bono or for pay) with regard to full and thorough analysis of your knowledge, skills, integrity, language expectations, setting, and the needs of the people who are receiving your services.

2.4 Accept interpreting assignments following the procedures outlined in the ISU SLI Policy and Procedures Manual.

2.5 Abide by linguistic, social, and ethical norms when interacting with interpreters, members of the Deaf community, and other individuals.

2.6 Seek further knowledge about aspects of Deaf culture.

2.7 Stay abreast of past and current empirical research in Interpretation Studies related disciplines.



2.8 Abide by national and international codes of conduct established by professional interpreting associations.

### 3. CONDUCT AND CIVILITY

*Tenet:* Students conduct themselves in a manner appropriate to specific situations.

*Guiding Principle:* Students are expected to present themselves appropriately in demeanor and appearance. Further, students avoid situations that result in conflicting roles or perceived and/or actual conflicts of interest.

*Illustrative behaviors for students:*

3.1 Convey an attitude of respect for the capabilities and worth of others, in both verbal and nonverbal communication.

3.2 Refrain from rejecting or minimizing the capabilities and worth of others or attempt to impose your views and values on others.

3.3 Respect differences among individuals.

3.4 Demonstrate sensitivity to the feelings and opinions of others.

3.5 Convey openness to those who have backgrounds that are different than your own.

3.6 Ask questions and actively listen to others.

3.7 Refrain from non-constructive criticism of others.

3.8 Demonstrate professional decision-making skills in public.

## 4. COMMUNICATION

*Tenet:* Students demonstrate an ability to take time to understand others, to manage emotions effectively, to use humor appropriately, and to allow people the opportunity to make mistakes.

*Guiding Principle:* Students are expected to maintain professionalism in communication with others, including members of the Deaf community, faculty and staff, fellow students, and working interpreters. Professional communication includes giving and receiving feedback, observing the work of others, and asking questions.

*Illustrative behaviors for students:*

- 4.1 Communicate in a professional, courteous manner in online communication (e.g., emails, social media, texting) and face-to-face communication.
- 4.2 Avoid language that may be perceived as a put-down by the listener.
- 4.3 Learn and follow the chain of command within institutions.
- 4.4 Communicate in a manner that is respectful and promotes collaborative results.
- 4.5 Represent yourself as a member of the Idaho State University Sign Language Studies or Interpreting Program, and the interpreting profession in a positive manner.

## 5. RESPECT FOR OTHERS

*Tenet:* Students express respect for members of the faculty, staff, Deaf community, fellow students, and working interpreters while demonstrating humility, honesty, and integrity.

*Guiding Principle:* Students demonstrate the ability to work within a professional context by understanding and adhering to organizational norms and expectations, demonstrating respect for other professionals, deferring to those more advanced in the field, and supporting and mentoring others who have less experience. At times these contexts may include emotionally charged situations in which respect for your own responses and others' reactions require thoughtful and mature consideration.

*Illustrative behaviors for students:*

5.1 Use ASL in public spaces on campus where Deaf individuals are regularly found (e.g., CSD Department hallway, Silent Lunch area, classroom spaces). It is recognized that there may be times when spoken language is appropriate, such as when communicating with campus visitors who are not fluent in ASL or events where no Deaf individuals are present.

5.2 If students are in a space where no Deaf individuals are present or reasonably expected to be in attendance, when Deaf persons enter the area, immediately begin to use ASL with a welcoming attitude.

5.3 Demonstrate listening and attentive behaviors when conversing with others through posture, eye contact, and body language.

5.4 Respectfully consider the ideas and themes raised by others.

5.5 Express yourself with self-assurance by articulating thoughts and feelings in a clear, deliberate, and unassuming manner.

5.6 Demonstrate honesty and trustworthiness in interactions with others.

5.7 Avoid deceit or stretching the truth.

5.9 Do not take credit for work done by others.

5.10 Admit and accept shortcomings and limitations in knowledge and skills.

5.11 Do not flaunt knowledge or skills.

5.12 Do not display anger, annoyance, frustration, defensiveness, excessive self-criticism, or withdrawal when given feedback.

## 6. ETHICAL PRACTICES

*Tenet:* Students maintain ethical practices.

*Guiding Principle:* Students demonstrate the ability to hold, understand, and value multiple perspectives, and worldviews. Students exhibit the ability to eliminate previously held stereotypes and beliefs about individuals from different cultural groups. Students recognize their larger role as citizens within a society and act according to ethical norms.

*Illustrative behaviors for students:*

6.1. Know the tenets of the NAD-RID Code of Professional Conduct.

6.2 Follow best practices within the profession when faced with ethical conflicts including practicing discretion when accepting

interpreting assignments, following standard billing practices, and discussing individual terms and conditions.

