SUFFOLK COUNTY COMMUNITY COLLEGE

AMERICAN SIGN LANGUAGE PROGRAM REVIEW

MAY 2002

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Acknowledgements

The Committee and its Chairperson extend special thanks to:

Dale Katalano and Kathy Massimo, from the Office of Institutional Research and Assessment, for their support and efforts on our behalf.
I. INTRODUCTION: PROGRAM DESCRIPTION, HISTORY, & MISSION

Operational Definitions

The term “interpreter” will refer to Sign Language interpreters. An Interpreter should be able to perform on or both of the performance requirements of interpreting and transliterating according to the definitions set by the Registry of Interpreters for the Deaf (RID).

INTERPRETING refers to the process of changing messages produced in one language into another language (spoken English and American Sign Language).

TRANSLITERATING refers to the process of changing an English text into a manually coded English signing system or vice versa.

Historical Perspective of Interpreting

In the United States, the concept of interpreting as a unique communicative service to Deaf people dates back to the beginning of education of the Deaf in 1817 when the first permanent American school for the Deaf was established by Thomas H. Gallaudet, Laurent Clerc, and Dr. Mason Cogswell.

Teachers of Deaf children and ministers working with the Deaf and children of Deaf adults (CODA) interpreted voluntarily when needed. There were no formal procedures for evaluating interpreters, and they were not guided by a Code of Ethics.

In 1964, Deaf leaders, interpreters and educators at Ball State Teachers College in Muncie, Indiana initiated a professional concept of interpreting. The consensus reached was that:

- Interpreters should be trained.
- They should observe a Code of Ethics.
- They should be paid for their services

The rationale for this consensus was that there was a great need for standards of competency and that an effective recruitment program could not succeed without specific standards. Subsequently, the RID was organized to develop guidelines and procedures for evaluating and certifying interpreters and to draft a Code of Ethics.

In 1965, a basic training manual entitled Interpreting for Deaf People was developed. The manual emphasized the professional status of the interpreter for the Deaf, the need for adequate training, the proper use of interpreters, the interpreter’s Code of Ethics and a format for interpreter referral services.

The Vocational Rehabilitation Act Amendments of 1965 (Public Law 89-333) authorized hiring interpreters as part of vocational rehabilitation expenses for Deaf and hearing-impaired clients. The law acknowledges that interpreters are an integral component to services for the Deaf and hearing impaired and need be planned for and compensated.
In 1972, RID began evaluating and certifying interpreters. With support from the Federal government, Regional consortiums were set up to train a maximum number of interpreters in a minimal amount of time. After a period of time, colleges began to offer certificate and/or degree programs for interpreting. The Conference of Interpreter Trainers (CIT) was founded in 1979 as an organization to provide professional development for educators and instructors of interpreters.

1. Nature of the ASL Program

The American Sign Language Curriculum (341) is comprised of two sequences: Interpreter for the Deaf (341-1) and American Sign Language Studies (341-2). Both sequences are AAS degrees - the Interpreter for the Deaf sequence taking approximately three years to complete, the ASL Studies sequence taking two years. Prior to being admitted to the Interpreter for the Deaf curriculum sequence, students must successfully complete all of the following required courses with a grade of B or better:

- SL10: ASL I (4 credits)
- SL14: ASL II (4 credits)
- SL23: Deaf Culture & Contemporary Issues (3 credits)
- EG11: Standard Freshman Composition (3 credits)
- EG33: Structure of English (3 credits)

The Interpreter for the Deaf sequence (341-1) is intended as a career program for entry-level positions as interpreters. Students may also be able to transfer to some four-year programs in interpreting, linguistics, special education or teaching. Once matriculated in the 341-1 sequence, students must successfully complete the following Sign Language course with a B or better in order to graduate:

- SL20: ASL III (4 credits)
- SL22: ASL IV (4 credits)
- SL24: Fingerspelling (2 credits)
- SL26: Introduction to Principles of Interpreting and Transliterating (3 credits)
- SL28: Comparative Linguistics: ASL and English (3 credits)
- SL 32: Sign-to-Voice Interpreting (3 credits)
- SL34: Voice-to-Sign Interpreting (3 credits)
- SL43: Sign Language Interpreter Seminar and Fieldwork (5 credits)

Prior to being admitted to the ASL Studies curriculum sequence, students must successfully complete all of the following required courses with a grade of C or better:

- SL10: ASL I (4 credits)
The ASL Studies sequence (341-2) is intended as a transfer program for those who wish to continue their education in a four-year teaching, rehabilitation, social work or psychology program. Students will also be taught basic communication skills to acquire entry-level positions to work with Deaf individuals. Once matriculated in the 341-2 sequence, students must successfully complete the following Sign Language courses with a C or better in order to graduate:

- SL14: ASL III (4 credits)
- SL22: ASL IV (4 credits)
- SL24: Fingerspelling (2 credits)
- SL28: Comparative Linguistics: ASL and English (3 credits)

2. History of the American Sign Language Program

American Sign Language (ASL) courses were first offered at Suffolk County Community College in 1979. A degree program, Interpreter for the Deaf, was proposed at the College in September, 1982. The program did not have a full-time faculty member until January 1986 when Larry Forestal was appointed. Sari Byrd, currently a Sociology Professor at SCCC, had directed the program until that time. An advisory committee consisting of Professor Byrd, adjunct sign language faculty and department/division administrators designed a second sequence, ASL Studies, to accommodate students who did not intend to become professional interpreters. The ASL Studies sequence began in September, 1986.

The original Interpreter for the Deaf Program thus evolved into the American Sign Language (ASL) Program (341) with two distinct sequences:
1. Interpreter for the Deaf (341-1)
2. ASL Studies (341-1)

In December, 1978, The Board of Trustees of SCCC accepted a grant from the estate of Henry A. Gilbert for the purpose of providing funding for the training and education of Deaf students. The College appointed an advisory Committee to supervise and administer this grant with three senior administrative officers of the College serving as members of the committee. The Henry A. Gilbert fund has been instrumental in the development and perpetuation of the ASL Program’s films, videotapes and resource books. The Advisory Committee also agreed that the fund’s proceeds could also be used by the College library for the purchase of subscriptions to various interpreting and deafness-related periodicals. At that
time the fund was also responsible for the salary and fringe benefits of the full-time faculty member and
the salaries of the interpreters used during the Deaf faculty members’ class lectures and meetings. The
grant continues to provide salary support for the Deaf Mentors Program. This program provides the
opportunity for ASL and interpreting students to meet and interact with member of the Deaf community.

Since September 1987, salaries of interpreters for Deaf faculty and support for the Deaf Mentors
have been paid by the College’s Office of Instruction. Beginning in 1992, the salaries of interpreters for
Deaf faculty members’ school responsibilities have also been absorbed by the Office of Instruction.

While the Gilbert Fund continues to provide funds for the purchase of new videotapes and library
periodicals related to interpreting and ASL, the Office of Instruction covers the salaries and benefits for
the full-time faculty member.

In 1998, SCCC became the regional site for the Professional Development for Educational
Interpreter Grant from the New York State Education Department. While not directly tied to the
Interpreter Degree Program, the grant has aroused the interest of currently working interpreters to obtain
a degree in their profession.

For the academic year 2001-2002, the Suffolk County Community College Foundation provided a
grant to the ASL program for a colloquium series that invites professionals in the field of deafness,
interpreting, and ASL linguistics. In addition, the City University of New York Interpreter Education
Project (CUNYIEP) agreed to co-sponsor this colloquium series with a yearly grant. This enrichment
program is open to students, faculty and members of the Deaf Community.

During the 1997 academic year, the following changes were made:

- SL50 Deaf Community Field Services was replaced by
- SL28 Comparative Linguistics in ASL and English
- As required for graduation from the ASL Studies sequence.

SL50 Deaf Community Field Services was eliminated because students were not actively participating in
the internship. Rather, they were only completing an observation experience, a requirement that could
easily be incorporated into other sign language courses. SL 52 Contemporary Issues in Deafness was
eliminated. The content in that course is now included in a revised SL23: Deaf Culture & Contemporary
Issues. This program revision allows students to complete the 341-2 sequence in two years, compatible
with other AAS degrees offered at the college.
3. Mission Statement

The mission of the American Sign Language Program is to:

- Provide an enriched learning environment that offers broad-based quality education with course work encompassing liberal arts education, applied interpreting, American Sign Language studies and linguistics.

- Assure equal opportunity to all students to realize their highest potential for intellectual and personal growth, and stimulate the desire for continuing acquisition of knowledge and skill.

- To encourage a positive attitude and disposition toward an ongoing commitment to professional development with an understanding of their role toward building a positive relationship between members of the Deaf and hearing communities.

4. How the ASL Program Mission Advances College Mission

The American Sign Language program’s mission advances the college’s mission of having students realize their highest potential for individual human development – intellectually, socially, culturally, physically, and personally. It encourages students to come to an understanding of themselves, their society, the physical world and the lifelong nature of learning. It fulfills the educational needs of the residents of Suffolk County and prepares students for immediate employment.

5. Findings From Previous Program Review

Not applicable.
II. PROGRAM GOALS & OBJECTIVES

Since there are two distinct sequences in the ASL curriculum, the goals and learning outcomes will be documented for each sequence separately. The goals for each sequence support the mission of the program.

It is the goal of the American Sign Language Interpreter for the Deaf sequence to:

- prepare students with basic skills for entry-level interpreting for the Deaf Community
- instill a sensitivity to issues of the Deaf Community

The following chart outlines the goals, learning outcomes, and classroom assessment measures for the Interpreter for the Deaf Sequence 341-1:

<table>
<thead>
<tr>
<th>Deaf Culture</th>
<th>Outcomes For</th>
<th>Classroom Measurements and Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide students with knowledge of the history and with information to gain a prospective of the future of Deaf Culture</td>
<td>A. Demonstrate knowledge of the evolution of the Deaf struggle for recognition and equality in the United States</td>
<td>1. Examinations</td>
</tr>
<tr>
<td></td>
<td>B. Identify organizations that support and promote recognition of Deaf peoples accomplishments as individuals and as a community</td>
<td>2. Research papers</td>
</tr>
<tr>
<td></td>
<td>C. Identify historical and current trends of thinking that influence society’s perceptions of deafness and Deaf people</td>
<td>3. Class presentations</td>
</tr>
<tr>
<td></td>
<td>D. Identify human services for Deaf children and adults on Long Island and in New York City</td>
<td>4. Class debates</td>
</tr>
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</table>

The student will:

- Demonstrate knowledge of the evolution of the Deaf struggle for recognition and equality in the United States
- Identify organizations that support and promote recognition of Deaf peoples accomplishments as individuals and as a community
- Identify historical and current trends of thinking that influence society’s perceptions of deafness and Deaf people
- Identify human services for Deaf children and adults on Long Island and in New York City
<table>
<thead>
<tr>
<th>Sequence Goals</th>
<th>Outcomes For</th>
<th>Classroom Measurements and Assessment Tools</th>
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<tr>
<td><strong>Deaf Culture</strong></td>
<td><strong>Goal 2</strong></td>
<td><strong>Goal 2</strong></td>
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<tr>
<td>2. To provide students with knowledge of the history of American Sign Language</td>
<td>A. Describe the etymology of American Sign Language</td>
<td>1. Examinations</td>
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<tr>
<td></td>
<td>B. Identify distinguishing features of American Sign Language from artificially invented English-based sign systems</td>
<td>2. Research papers</td>
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<td></td>
<td>C. Describe how the natural contact between English and American Sign Language, technological developments, world events and pop culture lead to the development of lexical borrowing from English</td>
<td>3. Class presentations</td>
</tr>
<tr>
<td>3. To provide students with knowledge of theories of education of the Deaf</td>
<td>A. Identify the different educational philosophies of Deaf education</td>
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<td></td>
<td>B. Describe the various amplification systems and other technological devices used in the educational setting</td>
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<td>C. Define the various education and disability legislation affecting a Deaf individual</td>
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<td>D. Explain how educational goals are established for a Deaf child attending a public school and identity members of the Individualized Educational Program committee</td>
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<td></td>
<td>E. Describe how deafness and varying degrees of hearing loss impact deaf individuals educationally linguistically and socially in an educational setting from pre-school to post secondary</td>
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<tr>
<td>4. To provide students with the understanding of cross-cultural dynamics</td>
<td>A. Identify hearing individuals as members of an adherent oppressor culture</td>
<td>1. Examinations</td>
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<td></td>
<td>B. Develop sensitivity to how his behavior may perpetuate the stigmas of deafness and impede Deaf people’s movement towards independence</td>
<td>2. Research papers</td>
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<td></td>
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<td>3. Class presentation</td>
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<td>4. Class debates</td>
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<tr>
<td>Sequence Goals</td>
<td>Outcomes For</td>
<td>Classroom Measurements and Assessment Tools</td>
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<tr>
<td><strong>American Sign Language</strong></td>
<td>Goal 5</td>
<td>Goal 5</td>
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<tr>
<td>5. To define and utilize cross cultural adjustment skills such as introductions</td>
<td>A. Demonstrate the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and open and close conversations</td>
<td>1. Examinations 2. Research papers 3. Role-play scenarios 4. Videotaped evaluations 5. Observations by professor</td>
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<td>Goal 6</td>
<td>Goal 6</td>
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<tr>
<td>Sequence Goals</td>
<td>Outcomes For</td>
<td>Classroom Measurements and Assessment Tools</td>
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<td><strong>Linguistics</strong></td>
<td><strong>Goal 7</strong></td>
<td><strong>Goal 7</strong></td>
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<tr>
<td>7. To compare and contrast the Linguistics of ASL and English</td>
<td>A. To define and use morphology, phonology, semantics, and syntax in ASL and English</td>
<td>1. Examinations</td>
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<td></td>
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<td>2. Research papers</td>
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<td>3. Research project</td>
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<td>4. Observation by professor</td>
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<td></td>
<td>5. Class discussions</td>
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<td></td>
<td>6. Examinations</td>
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<td>7. Class presentations</td>
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<td><strong>Interpreting</strong></td>
<td><strong>Goal 8</strong></td>
<td><strong>Goal 8</strong></td>
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<tr>
<td>8. To provide students with a history of the interpreting profession in the United States</td>
<td>A. Describe the evolution leading to the recognition of interpreting as a profession</td>
<td>1. Examinations</td>
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<td></td>
<td>B. Identify and contrast the various interpreting models from pre-1960 through the present</td>
<td>2. Research papers</td>
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<td>C. Lists the various equal rights legislation guaranteeing interpreter services</td>
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<td><strong>Goal 9</strong></td>
<td><strong>Goal 9</strong></td>
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<tr>
<td>9. To provide students with an understanding of the interpreter’s role</td>
<td>A. Develop the ability to objectively resolve ethical issues utilizing the various professional codes of ethics</td>
<td>1. Examinations</td>
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<td></td>
<td>B. Demonstrates an awareness of his/her role as a member of the oppressor community and the effects on interpreting</td>
<td>2. Research papers</td>
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<td></td>
<td>3. Role-play scenarios</td>
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<td></td>
<td>4. Observation by professor</td>
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<td></td>
<td>5. Observation by Deaf mentor</td>
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<td></td>
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<td>6. Observation/evaluation of student by college supervisor at field site</td>
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<td>7. Observation/evaluation of student presenting experience of fieldwork setting by college supervisor</td>
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<tr>
<td><strong>Goal 10</strong></td>
<td><strong>Goal 10</strong></td>
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<tr>
<td>10. To provide students with knowledge of and training in different interpreting contexts</td>
<td>A. Engage in role-play activities in preparation for a variety of settings such as, medical, educational, theatrical, legal and mental health</td>
<td>1. Examinations</td>
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<td></td>
<td>B. Identify the various interpreting venues</td>
<td>2. Research papers</td>
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<td>C. Develop an basic repertoire of specialized technical vocabulary</td>
<td>3. Role-play scenarios</td>
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<td>D. Participate in a structured internship program under the guidance of an on-site interpreter/mentor and the college professor</td>
<td>4. Observation by professor</td>
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<td>5. Observation by Deaf mentor</td>
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<td></td>
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<td>6. Observation/evaluation of student by college supervisor at field site</td>
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<td>7. Observation/evaluation of student presenting experience of fieldwork setting by college supervisor</td>
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<tr>
<td>Sequence Goals</td>
<td>Outcomes For</td>
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</tbody>
</table>
| 11. To provide students with interpreting and transliterating skills | A. Identify and utilize various models of interpreting  
B. Distinguish between interpreting and transliterating  
C. Use strategies to convey meaning over vocabulary | 1. Examinations  
2. Research papers  
3. Evaluations  
4. Conferences with instructor  
5. Self evaluation by student  
6. Role-play scenarios  
7. Videotaped evaluations  
8. Observation by professor  
9. Observation by Deaf mentor |
| **Professional Development** | **Goal 12** | **Goal 12** |
| 12. To develop the ability to work effectively and cooperatively with deaf and/or hearing peers, staff, and professionals | A. Participate in a structured internship program  
B. Develop interview and resume preparation skills | 1. Portfolio:  
Research Papers  
Logs  
Essay of personal philosophy  
Presentation on fieldwork experience  
Resume  
List of guidelines for working with interpreting referral agencies on Long Island  
2. Observations of student by interpreter/mentor at field site  
3. Observation/evaluation of student by college supervisor at field site  
4. Conferences with college supervisor |
It is the goal of the American Sign Language ASL Studies sequence 341-2 to:

- prepare students for entry level positions requiring ASL skills
- instill a sensitivity to issues of the Deaf Community
- prepare students for transfer to a four-year college

The following chart outlines the goals, learning outcomes, and classroom assessment measures for the ASL Studies Sequence 341-2:

<table>
<thead>
<tr>
<th>Sequence Goals</th>
<th>Outcomes For</th>
<th>Classroom Measurements and Assessment Tools</th>
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</thead>
<tbody>
<tr>
<td>Deaf Culture</td>
<td>Goal 1</td>
<td>Goal 1</td>
</tr>
<tr>
<td>1. To provide students with knowledge of the history and with information to gain a perspective of the future of Deaf Culture</td>
<td>E. Demonstrate knowledge of the evolution of the Deaf struggle for recognition and equality in the United States</td>
<td>5. Examinations</td>
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<tr>
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<td></td>
<td>F. Identify organizations that support and promote recognition of Deaf peoples accomplishments as individuals and as a community</td>
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<td>G. Identify historical and current trends of thinking that influence society’s perceptions of deafness and Deaf people</td>
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<td></td>
<td></td>
<td>H. Identify human services for Deaf children and adults on Long Island and in New York City</td>
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<tr>
<td>Sequence Goals</td>
<td>Outcomes For</td>
<td>Classroom Measurements and Assessment Tools</td>
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<td></td>
<td>Goal 2</td>
<td>Goal 2</td>
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</tbody>
</table>
| 2. To provide students with knowledge of the history of American Sign Language | D. Describe the etymology of American Sign Language  
E. Identify distinguishing features of American Sign Language from artificially invented English-based sign systems  
F. Describe how the natural contact between English and American Sign Language, technological developments, world events and pop culture lead to the development of lexical borrowing from English | 4. Examinations  
5. Research papers  
6. Class presentations |
|                | Goal 3      | Goal 3                                     |
| 3. To provide students with knowledge of theories of education of the Deaf | F. Identify the different educational philosophies of Deaf education  
G. Describe the various amplification systems and other technological devices used in the educational setting  
H. Define the various education and disability legislation affecting a Deaf individual  
I. Explain how educational goals are established for a Deaf child attending a public school and identity members of the Individualized Educational Program committee  
J. Describe how deafness and varying degrees of hearing loss impact deaf individuals educationally linguistically and socially in an educational setting from pre-school to post secondary | 5. Examinations  
6. Research papers  
7. Class presentations  
8. Class debates |
|                | Goal 4      | Goal 4                                     |
| 4. To provide students with the understanding of cross-cultural dynamics | C. Identify hearing individuals as members of an adherent oppressor culture  
D. Develop sensitivity to how his behavior may perpetuate the stigmas of deafness and impede Deaf people’s movement towards independence | 5. Examinations  
6. Research papers  
7. Class presentation  
8. Class debates |
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<th>Outcomes For</th>
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<tr>
<td><strong>American Sign Language</strong></td>
<td><strong>Goal 5</strong></td>
<td><strong>Goal 5</strong></td>
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</table>
| 5. To define and utilize cross cultural adjustment skills such as introductions | B. Demonstrate the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and open and close conversations | 6. Examinations  
7. Research papers  
8. Role-play scenarios  
9. Videotaped evaluations  
10. Observations by professor |
| 6. To use correct sign vocabulary and appropriate ASL grammar                  | I. Develop a conversational vocabulary to discuss family, occupations, daily routines, attribute qualities, describe physical surroundings, make simple requests and to discuss quantities  
J. Develop a conversation vocabulary to make suggestions, more complex requests, and complaints; to express concern and opinions; to ask for clarification; to relate life events  
K. Develop a conversational vocabulary to explain rules, to discuss health conditions, finances and discuss major life decision  
L. Recognize and use idiomatic expressions, loan signs, and both citation and conversational forms of sign production  
M. Recognize and utilize appropriate conversational and storytelling register  
N. Recognize and utilize appropriate facial grammatical facial markers for sentence types, negations, commands, topic focus; and both pronominal classifiers, and size and shape specifiers  
O. Recognize and utilize topic-comment structure, temporal aspect, verb inflection, conditional sentences, possessive form, contrastive structure and adverbial facial markers  
P. Recognize and utilize role-shifting, maintaining special agreement, sequencing classifiers, and organizing information | 8. Examinations  
9. Research papers  
10. Role-play scenarios  
11. Videotaped evaluations  
12. Observations by professor  
13. Interaction with Deaf mentors  
14. Peer assessments |
<table>
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<tr>
<td>Linguistics</td>
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<td>Goal 7</td>
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<tr>
<td>7. To compare and contrast the Linguistics of ASL and English</td>
<td>A. To define and use morphology, phonology, semantics, and syntax in ASL and English</td>
<td>8. Examinations</td>
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<tr>
<td></td>
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<td>9. Research papers</td>
</tr>
<tr>
<td></td>
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<td>10. Research project</td>
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<tr>
<td></td>
<td></td>
<td>11. Observation by professor</td>
</tr>
<tr>
<td></td>
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<td>12. Class discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Class presentations</td>
</tr>
</tbody>
</table>

5. Currently there are no advisory boards that support the Interpreter for the Deaf and ASL Studies sequence goals and objectives as written. However, professional documents from the Registry of Interpreters for the Deaf (RID), New York State Educational Interpreters Performance Assessment (EIPA), and the national VISTA Signing Naturally curriculum, have been referred to when developing many of the goals and objectives currently in place in the program.
III. Curriculum

A. Curriculum/Assessment

1. Desk copies of new ASL/Interpreting curricula are periodically ordered through publishers by the program coordinator. Instructional materials are reviewed and adjunct faculty are surveyed by phone conferences or email for their opinions. Materials are then adopted if it is determined they will integrate well with existing curricula and will meet the program goals. The program is an institutional member of national organizations promoting interpreter education. In addition, the program coordinator participates in internet e-groups, such as those sponsored by *Registry of Interpreters for the Deaf (RID) and Conference of Interpreter Trainers (CIT) where ideas about current trends in interpreter training and American Sign Language (ASL) programs are shared. Contact is maintained with faculty at other institutions offering ASL programs such as Gallaudet University and LaGuardia Community College to keep abreast of latest developments in curricula and teaching methodologies.

Materials evaluated since 8-1-01 include:

*See appendix for publishers

<table>
<thead>
<tr>
<th>Title</th>
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<tr>
<td>Bravo ASL!</td>
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<tr>
<td>Vista Signing Naturally Level III</td>
<td>SL 22</td>
</tr>
<tr>
<td>Transliterating: Show Me the English</td>
<td>SL26</td>
</tr>
<tr>
<td>Interpreting: An Introduction (rev.)</td>
<td>SL26</td>
</tr>
<tr>
<td>So You Want to Be An Interpreter (rev.)</td>
<td>SL26</td>
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<tr>
<td>The Feel of Silence</td>
<td>SL23</td>
</tr>
<tr>
<td>Deaf In America: Voices From A Culture</td>
<td>SL23</td>
</tr>
<tr>
<td>The Syntax of American Sign Language</td>
<td>SL28</td>
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<tr>
<td>Foreign Vocabulary in Sign Languages</td>
<td>SL28</td>
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<tr>
<td>National Deaf-Blind Curriculum</td>
<td>SL32, SL34, SL43</td>
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<tr>
<td>The Art of Cross-Cultural Mediation</td>
<td>SL43</td>
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<tr>
<td>Encounters With Reality: 1001 Interpreter Scenarios</td>
<td>SL43</td>
</tr>
<tr>
<td>Sign Enhancers-Consecutive Interpreting Series (V)</td>
<td>SL32, SL34</td>
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<tr>
<td>Sound &amp; Fury (V)</td>
<td>SL23, SL10, SL14, SL20, SL22</td>
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<tr>
<td>ASL Poetry: Clayton Valli (V)</td>
<td>SL10, SL23, SL14, SL20, SL22</td>
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<td>ABC Stories (V)</td>
<td>SL14, SL20, SL22, SL23</td>
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<tr>
<td>Charles Krauel: Portrait of a Deaffilmmaker (V)</td>
<td>SL23, SL10, SL14, SL20, SL22</td>
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Materials adopted since 9-1-01 include:

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Vista Signing Naturally Level III</td>
<td>SL 22</td>
</tr>
<tr>
<td>Transliterating: Show Me the English</td>
<td>SL26</td>
</tr>
<tr>
<td>An Introduction to Sign Language Interpreting (rev.)</td>
<td>SL26</td>
</tr>
<tr>
<td>So You Want to Be An Interpreter (rev.)</td>
<td>SL26</td>
</tr>
<tr>
<td>The Feel of Silence</td>
<td>SL23</td>
</tr>
<tr>
<td>Deaf In America: Voices From A Culture</td>
<td>SL23</td>
</tr>
</tbody>
</table>
History: Curriculum Revisions

The ASL faculty members were asked to review and evaluate course objectives, course content, instructional strategies and grading procedure in 1991. In the spring and fall of 1991, the Program Advisor worked with the Department Head to standardize course objective for all sign language courses. These changes are now reflected in all of the ASL course outlines. In addition, the Office of Instruction and the Gilbert Fund provided funds for two seminars on the VISTA program. “Signing Naturally Level I” was presented in 1993 for all SL faculty. The second training was offered in the 1995 and covered “Signing Naturally Level II.” The purpose of the seminars was to standardize content and teaching strategies for all ASL classes. The VISTA Program is a functional-notional methodology of teaching ASL that is used in all SL courses.

During the 1986-1987 academic year, several curriculum revisions were made:

- SL30: Manually Coded English Systems
  - was replaced with
  - SL28: Linguistics of ASL
  - The subject matter and course content from SL30 was then divided and incorporated in SL28, SL34 and SL36.
- SL34: Sign and Voice Interpreting was adjusted to increase laboratory time.

During the 1990-1991 academic year, the following curriculum revision and additions were made:

- SL28: Linguistics of ASL
  - was re-titled
- SL28: Comparative Linguistics: ASL and English
  - The rationale for this was to emphasize the importance of students understanding both American Sign Language and English.
- SL34: Sign-and-Voice Interpreting
  - was split into two courses
- SL34: Voice-to-Sign Interpreting
  - and
• SL36: Sign-to-Voice Interpreting.
The reason for the title change and course addition was that two semesters of interpreting skills practice are essential for student preparation.

• SL38: Technical Sign Language
  A new course was designed to provide the opportunity to use contextual vocabulary and sentence structure in ASL and teach the conceptual development of appropriate signs for interpreting. Areas of emphasis include, but are not limited to: education, mental health, rehabilitation, law, medicine, Social Services and religious settings.

• SL42: Sign Language Interpreter Seminar and Fieldwork
  was changed to

• SL43: Sign Language Interpreter Seminar and Fieldwork
  This fieldwork experience was specifically for students in the Interpreter for the Deaf sequence

• SL50: Deaf Community Field Services
  This course was created to provide a fieldwork experience specifically for students in the ASL studies sequence.

During the 1993-1994 academic year, three curriculum changes were adopted.

• SL36: Sign-to-Voice Interpreting
  was changed to

• SL32: Sign-to-Voice Interpreting
  It now is a prerequisite for SL34: Voice-to-Sign Interpreting.

• SL26 Introduction to Principles of Interpreting
  is now a prerequisite for

• SL32: Sign-to-Voice Interpreting

• SL22: ASL IV
  replaces

• SL38: Technical Sign Language

• SL22 is now a required course in the Interpreter for the Deaf curriculum. SL38 will be offered on an as needed basis for graduates and continuing students.

During the 1997 academic year, the following changes were made:

• SL50 Deaf Community Field Services was replaced by SL28 Comparative Linguistics in ASL and English as required for graduation from the ASL Studies sequence.
• **SL50 Deaf Community Field Services** was eliminated because students were not actively participating in the internship. Rather, they were only completing an observation experience, a requirement that could easily be incorporated into other sign language courses.

• **SL 52 Contemporary Issues in Deafness** was eliminated. The content in that course is now included in a revised **SL23: Deaf Culture & Contemporary Issues**. This program revision allows students to complete the 341-2 sequence in two years, compatible with other AAS degrees offered at the college.

• **PC11 Introduction to Psychology** was deemed a prerequisite for acceptance into the **ASL Studies 341-2** sequence. This course offers fundamentals of the mental processes and behaviors of both handicapped and non-handicapped persons, the populations whom students will be serving.

• **EG33 The Structure of English** was deemed a prerequisite for the **341-1 Interpreter for the Deaf** sequence. Students must achieve a B in this course in order to be accepted into the 341-1 sequence. This change was made to ensure that students have a working knowledge of English grammar and can effectively comprehend and utilize grammatical terminology when examining the interpreting process in courses such as SL32, SL34, and SL43.

During the 2001 academic year, the following changes were made:

• **SL55 Special Topics in ASL** was eliminated due to lack of qualified faculty to whom the course could be assigned and lack of student interest.

• **SL28 Comparative Linguistics** underwent revisions in its course objectives to reflect contemporary linguistic theories of spoken and signed languages. Assessment measures were also revised to test the students' ability to apply their linguistic knowledge to real-life contexts.