6.3 Demonstrate willingness to change or compromise in the face of new information.

6.4 Demonstrate flexibility when considering the opinions of others.

6.5 Recognize that there are multiple ways of doing things that are reasonable and appropriate for the situation.

## 7. COMMITMENT TO THE PROFESSION

*Tenet:* Students exhibit a commitment to the interpreting profession. In addition, students demonstrate the ability to be depended upon to undertake and complete activities that support this commitment.

*Guiding Principle:* Students are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

*Illustrative behaviors for students:*

7.1 Value potential avenues for learning, including classroom discussions, readings, activities, assignments, and feedback from members of the Deaf community, peers, colleagues, faculty, and staff.

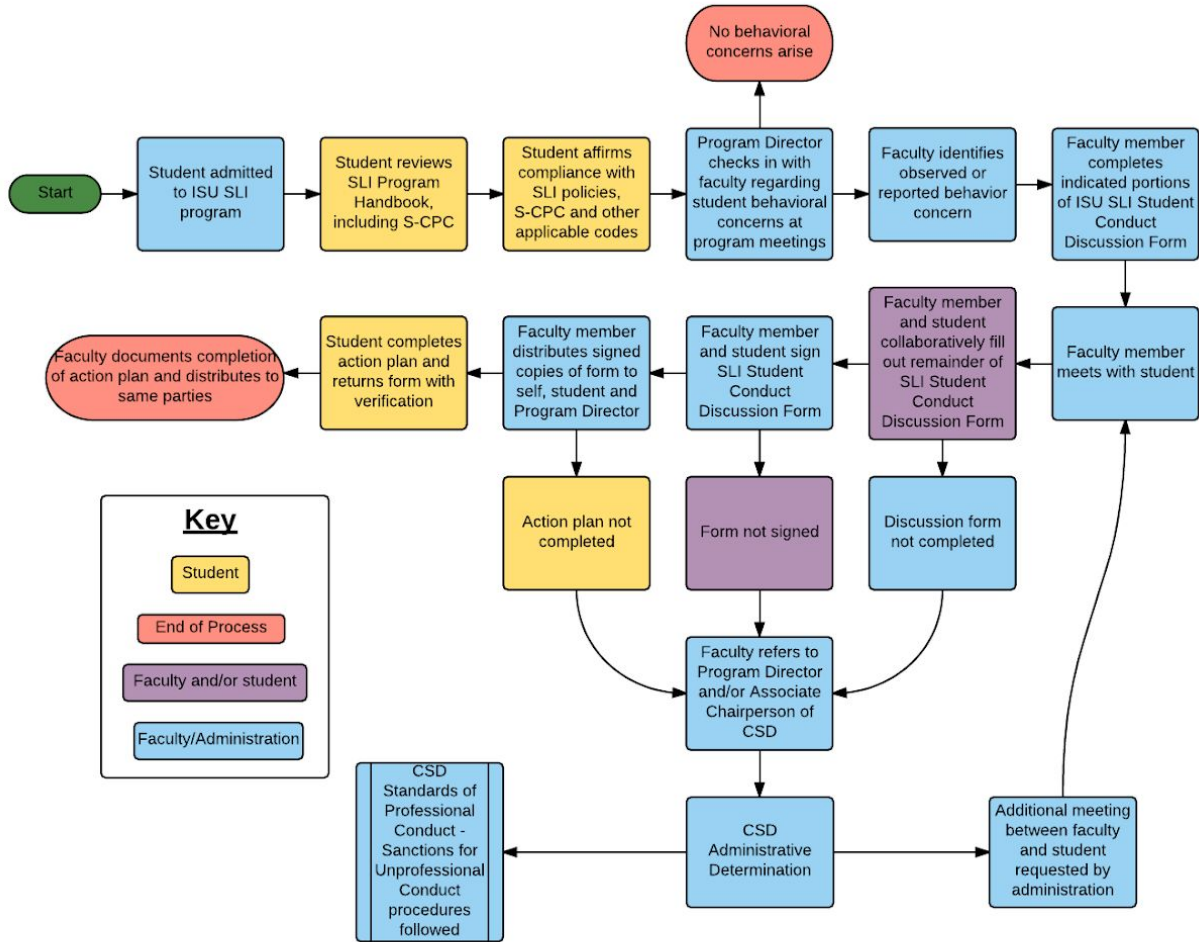
7.2 Take initiative to acquire new information, improve, and change when a gap in knowledge is discovered or a deficit in a personal quality is uncovered.

7.3 Demonstrate dependability, reliability, and follow through with tasks and assignments by meeting deadlines, being punctual, being prepared, and working as a team member.

7.4 Go beyond the minimum expectations in learning and professional activities.

7.5 Be reflective about all learning opportunities.

# ISU SLI Student Conduct Concern Process Flowchart



## **Appendix B - Essential Functions of a Hearing Interpreter**

### Overview

In order to work as a sign language interpreter, an individual must have the requisite skills, experience, education, and other job-related requirements of the position. This individual must also have the ability to perform the essential job functions of the position.

The U. S. Equal Employment Opportunity Commission defines an essential function as: "...the basic job duties that an employee must be able to perform, with or without reasonable accommodation."  
<https://www.eeoc.gov/facts/ada17.html>

If you need a reasonable accommodation to perform any of the essential functions listed below, please contact the ISU Office of Disability services at [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu)

A hearing sign language interpreter performs interpreting services between spoken and/or written English and American Sign Language (ASL), or spoken and/or written English and visual representations of English, including manual codes of English. Hearing interpreters perform duties in a wide range of situations including, but not limited to educational settings, community settings, and settings where interpretation services are delivered remotely.

It is important for students to consider the following essential functions when pursuing a career as a sign language interpreter.

This document was adapted from the San Antonio College Department of American Sign Language and Interpreter Training. Downloaded from:  
[http://www.tjc.edu/info/2004134/professional\\_and\\_technical\\_programs/190/sign\\_language\\_interpreting/2](http://www.tjc.edu/info/2004134/professional_and_technical_programs/190/sign_language_interpreting/2) on 4/5/2016.

### Essential Physical Abilities



*Hearing:* A sign language interpreter must have the ability to hear, identify and understand the speech of another person without relying on visual assistance.

*Speech:* A sign language interpreter must have the ability to speak clearly so that it is understandable to a listener.

*Vision:* A sign language interpreter must have the ability to see details of another person's handshapes, hand, movements, and facial expressions at a range from three to six feet in person or on a video screen at a range from 16 to 30 inches.

*Facial:* A sign language interpreter must have control over the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose.

*Manual Dexterity:* A sign language interpreter must have the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hand together with arms.

*Finger Dexterity:* A sign language interpreter must have the ability to make precisely coordinated movements of the fingers of one or both hands.

*Wrist-Finger Speed:* A sign language interpreter must have the ability to make fast, simple, repeated movements of the fingers, hands, and wrists.

*Limb Movement:* A sign language interpreter must have the ability to move the arms in order to place the hands slightly above the head as well as extend the arms out toward the front of the body and out to the sides of the body.

*Limb Movement Speed:* A sign language interpreter must have the ability to quickly move the arms.

*Dual-Limb Coordination:* A sign language interpreter must have the ability to coordinate movements of both arms while sitting or standing.

*Head:* A sign language interpreter must have the ability to control the head in order to nod and to turn it from side to side.

*Physical Stamina:* A sign language interpreter must have the ability to endure a medium amount of physical exertion without getting winded or out of breath for at least 30 minutes at a time.

### Essential Cognitive Abilities

*Critical Thinking:* A sign language interpreter must have the ability to use logic and analysis to assess communicative events in order to make adjustments in approaches to interpretation.

*Self-Monitoring:* A sign language interpreter must have the ability to monitor and assess the interpretation both during and after a task.

*Selective Attention:* A sign language interpreter must have the ability to concentrate and not be distracted while performing a task and sustain that attention over a period of time.

*Auditory Attention:* A sign language interpreter must have the ability to focus on a single source of auditory information in the presence of other distracting sounds.

*Visual Attention:* A sign language interpreter must have the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area.

*Mental Stamina:* A sign language interpreter must have the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes at a time.

*Working Memory:* A sign language interpreter must have the ability to remember information such as concepts, words, and numbers for a brief time while performing the task of interpreting.

*Information Ordering:* A sign language interpreter must have the ability to track and arrange information in a certain order.

*Pattern Inference:* A sign language interpreter must have the ability to

quickly make sense of information even when parts of that information may appear to be missing.

*Time Sharing:* A sign language interpreter must have the ability to efficiently shift back and forth between two or more activities or tasks and between two or more sources of information.

*Problem Sensitivity:* A sign language interpreter must have the ability to recognize when something is wrong or is likely to go wrong.

*Fluency of Ideas:* A sign language interpreter must have the ability to come up with a number of ideas about a given topic. This concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas.

*Breadth of Knowledge:* A sign language interpreter must have at least introductory-level knowledge in a broad variety of topics and fields of interests.

### Essential Cultural and Linguistic Abilities

*English Language:* A sign language interpreter must have knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

*English Language:* A sign language interpreter must have the ability to listen to and understand information and ideas presented through spoken words and sentences.

*English Language:* A sign language interpreter must have the ability to communicate information and ideas by speaking so others will understand.

*Written English Comprehension:* A sign language interpreter must have the ability to read and understand information and ideas presented in writing.

*Written English Expression:* A sign language interpreter must have the ability to communicate information and ideas in writing so others will understand.

*American Sign Language:* A sign language interpreter must have knowledge of the structure and content of American Sign Language including the

meaning of lexical and phrasal items, features, rules of grammar, and articulation.