• **SL26 Introduction to Interpreting & Transliterating** underwent revisions in its course objectives to increase compatibility with similar interpreting courses in other institutions and to better prepare them for **SL32 Sign to Voice Interpreting**. Changes included the addition of an evaluated interpreting/transliterating performance, examination of current process models, and an examination of deaf-interpreter relations.
• **SL22 American Sign Language IV** underwent revisions in its course objectives to reflect those in the newly adopted **VISTA Signing Naturally Level III** curriculum.

• **SL43 Interpreting Seminar & Fieldwork** underwent revisions in its assessment measures. Students are now expected to complete a cumulative portfolio detailing their internship experience, including a sample of their interpreting on videotape, self/peer/mentor evaluations, critiques of professional journal articles, a sample of their developing interpreting philosophy, and a current resume. Assessment measures were modeled after the nationally used Educational Interpreters Performance Assessment (EIPA) used in New York State (as developed by Brenda Schick and Kevin Williams (1997)).

• Videotape materials were updated in **SL 32 Sign to Voice Interpreting and SL34 Voice to Sign Interpreting** courses and assessment measures were modeled after the Educational Interpreters Performance Assessment (EIPA) used in New York State. (Developed by Brenda Schick and Kevin Williams (1997)).

**Curriculum revisions for both 341-1 and 341-2 (since August 1994)**

During the 2001 academic year, the following changes were made:

• In order to standardize content and teaching strategies for the 341-1 and 341-2 curriculums, faculty were required to select and integrate into their course sign language videotapes owned by the department. (*See appendix for titles)

2. **Planned Revisions for the 341-2 ASL Studies sequence**

• **Curriculum 341-2 ASL Studies** should be changed from a two-year AAS to a transfer AS degree. Currently there are very few, if any, employment opportunities for graduates of this program and there is lack of successful transferability of credits. The majority of students enrolled in 341-2 are planning to pursue positions as educators of the deaf and hearing-impaired, instructors of American Sign Language, or related positions which currently require a minimum of a four-year degree. Therefore, graduates should be able to transfer credits to institutions offering such four year training programs.

• Students enrolled in the **341-2 ASL Studies** sequence should be required to take a comprehensive performance and knowledge exam upon completion of this curriculum to ensure that they have
achieved a level of competency as put forth in the program's goals. This would increase compatibility with the 341-1 *Interpreter for the Deaf* curriculum, which utilizes such a comprehensive assessment measure, and would reflect ASL studies programs nationwide.

**Planned Revisions for both 341-1 Interpreter for the Deaf & 341-2 ASL Studies**

- In order to standardize content and teaching strategies for the 341-1 and 341-2 curriculums, the college needs to offer faculty yearly workshops utilizing the specific methodology put forth in the *VISTA Signing Naturally* curriculum. In addition, faculty require better means of sharing teaching materials and methodologies. This can be accomplished through yearly scheduled meeting with the program coordinator and department chair, peer observation, and/or an established e-group.

- Two (2) additional deaf mentors (deaf and hard-of-hearing individuals who are utilized in role-playing situations and other classroom activities in interpreter training and ASL courses) should be hired to fill much needed positions in sign language and interpreting courses.

- Learning objectives for all sign language skill courses (SL10, SL14, SL20, SL22) should be rewritten in behavioral terms to accurately reflect the *VISTA Signing Naturally* curriculum currently in use.

- Learning objectives for all courses in both programs should be examined to ensure they are written in behavioral terms.

**Planned revisions for 341-1 Interpreter for the Deaf sequence**

To increase compatibility with similar interpreter training programs at community colleges nationwide and to better prepare students for entry level positions as professional sign language interpreters, the following additions to the 341-1 *Interpreter for the Deaf* curriculum will be proposed:

1. An intermediate interpreting course is needed that allows students to further apply the knowledge and skills learned in SL32 *Sign to Voice Interpreting* and SL34 *Voice to Sign Interpreting*. This course's prerequisites will be SL20, SL22, SL28, SL32, and SL34. It will offer continued practical experience in interpreting and transliterating with the assistance of deaf mentors in the classroom, further examination of deaf consumer-interpreter relations, and opportunities to explore specialized interpreting areas (i.e. oral interpreting, deaf-blind interpreting). Currently, two semesters of interpreting courses do not provide sufficient training. This change will better
prepare graduates for employment as professional sign language interpreters and increase likelihood of national Registry of Interpreters for the Deaf (RID) certification.

2. Access to a multimedia laboratory in the program’s home campus to install current interactive sign language interpreting software for students to utilize on an established schedule during the semester.

3. A deaf-blind interpreting component should be added to the curriculum to increase compatibility with other nationwide interpreter training programs and to enhance the employment opportunities of our graduates. This specialized form of sign language interpreting could be incorporated into the currently offered course SL38 Technical Sign Language or integrated into the newly created intermediate level interpreting course.

4. SL20 American Sign Language III and SL22 American Sign Language IV should replace SL10 American Sign Language I and SL14 American Sign Language II as prerequisites for the 341-1 sequence. Students currently do not demonstrate the basic proficiency level needed for success in SL32 Sign to Voice Interpreting, SL34 Voice to Sign Interpreting, and SL43 Interpreting Seminar & Fieldwork. Requiring SL20 and SL22 for admission into the interpreter training program would increase the likelihood of success in higher level courses.

Prerequisites for 341-1 would then be as follows (with a grade of B or higher):

- SL20 American Sign Language III
- SL22 American Sign Language IV
- SL23 Contemporary Issues in Deafness
- EG11 Freshman Composition
- EG33 Structure of English

5. In addition to completing all course prerequisites for the 341-1 sequence, applicants will be required to submit a videotape of their sign language skills for evaluation by a designated committee composed of a deaf and non-deaf faculty member(s). This type of admission screening for 341-1 will ensure that applicants possess the basic sign language skills needed to begin interpreter training.

6. A course on Interpreter Ethics should be offered for students enrolled in the 341-1 sequence. This additional course would better prepare students for the field by allowing them ample time to examine and apply the codes of conduct for professional sign language interpreters to a variety of scenarios.

7. A challenge exam will be offered for SL20 American Sign Language III should it be adopted as a prerequisite for the 341-1 sequence. Challenge exams have traditionally been offered for
prerequisite sign language courses in both sequences. This practice should be continued to allow applicants who already possess adequate sign language skills to be accepted into the sign language interpreter training program. However, no challenge exam will be offered for SL22 on the basis that at least one language skills course be taken at Suffolk Community College.

3. Organized Sequential Learning Experiences

341-1 Interpreter for the Deaf

First Year
Students enrolled in the Interpreter for the Deaf 341-1 sequence begin their first year of study in SL23 Contemporary Issues in Deafness, an introductory course about the heritage and culture of deaf Americans and recent developments in fields of sign language and deafness. Concurrently, they acquire basic sign language communication skills in SL 10 American Sign Language I and SL14 American Sign Language II. Also, EG 11 Standard Freshman Composition, EG33 Structure of English, and CO11 Oral Communication are required courses in the sequence since oral and written fluency in English and knowledge of grammar are essential for comparison and translation purposes.

Second Year
In their second year of study, students acquire further knowledge of conversational regulators, verb morphology and non-manual cues in SL20 American Sign Language III. Hand configuration, word patterns, and rhythm and fluency are addressed in SL24 Fingerspelling. Students complete SL26 Introduction to Interpreting & Transliterating to explore the profession of interpreting, including various settings, codes of conduct, history and literature in the field, and current process models. SL28 Comparative Linguistics offers an in depth study of phonology, morphology, syntax, and semantics of English and ASL, essential for working between two languages as an interpreter. Once students have an understanding of the interpreting profession and of the structure of English and ASL, they begin practicing the techniques of interpreting manual communication into English equivalents in SL32 Sign-to-Voice Interpreting.

Third Year
SL 22 American Sign Language IV offers further sign language skill development and addresses values, attitudes, and regional and social variations in the language. Students continue practicing the techniques of interpreting English into manual equivalents in SL34 Voice to Sign Interpreting. They conclude their study with SL43 Sign Language Interpreter Seminar and Fieldwork in which they apply their newly acquired interpreting skills in a supervised internship off-campus.
First Year

Students enrolled in the ASL Studies 341-2 sequence begin their first year of study with SL23 *Contemporary Issues in Deafness*, an introductory course about the heritage and culture of deaf Americans and recent developments in fields of sign language and deafness. Concurrently, they acquire basic sign language communication skills in SL 10 *American Sign Language I* and SL14 *American Sign Language II*. Also, EG 11 *Standard Freshman Composition* and PC11 *Introduction to Psychology* are required courses in the sequence since oral and written fluency in English and knowledge of the cognitive development of handicapped persons are essential for individuals considering a profession in deafness.

Second Year

In their second year of study, students acquire further knowledge of conversational regulators, verb morphology and non-manual cues in SL20 *American Sign Language III*. Hand configuration, word patterns, and rhythm and fluency are addressed in SL24 *Fingerspelling*. Students complete SL28 *Comparative Linguistics* which offers an in-depth study of phonology, morphology, syntax, and semantics of English and ASL, essential for any deaf educator. SL 22 *American Sign Language IV* offers further sign language skill development and addresses values, attitudes, and regional and social variations in the language.

4. SUNY General Education Requirements Satisfied by the ASL Program

The following charts illustrate which SUNY general education course requirements are satisfied by required courses in the ASL Studies and Interpreter for the Deaf sequences.

### 341-1 Interpreter for the Deaf sequence

<table>
<thead>
<tr>
<th>Courses under 341-1</th>
<th>Credits</th>
<th>SUNY General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG 11 Standard Freshman Composition</td>
<td>3</td>
<td>Basic communication</td>
</tr>
<tr>
<td>PC 11 Introduction to Psychology</td>
<td>3</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>PC 60 Developmental Psychology</td>
<td>3</td>
<td>Social Sciences</td>
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<tr>
<td>BY 14 Principles of Biology</td>
<td>4</td>
<td>Natural Sciences</td>
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<td>Natural Sciences/Mathematics</td>
</tr>
<tr>
<td>CO11 Introduction to Human Communication</td>
<td>3</td>
<td>Basic Communication</td>
</tr>
<tr>
<td>Humanities elective</td>
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<td>Humanities</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>22-23</strong></td>
<td></td>
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</table>

Therefore, the Interpreter for the Deaf sequence, an AAS program, satisfies five SUNY General Education requirements.
5. Comparison With Similar Curricula

Dallas County Community College

INTERPRETER TRAINING PROGRAM

Eastfield only
(Associate in Applied Sciences Degree)
Degree Plan Code: AAS.INTERPRETER.TR

The major in Interpreter Training is designed to prepare hearing students to work as professional interpreters with deaf and hearing consumers. During the two-year curriculum, students gain knowledge about the field of American Sign Language interpreting, deafness and American Deaf Culture, the skill to produce American Sign Language and then the skill to interpret between American Sign Language and English.

*For details about Dallas County Community College's program entrance requirements and a listing of specific courses titles, please refer to the appendix.

Comparison:

Entrance requirements

Dallas Community College's (DCC) interpreter training program has similar entrance requirements to Suffolk County Community College's (SCC) Interpreter for the Deaf AAS program, namely ENGL 1301, SLNG 1111, SLNG 1404, SLNG 1405; however SCCC has a required deaf culture course. Students need only maintain a C or better in each course at DCC, whereas SCCC requires a B.
Sign Language Courses (*see appendix for course titles)

DCC requires five courses in basic sign language communication, SLNG 1404, SLNG 1405, SLNG 1315, SLNG 1444, and SLNG 1445 (17 credits); our program requires four (16 credits). DCC requires two courses in deaf culture, SLNG 1317 and SLNG 1347 (6 credits); our program requires only one (3 credits).

Interpreting Courses (*see appendix for course titles)

DCC interpreter students must complete six interpreting related courses: SLNG 1321 Introduction to Interpreting Profession, SLNG 2301 Interpreting I, SLNG 2302 Interpreting II, SLNG Specialized Interpreting/Transliterating, SLNG 2371 Transliterating I, SLNG 2372 Transliterating II, and SLNG 2388 Sign Language Interpreter Internship (22 credits), while SCCC requires only four (14 credits). Students at DCC are also expected to take a Voice and Articulation course to enhance their sign to voice interpreting skills. SCCC does not currently require such a course.

General Education Requirements (*see appendix for course titles)

<table>
<thead>
<tr>
<th>Dallas Community College Interpreter Training Program</th>
<th>Total credits</th>
<th>Suffolk County Community College Interpreter Training Program</th>
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</tr>
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<tbody>
<tr>
<td>ENGL 1301</td>
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<td>EG11</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1302</td>
<td>3</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>SPCH 1311</td>
<td>3</td>
<td>CO11</td>
<td>3</td>
</tr>
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<td>MATH 1314 or 1414</td>
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<tr>
<td>MATH 1332</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>SPCH 1342</td>
<td>3</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Humanities/Fine Arts elective</td>
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<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25-26</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Dallas Community College Interpreter Training program requires more general education courses than Suffolk County Community College, in particular more English and Mathematics.

Portland Community College

Sign Language Interpretation Program (SLIP)

Two-year Certificate - 83 credit hours of required SLIP courses, plus completion of WR 121. Associate of Applied Science degree – 83 credit hours of required SLIP courses, 18 credit hours of General Education elective courses and exit literacy in English and math. Please see Basic Competencies part in basic mathematic and writing skills to see what you need. Consult a program advisor for assistance in planning General Education electives.
Course of Study

This is a full-time two year (six term) program for students interested in sign language interpretation as a career. A maximum of 30 students will be accepted annually into the fall term. The program focuses on the acquisition of bicultural and bilingual abilities and on both transliteration and interpretation skills. There are five practicum courses which place students in contact with Deaf people, employers and professional interpreters. Students must pass a qualifying exam before being accepted into an internship. Graduation is dependent upon entrance into and successful completion of an internship under the direction of a professional interpreter who acts as a mentor. Students complete the program with minimum job entry level skills. Students may retake courses which will assist them in developing exit competencies. Students who require additional time to master interpreting skills may return after completion of second year courses to prepare to enter and complete this internship by re-taking and passing the qualifying exam. SLIP coursework which would assist this development is available to the candidate. These courses must be taken for credit. Please make arrangements with the SLIP Department.

*For details about Portland Community College’s program entrance requirements and a listing of specific courses titles, please refer to the appendix.

Comparison:

Entrance requirements

Portland Community College’s (PCC) interpreter training program requires WR 121, a course comparable to SCCC's EG11 Standard Freshman Composition as well as six ASL skills courses: ASL101, 102, 103, 201, 202, and 203 (21 credits). PCC students need only maintain a C or better in each course, whereas SCCC requires a B. Applicants for PCC's interpreter program must demonstrate spoken English and American Sign Language competencies through a department administered assessment before being admitted. Conversely, SCCC does not offer an assessment, nor does it require that all sign language classes be taken before acceptance to the interpreter training program.

Sign Language Courses (*see above for course titles)

PCC requires six courses in basic sign language communication, ASL101, 102, 103, 201, 202, and 203 (18 credits); our program requires four (16 credits). PCC requires one course in deaf culture, ITP131 (3 credits), similar to SCCC's SL23 Contemporary Issues in Deafness.