*American Sign Language:* A sign language interpreter must have the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and fingerspelling.

*American Sign Language:* A sign language interpreter must have the ability to communicate information and ideas through signs, gestures, classifiers, and fingerspelling so others will understand.

*Culture:* A sign language interpreter must have an in-depth understanding of the cultural norms and mores of members of the American English-speaking community.

*Culture:* A sign language interpreter must have an in-depth understanding of the cultural norms and mores of members of the American Deaf Community.

### Essential Professional Attributes

*Social Perceptiveness:* A sign language interpreter must have the ability to be aware of and sensitive to others' reactions and the ability to understand why others react as they do.

*Independence:* A sign language interpreter must have the ability to develop independent approaches to doing things, work with little or no supervision, and depend on oneself to get things done.

*Interpersonal Relationships:* A sign language interpreter must have the ability to develop constructive and cooperative working relationships with others, and maintain them over time.

*Adaptability/Flexibility:* A sign language interpreter must have the ability to adapt to considerable variety in the workplace and be flexible and accepting of change, both positive and negative.

*Emotional Well Being:* A sign language interpreter must have the ability exercise emotional control and stability in order to fully utilize intellectual abilities and good judgment.

*Self Control:* A sign language interpreter must have the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.

*Professional Decorum:* A sign language interpreter must have the ability to show respect and act in a professional manner during interactions with all parties.

*Problem Solving:* A sign language interpreter must have the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valued conclusions.

*Organizing, Planning and Prioritizing Work:* A sign language interpreter must have the ability to develop specific goals and plans to prioritize, organize, and accomplish your work.

*Conflict Resolution:* A sign language interpreter must have the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors.

*Time Management:* A sign language interpreter must have the ability to manage one's own time and the time of others.

*Background:* A sign language interpreter must have the ability to pass a criminal background check.

*Ethical Standards:* A sign language interpreter must have the ability to follow the tenets of the Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf. The seven tenets are:

- Interpreters adhere to standards of confidential communication.
- Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- Interpreters demonstrate respect for consumers.
- Interpreters demonstrate respect for colleagues, interns, and students of the profession.

Interpreters maintain ethical business practices.  
Interpreters engage in professional development.

## **Appendix C - Essential Functions of a Deaf Interpreter**

### Overview

In order to work as a Deaf sign language interpreter, an individual must have the requisite skills, experience, education, and other job-related requirements of the position. This individual must also have the ability to perform the essential job functions of the position.

The U. S. Equal Employment Opportunity Commission defines an essential function as: "...the basic job duties that an employee must be able to perform, with or without reasonable accommodation."  
<https://www.eeoc.gov/facts/ada17.html>

If you need a reasonable accommodation to perform any of the essential functions listed below, please contact the ISU Office of Disability services at [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu)

A Deaf sign language interpreter performs interpreting services between two forms of communication or language. Some examples of these forms of communication and language are:

- English
- American Sign Language (ASL)
- Tactile ASL
- Idiosyncratic sign language ("home signs")
- Visual representations of English (Signing Exact English, Cued Speech)
- Gestures
- Sign language or gesturally-based communication systems used outside of the United States

It is important for students to consider the following essential functions when pursuing a career as a Deaf interpreter.

This document was adapted from the San Antonio College Department of American Sign Language and Interpreter Training. Downloaded from:  
[http://www.tjc.edu/info/2004134/professional\\_and\\_technical\\_programs/190/sign\\_language\\_interpreting/2](http://www.tjc.edu/info/2004134/professional_and_technical_programs/190/sign_language_interpreting/2) on 4/5/2016.

### Essential Physical Abilities

*Vision:* A Deaf interpreter must have the ability to see details of another person's handshapes, hand, movements, and facial expressions at a range from three to six feet in person or on a video screen at a range from 16 to 30 inches.

*Facial:* A Deaf interpreter must have control over the muscles of the face in order to manipulate the eyebrows, cheeks, mouth, and nose.

*Manual Dexterity:* A Deaf interpreter must have the ability to quickly make coordinated movements of one hand, a hand together with its arm, two hands, or two hand together with arms.

*Finger Dexterity:* A Deaf interpreter must have the ability to make precisely coordinated movements of the fingers of one or both hands.

*Wrist-Finger Speed:* A Deaf interpreter must have the ability to make fast, simple, repeated movements of the fingers, hands, and wrists.

*Limb Movement:* A Deaf interpreter must have the ability to move the arms in order to place the hands slightly above the head as well as extend the arms out toward the front of the body and out to the sides of the body.

*Limb Movement Speed:* A Deaf interpreter must have the ability to quickly move the arms.

*Dual-Limb Coordination:* A Deaf interpreter must have the ability to coordinate movements of both arms while sitting or standing.