Interpreting Courses (*see above for course titles)

PCC interpreter students must complete sixteen interpreting related courses: ITP 270, ITP 260, ITP271, ITP 180, ITP276, ITP 272, ITP 279, ITP277, ITP273, ITP281, ITP 262, ITP261, ITP283, ITP 274, ITP 275, and ITP 284 (54 credits), while SCCC requires only four (14 credits).
General Education Requirements (*see above for course titles)

<table>
<thead>
<tr>
<th>Portland Community College Interpreter Training program</th>
<th>total credits</th>
<th>Suffolk County Community College Interpreter Training program</th>
<th>total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education courses (specific courses not listed on College's website)</td>
<td>18</td>
<td>General Education courses (refer to SCCC 2002 catalog p. 93 for details)</td>
<td>21-22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td></td>
<td>21-22</td>
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</table>

Suffolk County Community College's Interpreter for the Deaf program requires a comparable number of general education courses.

NORTHERN ESSEX COMMUNITY COLLEGE
HAVERHILL - LAWRENCE
Northern Essex Community College
100 Elliott Street
Haverhill, MA 01830
978 556 3000

Deaf Studies:
American Sign Language Option

The associate in science degree in Deaf Studies: American Sign Language Option has been designed to provide students with a broad educational experience, including the balance and diversity of general education and the knowledge and skills of American Sign Language (ASL). Students are provided the opportunity to develop an understanding of American Sign Language, Deaf Culture and the world around them. Graduates will be able to both continue their education at other institutions of higher learning and to gain employment in group homes, sheltered workshops and other facilities providing services for deaf people as the program provides for career exploration within the deaf community and the basic academic preparation for transfer to bachelor degree programs. 63/65 credit hours are required for graduation. Program prerequisite: ASL101 Introductory ASL I and ASL102 Introductory ASL II with a ‘B’ or better or demonstrate comparable skills/knowledge.

*For details about Northern Essex Community College's program entrance requirements and a listing of specific courses titles, please refer to the appendix.

Comparison:

Entrance requirements

Program prerequisites for Northern Essex Community College's Deaf Studies program are ASL 101 Introductory ASL I and ASL102 Introductory ASL II with a 'B' or higher or demonstrate comparable skills/knowledge. No specific criteria for the evaluation are provided by this institution's website.
Conversely, Suffolk County Community College requires five prerequisites, *SL23 Contemporary Issues in Deafness, SL10 ASL I, SL14 ASLII, EG11 Standard Freshman Composition*, and *PC11 Introduction to Psychology*.

**Sign Language Courses (*see appendix for course titles*)**

Once students are accepted into the Deaf Studies degree program at Northern Essex they must complete four basic sign language skills courses: *ASL111, American Sign Language I, ASL112 American Sign Language II, ASL201 American Sign Language III*, and *ASL202 American Sign Language IV* (16 credits). While SCCC students also take four sign language skills classes, Northern Essex demands *ASL 101 Introductory ASL* and *ASL102 Introductory ASLII* (6 credits) prior to acceptance into the program, increasing the total number of credits of sign language skill courses to 22 as compared to SCCC which demands a total of 16. Students at Northern Essex need to pass each ASL course above 111 with a grade of 'C', comparable to SCCC. In addition, Northern Essex students take three courses in deaf culture, namely *DST101 Introduction to the Deaf Community, ASL205 Deaf Literature & ASL Folklore*, and *SOC205 Introduction to Deaf Culture* (total of 9 credits) compared to SCCC which requires only one, *SL23 Contemporary Issues in Deafness* (total of 3 credits).

**Interpreting Courses (*see appendix for course titles*)**

Students in the Deaf Studies program at Northern Essex are not in training to become professional interpreters, yet they are expected to pass *DST102 Introduction to the Interpreting Field*, as a means of acquiring general information about the field of interpreting. SCCC does not require its Deaf Studies students to take such a course. Rather, it is restricted to only students enrolled in the interpreter for the deaf sequence.

**General Education Requirements (*appendix for course titles*)**

<table>
<thead>
<tr>
<th>Northern Essex Community College-Haverhill/Lawrence Deaf Studies program</th>
<th>Total credits</th>
<th>Suffolk County Community College ASL Studies program</th>
<th>total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
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<td>3</td>
</tr>
<tr>
<td>ENG102</td>
<td>3</td>
<td>EG33</td>
<td>3</td>
</tr>
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<td>*</td>
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<td>Elective</td>
<td>3</td>
<td>Humanities elective</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>28-29</strong></td>
<td></td>
</tr>
</tbody>
</table>
Suffolk County Community College’s Interpreter Training program requires a comparable number of general education courses.

6. ASL Program Advisory Board

The American Sign Language Interpreter for the Deaf and ASL Studies programs have an advisory board which was developed in the early 1990s. The following individuals are members of the board as of September 2001:

Julia Weisenberg, Coordinator, Suffolk County Community College
Mary Altuna, Teacher, Cleary School for the Deaf
Richard Stelle, Coordinator, Cleary Secondary Program at East Islip
Sallie Bruno, Interpreter Educator, Suffolk County Community College
Donna M. Geffens, Medical Lab Technician, Good Samaritan Hospital

The board has never met and no changes in the curriculum have resulted from the board’s input. However, while scheduling board meetings has not been a priority in the past, a recommendation has been made to establish a system of ongoing communication between board members and arrange meetings as needed during the academic year (please refer to Findings/Recommendations section).

7. Instructional & Learning Activities

Faculty who teach the American Sign Language courses (SL10-SL22) all utilize the VISTA Signing Naturally Curriculum. This curriculum is designed with a functional-notional approach to language teaching. Each unit provides instructors with learning objectives and a selection of cooperative learning activities from which to choose. These activities are designed to give students opportunities to apply the sign language vocabulary and grammar concepts from that week’s unit to authentic contexts.

In addition, many faculty design and implement their own educational activities; for example, assigning weekly narratives that students prepare and present to the class. Students receive verbal and written feedback on their narratives from their instructor and peers. Traditionally, students are videotaped for assessment of their sign language skills. They critique their own performance during conferences with their instructor. Other examples of instructional activities include the use sign language/deaf culture videos* in classroom instruction, (see appendix for titles) videotaped expressive evaluations, the use of role-playing with the program’s deaf mentors, instructor, and/or peers, and guest speakers.
8. Assessment Methods for Student's Attainment of Learning Outcomes

CH. 3 Curriculum

1. The Interpreter for the Deaf Sequence (341-1)

The Interpreter for the Deaf sequence will use two measures, a videotaped performance that will be evaluated with a rubric to assess performance and a portfolio assessment to evaluate knowledge.

**Performance Assessment - EIPA**
The videotaped performance rubric is modeled after the nationally recognized Educational Interpreter Performance Assessment (EIPA) developed by Brenda Schick and Kevin Williams (1997; for Rubric and EIPA see Appendix). The videotaped performance will occur in the capstone/fieldwork course (SL43), usually taken in the student's final semester in the program. Student exposure to videotaping throughout the program makes this an appropriate assessment measure.

**Validity.** Existing Psychometric evaluation of EIPA has been requested from the authors. If validity of the measure has not been established, then the Office of Institutional Research will do so, in order, to ensure that the test scores are true indicators of students' knowledge, skills, or abilities.

It is essential that assessment results represent the program. Evaluation of the reliability and content validity of the assessment instrument and rubric will provide documentation that it does.

**Content validity will document that** program faculty agrees to all of the following:

- the learning outcomes represent the program/or course
- the assignment/instrument addresses the learning outcomes
- there is a match between the assignment and the rubric
- rubric scores can be applied to the learning outcomes, and indicate the degree of student achievement within the program.

With agreement to the above, the instrument will be considered valid upon achieving adequate reliability.

**Reliability.** Schick, Williams and Bolster (Skill Levels of Educational Interpreters Working in Public Schools, Journal of Deaf Studies and Deaf Education (Online) Vol. 4:2, Spring 1999 pg. 144-155) report that reliability tests conducted on the EIPA with a sample of 11 revealed an alpha coefficient of .78 (p<.0001). Because one rater will be evaluating the videos, reliability will be confirmed through test-retest reliability for our program, in order to determine that our rater evaluates degree of student achievement consistently. A minimum estimate of $r_{xx} = .80$ will be considered as an acceptable level of reliability.

**Knowledge Development – Portfolio Assessment**

In addition, the Interpreter for the Deaf sequence will use a portfolio to assess the student's skill and knowledge development. A program rubric is used to measure the criteria delineated in the portfolio.
assessment tool. Following the guidelines established above, the assessment instrument and rubric will be evaluated for content validity and reliability

The ASL Studies Sequence (341-2)

Performance and Knowledge Assessment.

The ASL Program committee will develop a single performance and knowledge assessment instrument, including a written and expressive component, to evaluate the degree to which students have mastered the programmatic learning outcomes. This exam will be administered, upon completion of ASL IV, to all students in the sequence.

Reliability and Validity. Reliability and content validity assessment of the instrument will be conducted in the 2002-2003 school year according to the guidelines discussed above.

9. Scoring Rubrics

The Interpreter for the Deaf Sequence (341-1)

The sample assessment tool is applied to a videotaped sample of a student's work at his/her fieldwork site. (See Appendix H.)

Students who have completed SL 26, SL32, and SL34 participate in an interpreting internship program in which they must complete 170 hours of supervised interpreting under the guidance of a participating program’s interpreter mentor. Students are videotaped twice during the semester at their assigned internship site. Their performance is evaluated using the program assessment rubric. In addition they must keep detailed logs of their internship experience, which is incorporated into a 20 page portfolio documenting their skill and knowledge development. The scoring rubric used for the portfolio is provided below. Students must achieve a B or higher in order to successfully complete the internship program.

SL43 Scoring Rubric for Portfolio (341-1 Capstone Course)

-Your goal is to demonstrate that you understand interpreting issues well enough to critique your own skills and those of others.

-Remember in your discussion to always refer to specific interpreting behaviors and then compare them to established process models in the interpreting field.

Example of a poor sentence:
My mentor's voice-to-sign skills are great; (s) he is so clear.
Example of a good sentence:
My mentor utilizes process time effectively allowing her (him) to select conceptually accurate signs rather than a just sign-for-word translation.

Grades:

A range:
(1) The portfolio is the product of an entire semester's work documented with sentences of similar quality to the above example.
(2) It addresses many specific interpreting behaviors and evaluates them using
   • the criteria as stated in the SL43 Observation/Evaluation form (see your student packet).
   • ideas gathered from our textbooks and class discussions.
(3) Comments and ideas are supported by appropriate examples, and with very few grammar and spelling errors.
(4) All required pages (20) are accounted for (see below).

B range: Only one of the numbered criteria is lacking to some degree.

C range: Criteria (3) and (4) are satisfied with little contribution from numbered criteria (1) and (2).

D range: Criteria (3) and (4) are satisfied with no contribution from numbered criteria (1) and two (2).

To receive a satisfactory grade in this internship, students will comply with the attendance policy and complete the following:

<table>
<thead>
<tr>
<th>Field work</th>
<th>40%</th>
</tr>
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<tbody>
<tr>
<td>Field supervisor's evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Instructor's observations</td>
<td>15%</td>
</tr>
<tr>
<td>Your logs</td>
<td>5%</td>
</tr>
</tbody>
</table>

One journal article on a current ethical issue: summarized/critiqued/presented 10%
One journal article on a current language issue: summarized/critiqued/presented 10%
Class presentation of yourself interpreting (short video clip) 20%
20 page portfolio showing your self-development containing:

A. 1 page on what self-development means to you
B. several pages…
   on your field supervisor's sign to voice skills
   on his/her voice to sign skills
   on his/her strategies for handling cultural differences (i.e. cultural adjustments)
   on his/her approach to fostering language development of the deaf child
   on his/her strategies for handling ethical challenges

C. 2 pages of two informal observations of two different classmates' interpreting
D. several reflective pages on your own self-development as an interpreter
E. 1 page on your interpreting philosophy as you see it this term
F. 1 page on cultural sensitivity
G. 1 page on ethical considerations
H. 1 page on professionalism
I. 1 page containing your resume
J. 1 page listing the addresses and contact persons of freelance agencies on Long Island
The following explains how each measure satisfies the learning outcomes of the *Interpreter for the Deaf sequence*.

**Learning Outcomes for Sequence 341-1:**

- The student will use correct sign vocabulary and appropriate ASL grammar  
  **Measure:** Videotaped Assessment

- The student will demonstrate the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and close and open conversations  
  **Measure:** Videotaped Assessment

- The student will be able to define morphology, phonology, semantics, and syntax  
  **Measure:** Portfolio

- The student identifies and utilizes various models of interpreting  
  **Measure:** Portfolio/Videotaped Assessment

- The student will demonstrate knowledge and appreciation of incorporating codes of professional and personal ethics into professional practice  
  **Measure:** Portfolio

- The student demonstrates knowledge and appreciation of evolution of the deaf struggle for recognition and equality in the US  
  **Measure:** Portfolio

- The student demonstrates an understanding of how current trends of thinking during a particular era influence society’s perceptions of deafness and Deaf people  
  **Measure:** Portfolio

- The student develops sensitivity to how his behavior may perpetuate the stigmas of deafness and impede Deaf people's movement towards independence  
  **Measure:** Portfolio

- The student demonstrates the ability to identify and evaluate the different philosophies of Deaf education  
  **Measure:** Portfolio

- The student demonstrates knowledge and etymology of the history of ASL  
  **Measure:** Portfolio

- The student will describe the evolution leading to the recognition of interpreting as a profession  
  **Measure:** Portfolio

- The student will demonstrate an understanding of the interpreter’s role  
  **Measure:** Portfolio/Videotaped Assessment

For a detailed application of the assessment measures to the specific learning outcomes of the sequence, please refer to the chart found in the appendix.
The ASL Studies sequence currently does not have a program measurement to address learning outcomes, however, it is has been recommended that a comprehensive knowledge and performance exam be developed and piloted in the 2003-2004 academic year (please refer to the Findings/Recommendations section).

10. Procedures for Using Results

The focus of the assessment results will be communication between the program coordinator and the adjunct faculty since there are no other full-time faculty assigned to the ASL program. These results can also be discussed with the ASL advisory board. The program coordinator holds conferences with the adjunct faculty members assigned to teaching interpreting courses in order to coordinate efforts to improve student interpreter performance. In the last year, for example, results of such conferences have included the sharing of teaching materials, sequencing of videotapes used in assessments, revisions to some existing assessment tools, and the adoption of new textbook and video materials. One significant revision to the curriculum was the addition of practical applications of interpreting skills and a videotaped performance in SL26 Introduction to Interpreting. Similarly, when results of assessments indicate that second or third year students' sign language skills are not at a satisfactory level for graduation or for employment in the community, the program coordinator must work with the adjunct faculty to implement procedures for standardizing the ASL curriculum. In the last year, for example, adjunct faculty have agreed to show a required number of ASL/deaf culture videotapes in all their courses. While there is a great need to establish periodic faculty conferences, currently, the program coordinator holds individual conferences with adjunct faculty assigned to ASL courses to share teaching materials and discuss suggestions for standardization of the curriculum. Adjunct faculty are also surveyed by phone conferences or email for their opinions.

B. PROGRAM COURSES

1. During the 1997 academic year, the following changes were made:

- **SL50 Deaf Community Field Services** was replaced by **SL28 Comparative Linguistics in ASL and English** as required for graduation from the ASL Studies sequence.

- **SL50 Deaf Community Field Services** was eliminated because students were not actively participating in the internship. Rather, they were only completing an observation experience, a requirement that could easily be incorporated into other sign language courses.
• **SL 52 Contemporary Issues in Deafness** was eliminated. The content in that course is now included in a revised **SL23: Deaf Culture & Contemporary Issues**. This program revision allows students to complete the 341-2 sequence in two years, compatible with other AAS degrees offered at the college.

• **PC11 Introduction to Psychology** was added as a prerequisite for acceptance into the **ASL Studies 341-2** sequence. This course offers fundamentals of the mental processes and behaviors of both handicapped and non-handicapped persons, the populations whom students will be serving.

• **EG33 The Structure of English** was added as a prerequisite for the **341-1 Interpreter for the Deaf** sequence. Students must achieve a B in this course in order to be accepted into the 341-1 sequence. This change was made to ensure that students have proficiency in English and can effectively comprehend and utilize grammatical terminology when examining the interpreting process in courses such as SL32, SL34, and SL43.

During the 2001 academic year, the following changes were made:

• **SL55 Special Topics in ASL** was eliminated due to lack of qualified faculty to whom the course could be assigned and lack of student interest.

• **SL28 Comparative Linguistics** underwent revisions in its course objectives to reflect contemporary linguistic theories of spoken and signed languages. Assessment measures were also revised to test the students' ability to apply their linguistic knowledge to real-life contexts.

• **SL26 Introduction to Interpreting & Transliterating** underwent revisions in its course objectives to increase compatibility with similar interpreting courses in other institutions and to better prepare them for **SL32 Sign to Voice Interpreting**. Changes included the addition of an evaluated interpreting/transliterating performance, examination of current process models, and an examination of deaf-interpreter relations.

• **SL22 American Sign Language IV** underwent revisions in its course objectives to reflect those in the newly adopted **VISTA Signing Naturally Level III** curriculum.

• **SL43 Interpreting Seminar & Fieldwork** underwent revisions in its assessment measures. Students are now expected to complete a cumulative portfolio detailing their internship experience, including a sample of their interpreting on videotape, self/peer/mentor evaluations, critiques of professional
journal articles, a sample of their developing interpreting philosophy, and a current resume. Assessment measures were modeled after the nationally used Educational Interpreters Performance Assessment (EIPA) used in New York State (developed by Brenda Schick and Kevin Williams (1997)).

- Videotape materials were updated in SL 32 Sign to Voice Interpreting and SL34 Voice to Sign Interpreting courses and assessment measures were modeled after the Educational Interpreters Performance Assessment (EIPA) used in New York State. (Developed by Brenda Schick and Kevin Williams (1997)).

2. Changes in Course Prerequisites

- SL50 Deaf Community Field Services was replaced by SL28 Comparative Linguistics in ASL and English as required for graduation from the ASL Studies Program.

- SL50 Deaf Community Field Services was eliminated because students were not actively participating in the internship. Rather, they were only completing an observation experience, a requirement that could easily be incorporated into other sign language courses.

- PC11 Introduction to Psychology was added as a prerequisite for acceptance into the ASL Studies 341-2 sequence. This course offers fundamentals of the mental processes and behaviors of both handicapped and non-handicapped persons, the populations whom students will be serving.

- EG33 The Structure of English was added as a prerequisite for the 341-1 Interpreter for the Deaf sequence. Students must achieve a B in this course in order to be accepted into the 341-1 sequence. This change was made to ensure that students have proficiency in English and can effectively comprehend and utilize grammatical terminology when examining the interpreting process in courses such as SL32, SL34, and SL43.

The current prerequisites for the 341-1 curriculum have been reviewed by faculty within the last year. While EG11 Freshman Composition, EG33 Structure of English, and SL23 Contemporary Issues In Deafness continue to be necessary for academic success, SL20 American Sign Language III and SL22 American Sign Language IV are proposed as future prerequisites to the program. Similarly, the current prerequisites for the 341-2 curriculum have been reviewed by faculty and determined necessary for academic success. However, to reflect current trends in ASL Studies programs in community colleges,
an introductory sociology course should be added as a "recommended" prerequisite for both the 341-1 and 341-2 curricula.

- The prerequisite for SL32 Sign to Voice Interpreting is currently SL26 Introduction to Interpreting & Transliterating. The following courses should be added as prerequisites:
  
  - SL20 American Sign Language III
  - SL22 American Sign Language IV
  - SL28 Comparative Linguistics

- The prerequisite for SL26 Introduction to Interpreting & Transliterating is currently SL14 American Sign Language II. The following courses should be added as prerequisites:
  
  - SL20 American Sign Language III
  - SL22 American Sign Language IV

3. Course Syllabi Updates
There has not been a standardized revision of all American Sign Language basic skill courses (SL10, SL14, SL20, and SL22) since the last program review in August of 1994. However, the following courses underwent revisions in learning objectives and assessment measures beginning January 2001:

- SL22 American Sign Language
- SL26 Introduction to Interpreting & Transliterating
- SL28 Comparative Linguistics
- SL32 Sign to Voice Interpreting
- SL34 Voice to Sign Interpreting
- SL43 Interpreting Seminar & Fieldwork

4. Of the eleven sign language courses required in the Interpreter for the Deaf 341-1 and the seven sign language courses required for the ASL Studies 341-2 curriculum, only SL28 Comparative Linguistics, SL23 Deaf Culture & Contemporary Issues, SL43 Interpreting Seminar & Fieldwork, and SL26 Introduction to Interpreting & Transliterating are written in behavioral terms. The course objectives for said courses are consistent with the program goals. Course objectives for American Sign Language levels 1-4 (SL10-SL22) and interpreting courses SL32 and SL34, while also consistent with the program's goals, need to be revised and written in behavioral terms.

One significant revision to the curriculum was the addition of practical applications of interpreting skills and a videotaped performance in SL26 Introduction to Interpreting. This revision was needed
after results of the assessment instrument used across courses SL32, SL34, and SL43 indicated that two semesters of practical application of interpreting and interpreting theories was not sufficient to meet the required competencies. Examples of such instruments can be found above (p. 21-24). Currently, there are no assessment instruments in place to measure the attainment of course objectives for ASL levels 1-4 and other required courses for the ASL Studies 341-2 sequence.

C. INSTRUCTIONAL METHODOLOGIES AND MODALITIES

1. Beginning in 2000, the Educational Interpreters Performance Assessment (EIPA) developed by Schick & Williams, was adopted as the primary assessment tool for students in SL43 Interpreting Seminar & Fieldwork, SL32 Sign to Voice Interpreting, SL34 Voice to Sign Interpreting, and SL26 Introduction to Interpreting & Transliterating. As a result of this addition, instructors teaching SL26, SL32, and SL43 increased the use of American Sign Language and interpreting practice videotapes in weekly classroom activities to better prepare students for the videotaped EIPA assessment. Instructors also included cooperative learning activities in which students performed peer critiques utilizing samples of the EIPA sheets to familiarize themselves with each component of the evaluation.

Since the last program review the program coordinator has made efforts to ensure that all faculty teaching courses ASLI through IV videotape students for their midterm and final expressive evaluations utilizing video camera equipment owned by the department. This means of documentation ensures a more accurate evaluation of the students’ sign language skills and provides tangible evidence of student performance from which instructors can then develop and implement a skills improvement plan. In order to standardize content for the 341-1 and 341-2 curriculums, faculty have integrated into their courses sign language videotapes owned by the department.

2. Faculty currently use video camcorders owned by the department to record students’ sign language skills periodically during the semester. Due to the fact that the language of instruction is primarily visual in the American Sign Language program, faculty frequently use televisions and VCRs to show linguistic, cultural, and interpreting method videotapes. The Vista Signing Naturally curriculum employed in ASL courses level 1-4 contains both an instructor and student videotape which is shown in class to highlight certain cultural and linguistic behaviors. Weekly classroom instruction in ASL and interpreting also contains a designated lab time where students are expected to visit the campus library and avail themselves of instructor reserved media resources to supplement their learning experience. Instructors for SL28 Comparative Linguistics have employed PRAAT software in the classroom for demonstrating English phonetics.
3. There have not been any courses offered in a distance learning format in the ASL program. Due to the fact that American Sign Language is a visual gestural language, interacting primarily through a computerized format does not allow for face to face instructor and peer feedback that is crucial to developing the level of fluency needed to be a sign language interpreter or competent user of American Sign Language.

D. TRANSFERABILITY/EMPLOYMENT

1. The American Sign Language program does not have any articulation or joint admissions in place with other colleges and universities.

2. The ASL Studies (341-2) and Interpreter for the Deaf (341-1) sequences are both AAS degrees and therefore transferability of courses is not a primary goal at this time.

3. Results from Employer Survey. One hundred employers were surveyed to determine the success of ASL program graduates in the workplace. Sixty-two employers returned the survey. Thirty-six respondents indicated that they have never employed an ASL program graduate. When asked to respond to the following, "Graduates of the American Sign Language program at SCCC, in terms of ASL skills, can best be described as:" the largest proportion (56.5, ± 13.8%) of the respondents indicated "well-prepared to work in their position." Approximately one-third (30%, ± 17.4%) of the respondents indicated "Well prepared to work in their current position." A small proportion (13.5%, ± 19.4%) indicated "not prepared to work in their current position." Due to the small size of the sample (N=23) results should be interpreted with caution.

[Graph showing success of program graduates in the workplace]

Success of Program Graduates in the Workplace. ASL graduates were surveyed to determine their employment status after graduating from SCCC. Table 5 in appendix provides responses. Table 6 provides respondents “current position”.

May 2, 2002 ASL Program Review 341-1; 341-2 (full version)
IV. STUDENTS

Current Student Profiles

The ASL Program review committee administered a survey (See Appendix) during the spring 2002 semester to gain a better understanding of the nature of students currently enrolled in ASL courses. Surveys were administered to ASL Interpreter for the Deaf (341-1) curriculum students (N=57), ASL Studies (341-2) curriculum students (N=25), and non-ASL curriculum program (students who are not matriculated in the program, but are enrolled for one or two courses) (N=88). Seven respondents did not indicate their current curriculum. The total number of surveys collected was 177. Course instructors received the surveys from the committee, along with instructions to take class time for the survey administration. Students were asked to fill out the survey only once. Of the 183 individual students enrolled in ASL courses during the spring 2002 semester, 170 completed surveys were returned.

Reasons for Enrolling in an ASL Course at SCCC. The respondents were asked to indicate their "reason for enrolling in an ASL course at SCCC." Of the students indicating a "reason for enrolling in an ASL course at SCCC" the majority (55%) indicated that they were "completing the prerequisite for the Interpreter for the Deaf program." Less than one-third (30%, N=37) indicated "enrolled for personal interest or needs." "Completing prerequisite for application to the ASL studies program" was indicated by 6% (N=11) of the respondents. Five percent (N=8) indicated "enrolled to complete language requirements for a non-ASL program." Thirty percent (N=52) of the students surveyed did not indicate a response to this question. Table 10 provides respondents reason for enrolling in an ASL course at SCCC.

Degree Completion/Commencement Plans. Respondents were asked to indicate their degree completion/commencement plans. The majority (55.9%) indicated "obtain employment using my ASL skills after graduating from SCCC." Less than one-third (30%) indicated "transfer to a 4-year college after graduating from SCCC." Less than one-tenth (9%) of the respondents indicated that they intend to "transfer to a 4-year college before graduating from SCCC." "Obtain employment in a field unrelated to ASL after graduating from SCCC" was indicated by 6% of the respondents. Less than two percent of the respondents indicated that they were "changing to a non-ASL program before graduating."

Respondents' Ratings of ASL Courses. Students were asked to "rate [their] learning experiences in: ASL I (SL10) (N=148), ASL II (SL14) (N=86), ASL III (SL20) (N= 45), ASL IV (SL22) (N=15), Deaf Culture and Contemporary Issues (SL23) (N=66), Fingerspelling (SL24 (N=32), Principles of Interpreting
and Transliterating (SL26) (N=19), Comparative Linguistics: ASL and English (SL28) (N=12), and Voice-
to-Sign Interpreting (SL34) (N=4). No respondent indicated a rating for either Sign-to-Voice Interpreting
(SL32) or Sign Language Interpreter Seminar and Fieldwork (SL43). The majority (93.9%) of
respondents indicated that SL10 either "met my expectations" (38.5%) or "exceeded my expectations"
(55.4%). The majority (83.7%) of respondents indicated that SL14 either "met my expectations" (50%) or
"exceeded my expectations" (33.7%). The majority (80%) of respondents indicated that SL20 either "met
my expectations" (53.3%) or "exceeded my expectations" (26.7%). The majority (77.3%) of respondents
indicated that SL20 either "met my expectations" (40%) or "exceeded my expectations" (33.3%). The
majority (83.4%) of respondents indicated that SL23 either "met my expectations" (36.4%) or "exceeded
my expectations" (47%). The majority (87.5%) of respondents indicated that SL24 either "met my
expectations" (37.5%) or "exceeded my expectations" (50%). Two-thirds of the respondents indicated
that SL26 at least "met some of my expectations" to "exceeded my expectations." The majority (75%) of
the respondents indicated that SL28 "met some of my expectations" (58.3%) or "met my expectations"
(16.7%). Table 11 provides respondents' rating of learning experiences in ASL courses.

Level of Satisfaction with Aspects of the ASL program. Respondents were asked to indicate their
level of satisfaction with various SCCC classroom and college experiences. The majority (87.4%) of the
respondents indicated that they were either "satisfied" (42.1%) or "very satisfied" (45.3%) with the
"variety of instructional approaches used in the classroom." Nearly one-third (31.6%) of the respondents
indicated that they were either "satisfied" (21.9%) or "very satisfied" (9.7%) with the "availability of
extracurricular ASL activities." The majority (86.5%) of the respondents indicated that they were either
"satisfied" (36.5%) or "very satisfied" (50%) the "overall quality of ASL instructors." Less than half
(41.9%) of the respondents indicated that they were either "satisfied" (28.4%) or "very satisfied" (13.5%)
with the "availability of instructors outside of class (office hours)." Less than half (44.4%) of the
respondents indicated that they were either "satisfied" (29.8%) or "very satisfied" (14.6%) with the
" advisement provided by ASL faculty in this program." Less than half (45.1%) of the respondents
indicated that they were either "satisfied" (30.5%) or "very satisfied" (14.6%) with the "preparation for
further academic study." Less than one-third (30.7%) of the respondents indicated that they were either
"satisfied" (22.7%) or "very satisfied" (8%) with "preparation for the job market." The majority (71.9%)
indicated that they were "satisfied" (40.4%) or "very satisfied" (31.5%) with the "overall quality of the ASL
program." The majority (52.3%) of the respondents indicated that they were "satisfied" (41.6%) or "very
satisfied" (10.7%) with the "overall non-ASL program courses taken at SCCC." Nearly a majority (47.9%)
indicated that they were "satisfied" (36.8%) or "very satisfied" (11.1%) with "library/media/computer
resources for ASL assignments." Table 12 provides respondents ratings of their level of satisfaction with
various SCCC classroom and college experiences.
Educational Activity After Graduation.