*Head:* A Deaf interpreter must have the ability to control the head in order to nod and to turn it from side to side.

*Physical Stamina:* A Deaf interpreter must have the ability to endure a medium amount of physical exertion without getting winded or out of breath for at least 30 minutes at a time.

### Essential Cognitive Abilities



*Critical Thinking:* A Deaf interpreter must have the ability to use logic and analysis to assess communicative events in order to make adjustments in approaches to interpretation.

*Self-Monitoring:* A Deaf interpreter must have the ability to monitor and assess the interpretation both during and after a task.

*Selective Attention:* A Deaf interpreter must have the ability to concentrate and not be distracted while performing a task and sustain that attention over a period of time.

*Auditory Attention:* A Deaf interpreter must have the ability to focus on a single source of auditory information in the presence of other distracting sounds, if that interpreter possesses sufficient hearing to appreciate sound.

*Visual Attention:* A Deaf interpreter must have the ability to focus on a single source of visual information in the presence of other distracting movements in the surrounding area.

*Mental Stamina:* A Deaf interpreter must have the ability to sustain a significant amount of mental processing without fatigue or breakdown for at least 30 minutes at a time.

*Working Memory:* A Deaf interpreter must have the ability to remember information such as concepts, words, and numbers for a brief time while performing the task of interpreting.

*Information Ordering:* A Deaf interpreter must have the ability to track and arrange information in a certain order.

*Pattern Inference:* A Deaf interpreter must have the ability to quickly make sense of information even when parts of that information may appear to be missing.

*Time Sharing:* A Deaf interpreter must have the ability to efficiently shift back and forth between two or more activities or tasks and between two or more sources of information.

*Problem Sensitivity:* A Deaf interpreter must have the ability to recognize when something is wrong or is likely to go wrong.

*Fluency of Ideas:* A Deaf interpreter must have the ability to come up with a number of ideas about a given topic. This concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas.

*Breadth of Knowledge:* A Deaf interpreter must have at least introductory-level knowledge in a broad variety of topics and fields of interests.

### Essential Cultural and Linguistic Abilities

*English Language:* A Deaf interpreter must have knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

*English Language:* A Deaf interpreter must have the ability to understand information and ideas presented through words and sentences.

*English Language:* A Deaf interpreter must have the ability to communicate information and ideas so others will understand.

*Written English Comprehension:* A Deaf interpreter must have the ability to read and understand information and ideas presented in writing.

*Written English Expression:* A Deaf interpreter must have the ability to communicate information and ideas in writing so others will understand.

*American Sign Language:* A Deaf interpreter must have knowledge of the structure and content of American Sign Language including the meaning of lexical and phrasal items, features, rules of grammar, and articulation.

*American Sign Language:* A Deaf interpreter must have the ability to watch and understand information and ideas presented through signs, gestures, classifiers, and fingerspelling.

*American Sign Language:* A Deaf interpreter must have the ability to

communicate information and ideas through signs, gestures, classifiers, and fingerspelling so others will understand.

*Culture:* A Deaf interpreter must have an in-depth understanding of the cultural norms and mores of members of the American English-speaking community.

*Culture:* A Deaf interpreter must have an in-depth understanding of the cultural norms and mores of members of the American Deaf Community.

### Essential Professional Attributes

*Social Perceptiveness:* A Deaf interpreter must have the ability to be aware of and sensitive to others' reactions and the ability to understand why others react as they do.

*Independence:* A Deaf interpreter must have the ability to develop independent approaches to doing things, work with little or no supervision, and depend on oneself to get things done.

*Interpersonal Relationships:* A Deaf interpreter must have the ability to develop constructive and cooperative working relationships with others, and maintain them over time.

*Adaptability/Flexibility:* A Deaf interpreter must have the ability to adapt to considerable variety in the workplace and be flexible and accepting of change, both positive and negative.

*Emotional Well Being:* A Deaf interpreter must have the ability exercise emotional control and stability in order to fully utilize intellectual abilities and good judgment.

*Self Control:* A Deaf interpreter must have the ability to maintain composure, keep emotions in check, control anger, and avoid aggressive behavior, even in very difficult situations.

*Professional Decorum:* A Deaf interpreter must have the ability to show respect and act in a professional manner during interactions with all parties.

*Problem Solving:* A Deaf interpreter must have the ability to make complex decisions, including the ability to identify problems, collect information, establish facts, and draw valued conclusions.

*Organizing, Planning and Prioritizing Work:* A Deaf interpreter must have the ability to develop specific goals and plans to prioritize, organize, and accomplish your work.

*Conflict Resolution:* A Deaf interpreter must have the ability to identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors.

*Time Management:* A Deaf interpreter must have the ability to manage one's own time and the time of others.