Graduate Student Survey.

ASL program graduates were surveyed to determine former program students’ educational and career outcomes, along with their level of satisfaction with instructional and non-instructional college services and facilities while students at SCCC. The ASL Program Review Committee developed the survey with consultation from the Office of Institutional Research. In February 2002, 150 former graduates of SCCC’s ASL program for the years 1997 through 2001 were mailed surveys to their home address. A total of thirty graduates completed and returned the surveys.

Respondents were asked to describe their educational activity after graduating from SCCC. The majority (70%) indicated that they had pursued further education at a four year college/university ("I am currently enrolled in a college/university" [40%] and "I transferred to a four year college/university and earned a bachelor's degree [30%]). Table 13 provides respondents educational activity after graduating from SCCC.

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I am currently enrolled in a college/university.&quot;</td>
<td>12</td>
<td>40.00</td>
</tr>
<tr>
<td>&quot;I transferred to a four-year college/university, but left before earning a bachelor's degree.&quot;</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>&quot;I transferred to a four year college/university and earned a bachelor's degree.&quot;</td>
<td>9</td>
<td>30.00</td>
</tr>
<tr>
<td>&quot;I continued to take courses which interested me, but did not pursue a degree.&quot;</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>&quot;I did not continue my education.&quot;</td>
<td>7</td>
<td>23.33</td>
</tr>
</tbody>
</table>

Note: Respondents indicated "all that apply."

| 1Percentage is based on 30 respondents. |

When asked to indicate the degree earned after graduating from SCCC, the majority of the respondents (72.22%) indicated they have earned a “bachelor’s or other four-year degree.” Table 14 displays degree(s) earned since graduating from SCCC.
Table 14. "After graduating from SCCC, which of the following degrees have you earned?"

<table>
<thead>
<tr>
<th>Degree</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate's or other two-year degree</td>
<td>3</td>
<td>10.00</td>
</tr>
<tr>
<td>Bachelor's or other four-year degree</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Master's or 5th year degree</td>
<td>2</td>
<td>11.12</td>
</tr>
<tr>
<td>Doctoral/professional degree²</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Note: Respondents indicated "all that apply."

¹Percentage is based on 30 respondents.
²Although Doctoral/professional degree was included on the survey, none of the respondents indicated having earned this degree.

The respondents were asked, "Which college/university are you attending, or did you attend, after graduating from SCCC?" Figure 1 displays the college/university indicated by the respondents.
Respondents were asked, "What area of study did you pursue after graduating SCCC?" Figure 2 provides the areas of study indicated by the respondents.
Figure 2. Area of Study Pursued by SCCC ASL Program Graduates

1 None of the respondents indicated pursuing this area of study.

# of Students

1

May 2, 2002 ASL Program Review 341-1; 341-2 (full version)
Satisfaction with Instructional and Non-instructional College Services.

Respondents’ ratings of ASL courses. Respondents were asked to “rate [their] learning experiences in: ASL I (SL10), ASL II (SL14), ASL III (SL20), ASL IV (SL22), Deaf Culture and Contemporary Issues (SL23), Fingerspelling (SL24), Principles of Interpreting and Transliterating (SL26), Comparative Linguistics: ASL and English (SL28), and Sign-to-Voice Interpreting (SL32) for preparation for [their] employment experience beyond SCCC”. The majority (84.7%) of respondents indicated that SL10 either “met my expectations” (46.2%) or “exceeded my expectations” (38.5%). The majority (80.8%) of respondents indicated that SL14 either “met my expectations” (50%) or “exceeded my expectations” (30.8%). The majority (96.1%) indicated that SL20 either “met my expectations” (61.5%) or “exceeded my expectations” (34.6%). The majority (69.2%) of respondents indicated that SL22 either “met my expectations” (42.3%) or “exceeded my expectations” (26.9%). The majority (76.9%) of respondents indicated that SL23 either “met my expectations” (42.3%) or “exceeded my expectations” (34.6%). The majority (88.4%) of respondents indicated that SL24 either “met my expectations” (53.8%) or “exceeded my expectations” (34.6%). The majority (48%) of respondents indicated that SL26 either “met my expectations” (40%) or “exceeded my expectations” (8%). The majority (53.9%) of respondents indicated that SL28 either “met my expectations” (23.1%) or “exceeded my expectations” (30.8%). The majority (48%) of respondents indicated that SL32 either “met my expectations” (24%) or “exceeded my expectations” (24%). Table 14 provides respondents’ complete rating of ASL courses.
Table 14. "How would you rate the following courses and field work in the ASL program in terms of preparation for your employment experience beyond SCCC?"

<table>
<thead>
<tr>
<th>Course designation and title</th>
<th>Satisfaction level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL10 American Sign Language I</td>
<td>Exceeded my expectations</td>
<td>10</td>
<td>38.5</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>SL14 American Sign Language II</td>
<td>Exceeded my expectations</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td></td>
<td>Did not meet my minimal expectations</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>SL20 American Sign Language III</td>
<td>Exceeded my expectations</td>
<td>9</td>
<td>34.6</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>SL22 American Sign Language IV</td>
<td>Exceeded my expectations</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>11</td>
<td>42.3</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td></td>
<td>Did not meet my minimal expectations</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>SL 23 Deaf Culture and Contemporary Issues</td>
<td>Exceeded my expectations</td>
<td>9</td>
<td>34.6</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>11</td>
<td>42.3</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>5</td>
<td>19.2</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>SL 24 Fingerspelling</td>
<td>Exceeded my expectations</td>
<td>9</td>
<td>34.6</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>14</td>
<td>53.8</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Did not meet my minimal expectations</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>SL 26 Introduction to Principles of Interpreting and Transliterating</td>
<td>Exceeded my expectations</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>10</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>10</td>
<td>40.0</td>
</tr>
<tr>
<td>SL 28 Comparative Linguistics: ASL and English</td>
<td>Exceeded my expectations</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>Did not meet my minimal expectations</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>SL32 Sign-to-Voice Interpreting</td>
<td>Exceeded my expectations</td>
<td>6</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td>Met my expectations</td>
<td>6</td>
<td>24.0</td>
</tr>
<tr>
<td></td>
<td>Met some of my expectations</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Did not meet my minimal expectations</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Did not take the course</td>
<td>11</td>
<td>44.0</td>
</tr>
</tbody>
</table>

Note. Non-selected responses do not appear in the table.
Level of satisfaction with aspects of the ASL program. Respondents were asked to indicate their level of satisfaction with various SCCC services and activities in the ASL program. The majority (96.7%) of the respondents indicated that they were either “satisfied” (36.7%) or “very satisfied” (60%) with the “overall quality of the instruction in ASL”. The majority (86.6%) of the respondents indicated that they were either “satisfied” (53.3%) or “very satisfied” (33.3%) with the “overall quality of the non-ASL program courses at SCCC.” Less than one-quarter (22.2%) of the respondents indicated that they were either “satisfied” (11.1%) or “very satisfied” (11.1%) with the “ASL Club”. The majority (83.4%) of the respondents indicated that they were either “satisfied” (56.7%) or “very satisfied” (26.7%) with the “campus library”. The majority (70.4%) of the respondents indicated “no opinion/neutral” when asked to rate the “college academic counselor advising.” Similarly, the majority (70.4%) of the respondents indicated “no opinion/neutral” when asked to rate the “job connection service in placement center.” Table 15 provides respondents’ complete ratings for “services/activities in the ASL program in terms of how they met [their] needs as an ASL student.”
Table 15. "How would you rate the following services/activities in the ASL program in terms of how they met your needs as an ASL Student?"

<table>
<thead>
<tr>
<th>Services/activities</th>
<th>Satisfaction</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of the instruction in ASL</td>
<td>Very satisfied</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Overall quality of the non-ASL program</td>
<td>Very satisfied</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>courses at SCCC</td>
<td>Satisfied</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Dissatisfied</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>ASL Club</td>
<td>Very satisfied</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>17</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Campus library</td>
<td>Very satisfied</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>College academic counselor advising</td>
<td>Very satisfied</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>19</td>
<td>70.4</td>
</tr>
<tr>
<td></td>
<td>Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>&quot;Job Connection&quot; service in Placement Center</td>
<td>Very satisfied</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td></td>
<td>Neutral/No opinion</td>
<td>19</td>
<td>70.4</td>
</tr>
<tr>
<td></td>
<td>Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>Very Dissatisfied</td>
<td>2</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Respondents were asked to indicate their academic/career advisement experiences while an ASL student at SCCC. When asked "How often did you seek academic/career advice from ASL faculty?" the largest proportion (41.4%) indicated "sometimes." When asked, "Was the advice helpful?" the majority (57.9%) indicated that is was "very helpful." Table 16 provides respondents academic/career advisement experiences.
Table 16. Academic/Career Advisement Experience(s) at SCCC

<table>
<thead>
<tr>
<th>Question/Response Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How often did you seek academic/career advice from the ASL faculty?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>12</td>
<td>41.4</td>
</tr>
<tr>
<td>Rarely</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Never</td>
<td>8</td>
<td>27.6</td>
</tr>
<tr>
<td>&quot;Was the academic/career advice helpful?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very helpful</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>Helpful</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Somewhat helpful</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Not helpful</td>
<td>2</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Note. Although 21 respondents indicated that they had at least "rarely" sought academic/career advisement from ASL faculty, only 19 indicated a response to the "helpfulness" of the advice.

Enrollment Trends 1991-2000 SCCC.

The Office of Institutional Research and Assessment provided data (See Tables 1-9) to allow for the analysis and summary of enrollment trends. This data includes enrollment by gender, age, ethnic group, percentage of students in developmental courses, and graduation and persistence and covers the years from 1991 through 2000 to allow for an analysis of trends over time.

For the academic year 2001-2002, 20 students are enrolled in ASL Interpreter for the Deaf Sequence (341-1) and 33 students are enrolled in ASL Studies Sequence (341-2) for a total ASL program enrollment of 53 students. Since fall 1991, enrollment steadily increased from 1991 (N=52) through 1994 (N=69), and was followed by a slight decline in enrollment through the years thereafter for an average enrollment of 58 students per year.

The ratio of full-time to part-time students has varied over the ten-year period of 1991 to 2000. The 10-year mean full-time enrollment for the ASL Program is 37%. The highest proportion of full-time enrollment (54.2%) occurred in 1993. The lowest proportion of full-time enrollment (25.4%) occurred in 1995. (See Table 1.)

Analysis of Enrollment Trends. A comparison of enrollment in ASL A.A.S. to SCCC College-Wide A.A.S. enrollment from the years 1991 through 2000 indicates no apparent differences. (See Figure 1.)

Demographic data. For the past ten years, gender composition of the ASL Programs has been primarily female. The 10-year average proportion of females is 93%. The highest proportion (98.1%) occurred in 1991. (See Table 2.) The lowest proportion (87%) of female to male enrollment occurred in 1994. (See Table 2.)
An examination of age group trends showed that the age distribution has remained constant over the past ten years. On average, 3.8% of the students in the ASL Program were age 19 or under; 27.8% were between the ages of 20 and 22 inclusive; 29.8% were between the ages of 23 and 30 inclusive; and 39.7% were age 31 or older. Alternatively, in the early 90s (1991-1993) the average age of ASL program students were in the late 20s (average age 27 years old). Since 1994 the average age has been in the early 30s (average age 31 years old). (See Table 3.)

Ethnic diversity in the ASL Program is low. Of the ASL program students enrolled from 1991 through 2000, the majority (95.7%) of the students has been white, non-Hispanic in origin. On average, minority enrollment composed less than five percent of ASL program enrollment: 1.7% were of Black non-Hispanic descent; 1.5% were of Hispanic descent; and 1% were of Asian, Pacific Islander descent. No students of American Indian or Alaskan Native descent have enrolled in the ASL program in the past 10 years. (See Table 4.)

Admission and Academic Characteristics 1991-2000. Average SAT Math, SAT Verbal, CPT Reading, CPT Sentence, CPT Math and CPT Algebra scores of ASL program students that were provided from the SCCC history file are found in Table 8. Of the ASL Program students reporting SAT Math scores (N=159) and SAT Verbal scores (N=158) the average scores were 412 and 394, respectively. The average SAT scores appeared to gradually increase over the ten-year period.

Mean scores for developmental placement tests, CPT Reading (N=268), CPT Sentence (N=266), CPT Math (N=332) and CPT Algebra (N=332), for the ten-year period were 82, 89, 58, and 44, respectively. CPT Reading, CPT Sentence, CPT Math and CPT Algebra scores, on average, appeared to gradually increase over the ten-year period. This data indicates a slight improvement in the preparation levels of ASL program students over the past ten years. Of the ASL program students reporting high school average (N=507) the mean high school average was 78%. This has varied little over the preceding ten-year period. (See Figures 3 and 4.)

Developmental Courses. A very small relative proportion of ASL program students were enrolled in developmental courses during this period. Three percent were enrolled in Developmental Math. Only
one student (.2%) was enrolled in Developmental Reading and only one student (.2%) was enrolled in Developmental Writing. (See Tables 5, 6, and 7.)

**GPA Information.** Those students enrolled in the ASL Program from 1991 through 2000 earned a mean cumulative grade point average of 3.35. This mean varied little from year to year, ranging from a low of 3.2 in 1993 to a high of 3.5 in 1997. (See Table 9.)

**Graduation Rate.** The graduation rates from the ASL program for the years from 1992 through 2000 are comparable to the SCCC AAS college-wide graduation rate for the same period. (See Figure 4.)

**Advisement**

Sign Language courses are offered only on the Ammerman campus, and Professor Julia Weisenberg is the advisor for both sequences. All new students are given the ASL student Information sheet and Pre-registration sheet prepared by the Health and Human Services Department Head to address students’ question and concerns and to inform them of program policy.

For more effective program advisement, the Department Head requested that the Program Advisor prepare a complete schedule of both full-time and part-time students in each curriculum sequence as is shown in the catalog for all other Health & Human Services Department programs.

Adjunct faculty are a very valuable and integral part of the advisement process. An information sheet for adjunct ASL Program faculty, also prepared by the Department Head, familiarizes them with the ASL Program so they are better able to assist students seeking guidance. The faculty meet with the Program Advisor and/or the Department Head and are provided with appropriate information and materials for advisement.

To further support advisement, a brochure describing the ASL Program is available. Students may obtain one either from the Program Advisor or the Health and Human Services Department Office. The brochure is periodically distributed to all high school guidance counselors on Long Island.
V. RESOURCES

1. The following report, concerning library data, was prepared by Marcia Jefferson, Reader Services Librarian, who serves as liaison to the American Sign Language program at the Ammerman Campus. Numbers were supplied by Marilyn Heller (Periodicals), Marilyn Ventiere (Circulation), Carole Gambrell (Systems Librarian), and Sue DeMasi (Media Librarian). The Ammerman book collection was examined using the following Library of Congress classification…HV2359---HV2736, with the criteria of quantity, age, usage, and relevance to the program and acquisition rate.

   A. Books: The Ammerman library contains 108,016 circulating and reference titles in the campus collection. Of this number, 121 circulating and reference titles support the ASL program. This represents .1% of the collection. The median age of the circulating and reference titles that support the ASL program is 1985. Many of the titles in this collection are “classics”.

   B. Periodicals: The library subscribes to 1,053 periodicals (current and discontinued titles). The number of periodical titles that support the ASL program is 13 (6 current and 7 discontinued titles). This number represents approximately 1.23% of the total subscriptions. During the base year (2000---01), 11,800 periodicals circulated. 76 or .64% represented the circulation for the ASL program. (See appendix).

   C. Media Software, Equipment and Services:

   Campus Media Resource Center:

   - Total Number of Software Uses in Media Resource Center: 1890
   - Total Number of Programmatic Uses: 21
   - Equipment: Videotape players and monitors are in good working order in the Media Resources Center, with most of the equipment having been replaced since the last review. The only exceptions are the U-Matic machines. Although these work, they are “temperamental”. The College Media Committee is working on phasing out the U-Matic tape collection and replacing these tapes with appropriately current formats. It should be noted that numerous videotapes owned by instructors are on reserve in the Media Resources Center for student viewing. ASL classes are moderate users of AV equipment. We do not currently have the software to collect statistical information on the number of hardware uses for the program, but since they do not have their own equipment, we know
that they use college equipment every time they use the college’s video collection. They are also moderate users of video cameras for classroom exercises.

Campus Classroom Services:
- Number of Software Uses in Classroom: 6836
- Number of Programmatic Software Uses in Classroom: 124
- Number of Hardware Uses of the Program: (See above)
- Equipment: (See above)

College Wide Media Collection:
- Total Number of Media Titles: 2863 (cataloged)
- Number of Titles to Support the Program: 74
- Percentage of the Total Number of Media Titles That Supports the Program: 2.5%
- Number of Titles by Format:
  - Audiotape: 0
  - Slide set: 2
  - Videotape: 72 (57 VHS, 15 u-matic)
  - Videodisc: 0
  - CD-ROM: 0
  - DVD: 0
  - CD: 0
- Median Age of Software: Not available
- Number of Titles to Support Program Added to Collection in Last 5 Years of Program Review Cycle: 10
- Alphabetical List of Titles: (See appendix)

Conclusions: The enrollment for this program was 49 or .452% of the total enrollment for the campus. The size of the collection appears adequate to the ASL program needs.

Observations and Recommendations: Weeding of the ASL part of the book collection was completed last spring. Book purchases were made and the periodical collection reviewed in consultation with Larry Forestal. Some of these materials were paid for with monies provided by the Gilbert Fund. Titles (books, periodicals, print and/or online, media) should continue to be added to the collection. Instructors should also be encouraged to bring their classes to the library.
2. Faculty regularly make use of the library’s collection of ASL related videotapes. Weekly classroom instruction in ASL and interpreting contains a designated lab time where students are expected to visit the campus library and avail themselves of instructor reserved media resources to supplement their learning experience. In courses such as SL28 Comparative Linguistics, SL23 Contemporary Issues in Deafness, SL14 American Sign Language II, and SL43 Interpreting Seminar & Fieldwork students are expected to utilize the library’s supply of ASL related books and periodicals to assist them in completing their required research projects and/or article critiques. Requirements for library research are indicated in the course outlines of the above mentioned courses. The library is conveniently located in the center of the campus adjacent to the majority of the buildings where ASL instruction occurs, and its hours of operation can accommodate evening students and faculty.

3. The ASL program does not currently have its own laboratory where students can use interactive sign language software. Students needing access to the internet for ASL related research must utilize the computers in the library. However, within the last year the program coordinator has made arrangements for ASL and interpreting students to have access to the newly constructed Allied Health lab within the department and has proposed purchasing a series of interactive ASL and interpreting software for use in this lab in the 2002-2003 academic year. Nevertheless, instructional media is not readily available to adjunct faculty and needs to be addressed.

4. Not applicable

5. The ASL program’s supply of video camcorders, VCRs, and televisions is insufficient and outdated. Program faculty regularly complain of damaged and malfunctioning televisions and video equipment which has caused a decrease in the use of such resources in the classroom. In addition, adjunct faculty do not have a designated office space which can accommodate both student, instructor, and a television/VCR for required conferences during which a student’s videotaped sign language performances must be viewed. Faculty have attempted to use the coordinator’s office, which has proven to be an uncomfortably tight space.

     Similar two year degree interpreter training programs across the country provide their students and faculty with a learning laboratory where students can work to improve their interpreting and sign language skills by utilizing interactive CD-ROMs, permanently anchored digital video cameras, and other software and media equipment. The sign language program is in great need of such a laboratory. Furthermore, program faculty do not have a designated space to conduct videotaped interpreting evaluations for SL 26 Introduction to Interpreting, SL32 Sign to Voice Interpreting, SL34 Voice to Sign Interpreting, and SL43 Interpreting Seminar & Fieldwork. Such an evaluation routinely requires the use of a tape recorder in conjunction with a TV/VCR and camcorder. Having a
designated office space which is free of noise and intrusions and in which all these devices are housed would provide the most convenient and productive taping environment for faculty and students. Therefore, such a designated office space should be considered.

In the last year, program faculty have had their classroom learning environments disrupted numerous times by unnecessary room changes. This was due to the fact that repeatedly more than one instructor is assigned to the same room. The college needs to make efforts to ensure that there is adequate classroom space to accommodate the scheduled courses in the ASL program.
VI. STAFFING

An appreciation and recognition of staffing concerns and considerations has paralleled the growth and development of the Interpreter for the Deaf and ASL Studies sequences. What follows is an examination, analysis, and assessment of staffing in these two sequences which should provide some insight into, and a sensitivity towards a program whose needs and roles are being understood and beginning to be addressed.

INSTRUCTOR QUALIFICATIONS

As a result of a two year long search, an excellent, highly qualified faculty member/coordinator has been retained.

Currently there are fourteen adjunct instructors teaching the various ASL courses; 28% of whom are deaf or hearing-impaired. The Interpreter Sequence requires that the instructors be R.I.D. certified. The ASL Studies Sequence requires instructors to be fluent in ASL. These requirements are in addition to the College’s academic requirements of a Master of Science or a Master of Arts degree in a related area. However, approximately 28% of the adjunct instructors do not have a graduate degree. In previous years, requests were made to the College administration, and these individuals were successfully assigned courses on an as-needed basis. The difficulty in hiring academically qualified adjunct faculty is compounded by the fact that adjunct faculty can only teach one course per semester and the majority of ASL courses consist of six contact hours. This adds to the problem of not having enough qualified and certified instructors.

The Academic Chair has placed advertisements in newspapers, sent notices to every major organization or society involved with either ASL interpreting or Deaf culture and has written to various graduate schools that have ASL courses announcing adjunct teaching positions.

In summary, qualified instruction in the ASL program is hampered by a lack of available academically qualified instructors.

PROFESSIONAL DEVELOPMENT

In order to involve and affirm the value of the input of the ASL adjunct faculty, various procedures have been initiated. The Department Head and coordinator have met and conferred with individual adjuncts; regularly send information and policy memos to them; and have written and distributed faculty, student and pre-registration information sheets.

The full-time faculty member, who is the program advisor, attends several professional conferences and has also begun to meet regularly (at least once each academic year) with the ASL adjunct faculty to review and discuss such subjects as course content, methodology, A-V equipment, program policy such as voicing in class, and course outlines.
The highlight of ASL faculty development was the five day VISTA training program provided without cost to all ASL faculty wishing to attend during the spring semester of 1993. VISTA is a curriculum with a specific philosophical approach to teaching American Sign Language. Ten years ago, the ASL program adopted this program and purchased the teacher training tapes and literature. The five day workshop was led by the creators of VISTA and helped to clarify and enrich methodology, instruction and solidify curriculum and content concepts. Tapes of the training were made so that future faculty would be able to benefit from the trainers' expertise, and, of course, current faculty are also able to review the tapes whenever they wish. Funding for the entire workshop was provided for by the Gilbert Fund and the Office of Instruction. More updated training programs such as this need to be held to maintain cohesiveness and consistency in both sequences.

FACULTY/STUDENT RATIO

The American Sign Language Interpreter for the Deaf (341-1) and ASL Studies (341-2) programs have one full-time faculty member and fourteen adjunct faculty. There are also two full-time clerical staff. The ratio of full-time to part-time faculty is fourteen to one. Approximately 26% of sections (day and evening) are taught by the full-time faculty member. Due to the recent increase of applicants to the Interpreter for the Deaf sequence within the last year, and hence the prospect of opening the program up to more than 25 students per year, more sections of interpreting courses need to be offered and an additional full-time faculty member should be hired for the 2003-2004 academic year. Classes are limited to twenty students and even this number is considered high since both teaching and providing feedback in ASL requires much individual, one-to-one instruction. A more optimum and appropriate instructor-student ration would be ten students per class, as recommended by professional interpreter certifying organizations such as the American Sign Language Teachers Association (ASLTA) and Conference of Interpreter Trainers (CIT).

COURSE OFFERINGS

More Sign Language courses would be offered if classroom space was available and another full-time instructor hired. This would allow more non-ASL program students to explore the curriculum or use the basic courses to meet the New York State teaching certification language requirement.
**** MAJOR FINDINGS ****

CH. 1 History, Mission, Nature of the Program

1. The American Sign Language Interpreter for the Deaf (341-1) and American Sign Language Studies (341-2) sequences satisfy the mission of Suffolk County Community College. These degree programs provide education and training for professions which are currently in great demand in the Long Island area.

CH. 3 Curriculum

1. Not all learning objectives for the program’s sign language courses are written in behavioral terms. The goals and learning outcomes for both sequences were not clearly delineated prior to this review.

2. The American Sign Language Interpreter for the Deaf and ASL Studies sequences have an advisory committee, which was created in the early 1990s. The committee has never met and no changes in the curriculum have resulted from the committee’s input. However, four of the five members are instructors in the program, and have regular and ongoing communication with the program coordinator.

3. The Sign Language Interpreter Seminar and Fieldwork (SL 43), a capstone course for the 341-1 sequence, can be easily adapted to program assessment due to the sequential nature of the program resulting in a cumulative course experience.

4. Faculty teaching courses ASL I through IV do not consistently videotape students for their midterm and final expressive evaluations. This means of documentation would ensure a more accurate evaluation of the students’ sign language skills and provides tangible evidence of student performance from which instructors can then develop and implement a skills improvement plan.

5. In the ASL Studies sequence (341-2), no assessment measure is currently in use.

6. Students enrolled in the 341-1 Interpreter for the Deaf sequence need to be better prepared for entry level positions as professional sign language interpreters. Currently, two semesters of interpreting courses do not provide sufficient training. The program needs to have increased compatibility with similar interpreter training programs at community colleges nationwide.
7. Students currently enrolled in the Interpreter for the Deaf 341-1 sequence do not demonstrate the basic proficiency level needed for success in SL32 Sign to Voice Interpreting, SL34 Voice to Sign Interpreting, and SL43 Interpreting Seminar/Fieldwork.

8. 
   - There are relatively few immediate employment opportunities for graduates of the ASL Studies 341-2 AAS degree sequence since the majority of positions available at institutions/programs that service deaf adults and/or children require at least a four year degree and/or interpreter training.
   - Results of the graduate surveys indicate the highest percent of graduates are pursuing special education and elementary education as degrees after graduation from Suffolk County Community College.

9. Due to improvements in recruitment efforts, applications for the Interpreter for the Deaf 341-1 sequence have increased dramatically during the 2001-2002 academic year. Currently, twenty-five students (increased from the original 20) are accepted annually at Suffolk County Community College. However, similar two-year degree programs in other states allow 30-35 students per year. There continues to be a shortage of qualified interpreter in the Long Island area. The limit of 25 admits is based on instructor, room and field site availability.

10. Because of the growing number of students in the Interpreter for the Deaf program, it is essential that the program coordinator evaluate and recruit additional field sites and mentors for the interpreting internship capstone course.

CH. 4 Students

1. Results of student surveys indicate a high satisfaction with all sign language courses offered in the two sequences.

2. Graduates of both the Interpreter for the Deaf 341-1 and ASL Studies 341-2 sequences have indicated their need to remain connected to the deaf community and to continue to have an accessible venue in which to utilize their newly acquired sign language skills. Many have expressed an interest in becoming student mentors to current enrollees in the program.

3. Campus admission counselors are not aware of current aspects of the ASL program. Many students have complained of inadequate advisement for their ASL sequence. Counselors require periodic
updates. This, however, is difficult to accomplish by only one full-time faculty member, who is currently coordinating both sequences.

4. Results of student surveys indicate a low satisfaction with ASL program advisement by the College admissions office. Clearly, this indicates that one full-time faculty member cannot meet the needs of all students.

5. Results of student surveys indicate a high percent of female students pursuing the Interpreter for the Deaf and ASL Studies sequences, and a low percent of minority students. The Registry of Interpreters for the Deaf (RID), the national certifying organization of sign language interpreters, has published recommendations that interpreter training programs increase efforts to recruit minority students.

CH. 5 Resources

1. • Program faculty do not have a designated space to conduct videotaped evaluations for SL 26 Introduction to Interpreting, SL32 Sign to Voice Interpreting, SL34 Voice to Sign Interpreting, SL43 Interpreting Seminar & Fieldwork, and for all ASL I-V courses. Such an evaluation routinely requires the use of a tape recorder in conjunction with a TV/VCR and camcorder. A designated room to house the equipment would provide a secure, convenient, and productive taping environment for faculty and students to accomplish these evaluations.

• Program faculty do not have a designated office space which can accommodate both student, instructor, and a television/VCR for required conferences during which a student’s videotaped sign language performances must be viewed.

2. The ASL program’s supply of video camcorders, VCRs, and televisions is insufficient and outdated. Program faculty regularly complain of damaged and malfunctioning televisions and video equipment which has caused a decrease in the use of such resources in the classroom.

3. Program faculty have their classroom learning environments disrupted numerous times by unnecessary room changes. This is due to the fact that more than one class can be assigned to the same room because the College computer program for room assignments allows for multiple occupancy of rooms.
4. Students do not have access to a multimedia laboratory in which to practice interpreting and/or sign language skills with the most updated software. Such a resource is currently available at other two-year interpreter training programs.

**CH. 6 Staffing**

1. Due to the recent increase of applicants to the Interpreter for the Deaf program within the last year, and hence the prospect of opening the program up to more than 25 students per year, there is an insufficient number of sections of interpreting courses offered and an insufficient number of full-time faculty.

2. The ASL program does not currently have enough deaf mentors to fill much needed positions in sign language and interpreting courses.

3. The faculty of the ASL program require better means of sharing teaching materials and methodologies, including specific methodology put forth in the *VISTA Signing Naturally* curriculum.
VIII. RECOMMENDATIONS

CH. 1 History, Mission, Nature of the Program

1. The program coordinator will continue to work with representatives of educational and community institutions to receive ongoing feedback on ways we can best continue to serve the needs of the marketplace and our community.

CH. 3 Curriculum

1. The program coordinator will share the program goals and student learning outcomes for each sequence with all adjunct faculty and the ASL advisory committee. The Program faculty and advisory committee will reevaluate the content of the American Sign Language courses offered in regard to their currency and appropriateness. In addition, they will assess that courses in the program support the goals and learning outcomes and propose whatever changes are deemed necessary to make their range, depth, and focus most useful to graduates.