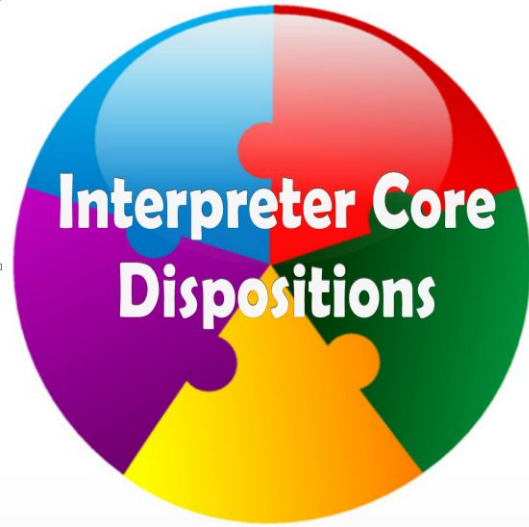
*Background:* A Deaf interpreter must have the ability to pass a criminal background check.

*Ethical Standards:* A Deaf interpreter must have the ability to follow the tenets of the Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf. The seven tenets are:

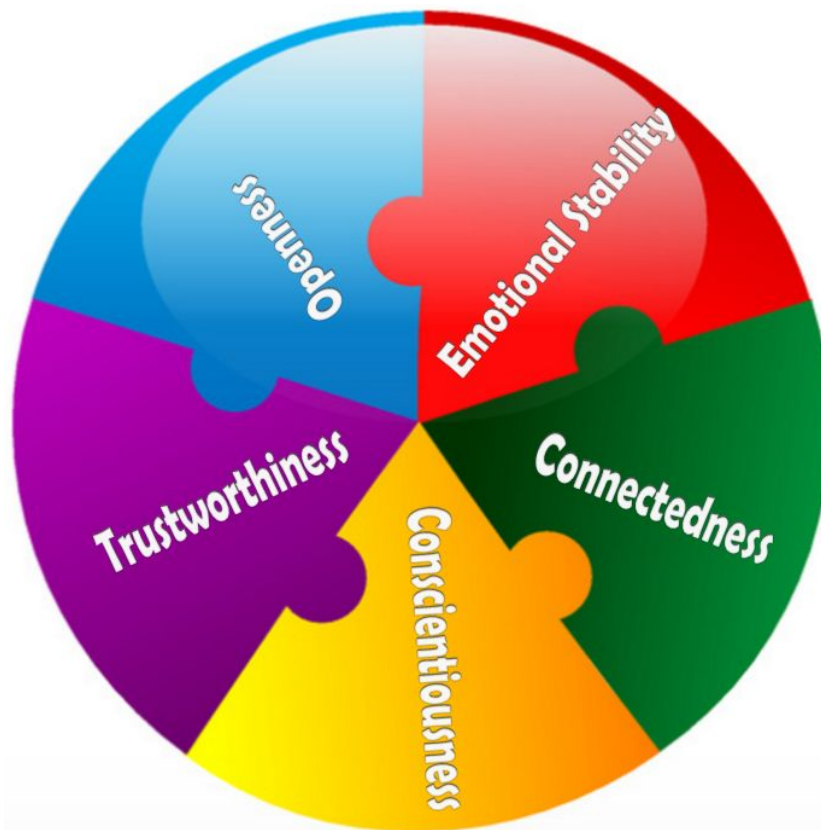
- Interpreters adhere to standards of confidential communication.
- Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- Interpreters demonstrate respect for consumers.
- Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- Interpreters maintain ethical business practices.
- Interpreters engage in professional development.

## Appendix D - Core Dispositions for Sign Language Interpreting Program Students

The Idaho State University Sign Language Interpreting program faculty has a strong belief and value for foundational tendencies, or core dispositions, that are viewed as transcendent to interpreter role, context, or the population that receives interpreting services. A disposition “refers to more than personality characteristics--it implies an interactive approach to interpreting that is respectful and cognizant of various worldviews and lived realities of participants.” (Shaw, 2014, pg. 2)



The following core dispositions provide a framework for student educational experiences and evaluation throughout your time in the program.





Emotional stability is defined by Smithson (1979) as a process “in which personality is continuously striving for a greater sense of emotional health...Emotional stability enables the person to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception helps one to develop reality-oriented thinking, judgment and evaluation ability.”

People are often described as being emotionally stable when they are secure, not fearful, calm, even-tempered, comfortable and unemotional. Sign language interpreters, as an essential function of their job, must exhibit emotional well being and self control.

*Illustrative behaviors that include indications of emotional stability from the ISU SLI Student Code of Professional Conduct*

5.10 Admit and accept shortcomings and limitations in knowledge and skills.

5.11 Do not flaunt knowledge or skills.

5.12 Do not display anger, annoyance, frustration, defensiveness, excessive self-criticism, or withdrawal when given feedback.

6.3 Demonstrate willingness to change or compromise in the face of new information.

ISU SLI faculty evaluate emotional stability as evidenced by:

- Admission and acceptance of shortcomings
- Humility
- Appropriate responses to feedback
- Willingness to change



Openness is a cognitive style, a way that a person approaches experiences. Open people are intellectually curious, aware of their feelings and creative. A person who is high in openness to experience would be a creative thinker who is independent.

Openness to experience will often contribute greatly to the satisfaction one feels they get out of life. Sign language interpreters, as an essential function of their job, must exhibit independence,

adaptability/flexibility, and an openness to the culture of Deaf people and non-Deaf people and the intersectionalities between social categories (e.g. race, class, gender) and culture.

*Illustrative behaviors that include indications of openness from the ISU SLI Student Code of Professional Conduct*

- 2.6 Seek further knowledge about aspects of Deaf culture.
- 3.1 Convey an attitude of respect for the capabilities and worth of others, in both verbal and nonverbal communication.
- 3.3 Respect differences among individuals.
- 3.4 Demonstrate sensitivity to the feelings and opinions of others.
- 3.5 Convey openness to those who have backgrounds that are different than your own.
- 3.6 Ask questions and actively listen to others.
- 5.4 Respectfully consider the ideas and themes raised by others.
- 6.4 Demonstrate flexibility when considering the opinions of others.
- 6.5 Recognize that there are multiple ways of doing things that are reasonable and appropriate for the situation.
- 7.1 Value potential avenues for learning, including classroom discussions, readings, activities, assignments, and feedback from members of the Deaf community, peers, colleagues, faculty, and staff.
- 7.4 Go beyond the minimum expectations in learning and professional activities.

ISU SLI faculty evaluate openness as evidenced by:

- Flexibility
- Recognition of multiple correct approaches
- Intellectual curiosity and value of learning
- Respect for differences, feelings, opinions and backgrounds





Trust is something that must be built and earned, not “installed.” (Sherwood, 1987)  
Trust and responsibility are fundamental elements in relationships between interpreters and Deaf community members. (Shaw, 2014)

Interpreters prove themselves to be trustworthy when they uphold confidentiality and interact with members of the Deaf community in a way that fosters empowerment. Trust is gained

when community members see interpreting students across a range of situations, participating in activities that embrace Deaf cultural values such as reciprocity and collectivism and eschew oppression and discrimination. This requires both social perceptiveness and professional decorum.

A trustworthy interpreter never takes advantage of a privilege that they hold to the detriment of any individual and will respect the boundaries put forth by even the most disenfranchised persons, regardless of how those boundaries are expressed. They will respect the language choice of consumers and regard Deaf consumers as experts in matters of deafness.

*Illustrative behaviors that include indications of trustworthiness from the ISU SLI Student Code of Professional Conduct*

- 1.1 Honor commitments to keep information in confidence.
- 1.2 Do not share personal or private information from classroom discussions with others.
- 1.3 Do not share details of professional activities (e.g., observations, mentoring, interpreting, and other required activities) outside of their respective environments. Specifically, do not share information

regarding professional activities via: text messaging, email, third-party conversations, and postings to social media.

2.3 Accept interpreting assignments (pro bono or for pay) with regard to full and thorough analysis of your knowledge, skills, integrity, language expectations, setting, and the needs of the people who are receiving your services.

2.4 Accept interpreting assignments following the procedures outlined in the ISU SLI Policy and Procedures Manual.

2.5 Abide by linguistic, social, and ethical norms when interacting with interpreters, members of the Deaf community, and other individuals.

5.1 Use ASL in public spaces on campus where Deaf individuals are regularly found (e.g., CSD Department hallway, Silent Lunch area, classroom spaces).

5.2 If students are in a space where no Deaf individuals are present or reasonably expected to be in attendance, when Deaf persons enter the area, immediately begin to use ASL with a welcoming attitude.

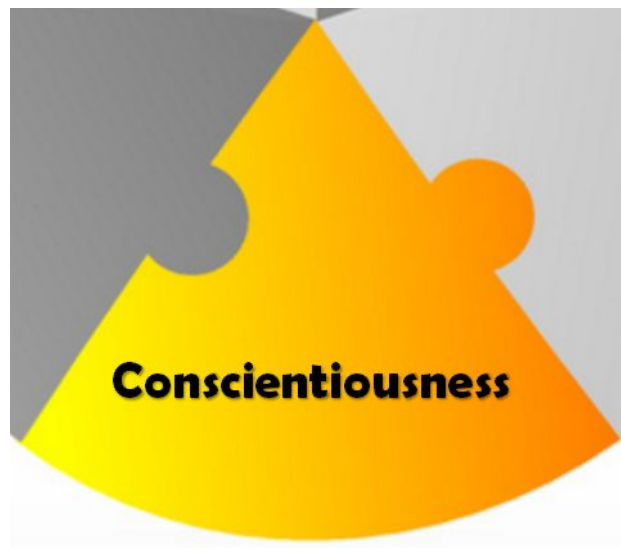
5.6 Demonstrate honesty and trustworthiness in interactions with others.

5.7 Avoid deceit or stretching the truth.

5.9 Do not take credit for work done by others.

The ISU SLI faculty evaluate trustworthiness as evidenced by:

- Adherence to standards of confidentiality
- Performing interpreting duties only when qualified and appropriate
- Cultivating behaviors consistent with Deaf cultural norms
- Personal integrity



Conscientiousness refers to the extent to which a person is organized, careful, self-disciplined, and responsible. A person who is high in conscientiousness would make an effort to be careful, organized, and responsible. Conscientious interpreters are self-disciplined, dependable, hard-working and punctual.

Conscientiousness is indicated by research to be the most significant personality construct that consistently predicts occupational performance. (Bontempo, Napier, Hayer, et. al., 2014) Sign language interpreters, as an essential function of their job, must be able to self-monitor, organize, plan/prioritize work and use time management effectively.

*Illustrative behaviors that include indications of conscientiousness from the ISU SLI Student Code of Professional Conduct*

- 2.1 Adhere to educational commitments by attending classes, being punctual, and being prepared for active learning.
- 2.7 Stay abreast of past and current empirical research in Interpretation Studies related disciplines.
- 2.8 Abide by national and international codes of conduct established by professional interpreting associations.
- 3.8 Demonstrate professional decision-making skills in public.
- 6.1. Know the tenets of the NAD-RID Code of Professional Conduct.
- 6.2 Follow best practices within the profession when faced with ethical conflicts including practicing discretion when accepting

interpreting assignments, following standard billing practices, and discussing individual terms and conditions.

7.2 Take initiative to acquire new information, improve, and change when a gap in knowledge is discovered or a deficit in a personal quality is uncovered.

7.3 Demonstrate dependability, reliability, and follow through with tasks and assignments by meeting deadlines, being punctual, being prepared, and working as a team member.

The ISU SLI faculty evaluate conscientiousness as evidenced by:

- Demonstration of educational commitment
- Adherence to codes of conduct
- Dependability, reliability, and follow through

Connectedness, in addition to competence and confidence, can contribute positively to a person's self-esteem. Connectedness can be measured by the answers to questions such as: "Do I care about other human beings? Do I contribute to the world? Do I do things outside of my own skin?" (Deak, 2016) It involves how you perceive your performance within a community and how you relate to others.



Connectedness has particular relevance for sign language interpreters, since Deaf people have often evaluated interpreters in terms of a "good attitude". (Demers, 2005) Deaf people want interpreters who are allies, which means that they:

1. Refuse to control situations;
2. Defer to Deaf people; and
3. Support Deaf people and Deaf-owned businesses.

(Suggs, 2012 in Shaw, 2014, pg. 5)

"Developing such a respect and recognizing the shared experiences as human beings are central to alliances." (Shaw, 2014, pg. 5) Interpreters are to be cautioned, though, against taking up a cause that is not theirs by attempting to lead the fight as if it is their own, which is termed being "a crusader." (Whitter-Merithew & Johnson, 2005)

As an essential function of the job, sign language interpreters must also exhibit success in interpersonal relationships and conflict resolution, as these impact connectedness as it pertains to working with colleagues.

*Illustrative behaviors that include indications of connectedness from the ISU  
SLI Student Code of Professional Conduct*

- 1.4 Know and apply the applicable statutory privacy and confidentiality standards in different settings (e.g. HIPAA, FERPA)
- 1.5 Know and apply the applicable exceptions to privacy and confidentiality (e.g. imminent harm or duty to report under a code of conduct).
- 2.2 Demonstrate ability to work within a professional context by adhering to institutional norms and expectations, and by showing respect to others (e.g., faculty, staff, student peers, Deaf community members, and professional interpreters).
- 4.1 Communicate in a professional, courteous manner in online communication (e.g., emails, social media, texting) and face-to-face communication.
- 4.2 Avoid language that may be perceived as a put-down by the listener.
- 4.3 Learn and follow the chain of command within institutions.
- 4.4 Communicate in a manner that is respectful and promotes collaborative results.
- 4.5 Represent yourself as a member of the Idaho State University Sign Language Studies or Interpreting Program, and the interpreting profession in a positive manner.
- 5.3 Demonstrate listening and attentive behaviors when conversing with others through posture, eye contact, and body language.
- 5.5 Express yourself with self-assurance by articulating thoughts and feelings in a clear, deliberate, and unassuming manner.

The ISU SLI faculty evaluate connectedness as evidenced by:

- Professional standards and behavior
- Respectful communication
- Positive representative for the profession
- Allyship to the Deaf community

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