2. Learning objectives for all courses should be examined during the 2002-2003 academic year to ensure they are stated in behavioral terms.

2. Scheduling meetings of the advisory committee has not been a priority in the past, therefore a recommendation is made to establish a system of ongoing communication between board members and arrange meetings as needed during the academic year.

3. The ASL (341-1) sequence will be assessed to modify existing previously used course assessments to meet psychometric standards for program review.

4. The program coordinator should arrange yearly meetings with adjunct faculty and continue other means of communication, such as individual conferences and email, to ensure that all faculty are videotaping students for their expressive evaluations in ASL I-IV courses.

5. The ASL Studies sequence (341-2) will develop an appropriate assessment measure.

6. In the 341-1 Interpreter for the Deaf sequence, an intermediate interpreting course is needed that allows students to further apply knowledge and skills learned in SL32 Sign to Voice Interpreting and SL34 Voice to Sign Interpreting.
A deaf-blind interpreting component should be considered for addition to the curriculum and a new course on *Interpreter Ethics* should be considered. These changes would better prepare graduates for employment as professional sign language interpreters, increase the likelihood of National Registry of Interpreters for the Deaf (RID) certification, and increase compatibility with other nationwide training programs.

7. SL20 American Sign Language III and SL22 American Sign Language IV should replace SL10 American Sign Language I and SL14 American Sign Language II as prerequisites for admission to the 341-1 sequence. Applicants should also be required to submit a videotape of their sign language skills for evaluation by a designated committee composed of deaf and non-deaf faculty. This would ensure that applicants possess the basic sign language skills needed to begin interpreter training and increase the likelihood of success in higher-level courses. In addition, a graded challenge exam should be offered for SL20 American Sign Language III should it be adopted as a prerequisite for the 341-1 sequence.

8. Sequence 341-2 ASL Studies should be revised from a two-year AAS to a transfer AS degree. The majority of students enrolled in the 341-2 are planning to pursue positions as educators of the deaf and hearing-impaired, instructors of ASL, or related positions, which currently require a four year degree. Graduates should be able to transfer credits to institutions offering such four-year training, therefore, articulations and/or formal agreements with four-year institutions need to be established.

9. The Interpreter for the Deaf program should increase the number of applicants accepted yearly from 25 to 35 to accommodate the current demand in this field. Additional sections of *SL26 Introduction to Interpreting, SL32 Voice to Sign Interpreting, SL34 Voice to Sign Interpreting* should be offered to accommodate the increasing number of students entering the Interpreter for the Deaf program. This would require another, at minimum, full time faculty member and additional classroom space.

10. Fieldwork sites should continue to be approved and evaluated by the coordinator of the ASL program. This is an essential component of the program and selecting appropriate sites requires the expertise of the professionals who teach in this discipline. Constant evaluation of these centers is required so that students receive the best training possible.

**CH. 4 Students**

1. Results of student surveys indicated a high satisfaction with all ASL courses offered in both sequences. Therefore, the program will continue with the changes already made.
2. A *student mentoring* program should be established to allow former graduates of the program and/or seniors in the Interpreter for the Deaf and ASL Studies programs to work with program faculty and current students in the *American Sign Language* I-V classes. Such an arrangement would enable graduates to remain connected to the deaf community, continue utilizing their sign language skills, maintain a network with upcoming graduates, and continue professional development.

3. The ASL program coordinator must continue to pursue ongoing communication with College Counseling and Admissions Advisors to improve awareness and requirements of the ASL program. This communication, however, is severely limited by the fact that there is only one full-time faculty member for both sequences.

4. The ASL program coordinator must continue with less traditional means of advisement (i.e. email, phone conferences) until an additional full-time faculty member is hired, in the hopes that this venue improves student satisfaction of College admissions department program advisement.

5. The ASL program coordinator must continue, along with the college, to increase diversity of students in regard to gender, race, and background, as well as cultivate the ASL Studies sequence, should it be changed to an AS degree.

**CH. 5 Resources**

1. Program faculty should have a designated private space in which to conduct videotaped interpreting/sign language skills evaluations, and to hold student conferences during which the TV/VCR equipment is needed.

2. Video camera and other recording equipment owned by the department needs to be updated, easily accessible to faculty, in good working condition, and housed in one office, free of intrusion and noise.

3. The program coordinator and academic chair must work with college administration to ensure that there are an adequate number of classrooms for ASL faculty to conduct classes, and avoid situations where more than one class is assigned to the same classroom.

4. A multimedia laboratory on the program's home campus is needed along with the installation of current interactive sign language and interpreting software. Students will utilize this on an established schedule during the semester.
CH. 6 Staffing

1. The hiring of an additional full-time faculty member is strongly recommended for the 2003-2004 academic year on the basis that...
   - There will be a lower ratio of student to full-time instructor advisement (currently 50:1), and that upon a re-surveying of the current student population, a more desirable percent of student satisfaction with College program advisement is documented.
   - Additional interpreting and ASL courses need to be added to accommodate the growing number of applicants to the Interpreter for the Deaf sequence, however, there are not enough full-time faculty members to cover any additional courses at present.
   - There will be more regular communication between college admissions counselors and the program coordinator(s)
   - The Interpreter for the Deaf (341-1) and ASL Studies (341-2) will be more adequately coordinated, particularly in the recruitment of additional participating internship sites, updates/revisions of the program's assessment tools, teaching of new courses, management of the program's current grant funding and other educational activities, and continued liaisons with institutions offering professional support

2. Two additional deaf mentors (deaf and hard-of-hearing individuals who are utilized in role-playing situations and other classroom activities in interpreter training courses) should be hired to fill these much needed positions in sign language and interpreting courses.

3. The college needs to fund and offer yearly faculty development workshops for ASL instructors utilizing the specific methodology used in the VISTA Signing Naturally curriculum. Yearly scheduled meetings with the program coordinator, peer observation and/or established e-groups can accomplish the sharing of teaching methods and methodologies.
APPENDIX A

Publisher Names/Addresses

1. Sign Enhancers
   10568 SE Washington St.
   Portland, OR 97216-2809

2. Gallaudet University Press
   800 Florida Ave, NE
   Washington, DC 20002
   202.651.5488 (v/tty) / 202.651.5489 (fax)

3. Sign Media, Inc
   4020 Blackburn Lane
   Burtonsville, MD 20866-1167
   1-800-475-4756/ (301) 421-0268
   (Fax) (301) 421-0270

4. Dawn Sign Press
   6130 Nancy Ridge Drive
   San Diego, California 92121-3223

5. Interpreting Consolidated
   Box 203, Main P.O.
   Edmonton, Alberta T5J 2J1
   Canada

6. Registry of Interpreters for the Deaf Press
   333 Commerce St
   Alexandria, VA 22314

7. Oxford Journals
   Oxford University Press
   2001 Evans Road
   Cary, NC 27513

   10 Industrial Ave
   Mahwah, NJ 07430-2262

   Philadelphia, PA 19122

10. MIT Press
    Massachusetts Institute of Technology
    Cambridge, MA 02142

11. SignQuest Publishers, Inc.
    1489 Ronnie St.
    Flint, Michigan 48507-5543

    P.O. Box 1328
    Hillsboro, OR 97123
APPENDIX B

Other Institutions Offering Two-year Interpreter/ASL Studies Programs

DALLAS COUNTY COMMUNITY COLLEGE
INTERPRETER TRAINING PROGRAM

Entry into this program requires the following:
1. Meeting the entry requirements as established by Eastfield College.
2. Completion of the following courses with a grade of "B" or better.
   - **ENGL 1301**  Composition I
   - **SLNG 1111**  Fingerspelling
   - **SLNG 1404**  American Sign Language (ASL): Beginning I
   - **SLNG 1405**  American Sign Language (ASL): Beginning II
   - **SLNG 1315**  Visual/Gestural Communication
   - **SLNG 1317**  Introduction to the Deaf Community
   - **SLNG 1444**  American Sign Language: Intermediate I
   - **ENGL 1302**  Composition II
   - **SPCH 1311**  Introduction to Speech Communication

3. Advisement with the Director of the Interpreter Training Program.
   Students are being prepared for Certification testing either at the National or State level so that they can seek gainful employment as certified American Sign Language interpreters. To assist in meeting this goal, students must maintain a "C" or better in each course.

CREDIT HOURS

**SEMESTER I**

- **SLNG 1315**  Visual/Gestural Communication 3
- **SLNG 1317**  Introduction to the Deaf Community 3
- **SLNG 1444**  American Sign Language: Intermediate I 4
- **ENGL 1302**  Composition II 3
- **SPCH 1311**  Introduction to Speech Communication 3

Total: 16

**SEMESTER II**

- **SLNG 1321**  Introduction to the Interpreting Profession 3
- **SLNG 1347**  Deaf Culture 3
- **SLNG 1445**  American Sign Language (ASL): Intermediate II 4
- **PSYC 2301**  Introduction to Psychology 3
- **MATH 1314**  College Algebra OR 3
- **MATH 1414**  College Algebra OR (4)
- **MATH 1332**  College Mathematics I (3)

Total: 16-17

**SEMESTER III**

- **SLNG 2301**  Interpreting I 3
- **SLNG 2302**  Interpreting II 3
- **SLNG 2411**  Specialized Interpreting/Transliteration 4

Total: 16
SPCH 1342 Voice and Articulation 3
+Elective Humanities/Fine Arts 3-4

16-17

SEMESTER IV

SLNG 2371 Transliterating I 3
SLNG 2372 Transliterating II 3
SLNG 2388 Internship – Sign Language Interpreter 3

BIOL 1406 General Biology OR 4
BIOL 1408 Biological Science (4) 13

Minimum Hours Required 61-63
+Electives must be selected from the following:

ARTS 1301 Art Appreciation 3
DRAM 1310 Introduction to the Theatre 3
HUMA 1301 Introduction to the Humanities 3
MUSI 1306 Music Appreciation 3
PHIL 1301 Introduction to Philosophy 3

SPOKEN LANGUAGE [i.e. Chinese (CHIN), French (FREN), German (GERM),
Italian (ITAL), Japanese (JAPN), Portuguese (PORT), Russian (RUSS), Spanish (SPAN)] 4

NOTE: Students enrolling in this program who plan to transfer to a four-year institution should consult an
advisor or counselor regarding transfer requirements and the transferability of these courses to the four-
year institution of their choice.

PORTLAND COMMUNITY COLLEGE

Program Prerequisites

1. Attend an orientation session provided by the Sign Language Interpretation Program.
2. Submit an application.
3. Submit a copy of scores from the ASSET test documenting readiness to take WR 121, or submit
a transcript showing completion of equivalent course at another college. Beginning with the class
entering in fall 2000, applicants must complete WR 121 with a grade of "C" or better prior to
entering the program.
4. Successfully complete ASL 130, or if taking in summer prior to SLIP enrollment, show satisfactory
progress.
5. Demonstrate American Sign Language and spoken English competencies through department-
administered
6. Assessment.
7. Beginning with the class entering in Fall 2000, applicants to the Sign Language Interpretation
Program must complete ASL 101, 102, 103, and 201, 202, 203 or ASL 150, 151, 250, 251 with a
grade of "C" or better prior to entering the program. In addition, they will be tested for ASL and
English competencies through SLIP Department's administered assessment.

Application and Acceptance

The deadline for application and completion of steps 1-4 is July 1.
When steps 1-4 are complete, candidates will be invited to the campus for a language assessment.
Minimum entrance requirements are intermediate level for ASL and superior level for English.
Candidates with higher language competencies will be awarded seats before those with lower language
competencies.
ASL courses within the Sign Language Interpretation Program are intended to deepen and expand students' existing ASL skills. Because students begin to work on developing interpreting skills in the first term of the program, applicants are strongly encouraged to take as much of the ASL 103-203 sequence as possible before entering.

**Prerequisite Courses**

ASL 130 Deaf Studies is a lecture course listed under Sign Language Studies in the college schedule.

**Required Program Sequence**

The following courses are required of all students accepted into the SLIP. Students must receive passing grades as determined by program policy in all courses to maintain student status in the program. The student is required to take either ITP 283 or ITP 284 for graduation from the two-year certificate program, or with the associate of applied science degree.

Note: All courses within the SLIP are open to individual professional interpreters and to other professionals working in fields serving Deaf persons. This invitation is subject to course availability, class size and program permission based on prerequisite skill and knowledge. In addition, groups and organizations such as school districts may contract with the SLIP for custom-designed courses for their staff.

**First Term (fall term)**

ITP 111 American Sign Language I, 5 Cr.
ITP 120 Fingerspelling I, 2 Cr.
ITP 131 Deaf Culture, 4 Cr.
ITP 270 Interpreting Process I, 4 Cr.

**Second Term (winter term)**

ITP 112 American Sign Language II, 5 Cr.
ITP 230 American Sign Language Linguistics I, 3 Cr.
ITP 260 Interpreting Theory I, 4 Cr.
ITP 271 Interpreting Process II, 3 Cr.
ITP 180 Field Experience, 1 Cr.

**Third Term (spring term)**

ITP 113 American Sign Language III, 5 Cr.
ITP 121 Fingerspelling II, 2 Cr.
ITP 276 Specialized Discourse I, 3 Cr.
ITP 231 American Sign Language Linguistics II, 2 Cr.
ITP 272 Interpreting Process III, 4 Cr.
ITP 279 Mock Interpreting I, 1 Cr.

**Fourth Term (fall term)**

ITP 211 American Sign Language IV, 3 Cr.
ITP 277 Specialized Discourse II, 3 Cr.
ITP 273 Interpreting Process IV, 6 Cr.
ITP 281 Mock Interpreting II, 2 Cr.
ITP 262 Interpreting Theory III, 4 Cr.

**Fifth Term (winter term)**

ITP 212 American Sign Language V, 3 Cr.
ITP 261 Interpreting Theory II, 3 Cr.
ITP 283 Interpreting Internship I, 3 Cr.
ITP 274 Interpreting Process V, 6 Cr.
Sixth Term (Spring Term)
ITP 275 Interpreting Process VI, 4 Cr.
ITP 284 Interpreting Internship II, 3 Cr.
HEC 226 Child Development, 3 Cr.
Or
PSY 215 Human Development, 3 Cr.

Recommended Electives
Because interpreters work in a variety of settings, students are encouraged to broaden their general knowledge in a variety of areas. For those planning to work in K-12 or post secondary education, background in English, writing and literature, history, science, social studies, math and basic computer use is essential.
In addition, SLIP students may find the following electives helpful:
SP 100 Introduction to Speech Communication, 3 Cr.
SP 111 Fundamentals of Speech, 3 Cr.
SP 140 Introduction to Intercultural Communication, 3 Cr.

NORTHERN ESSEX COMMUNITY COLLEGE
HAVERHILL - LAWRENCE

FIRST SEMESTER
ASL111 American Sign Language I
DST101 Introduction to the Deaf Community
DST191 Introduction to Practicum
ENG101 English Composition I
Science Elective*

SECOND SEMESTER
ASL112 American Sign Language II
DST102 Introduction to the Interpreting Field
ENG102 English Composition II
Science Elective*
Behavioral Science Elective**

THIRD SEMESTER
ASL201 American Sign Language III
Elective
Elective
Math Elective***
ASL205 Deaf Literature & ASL Folklore

FOURTH SEMESTER
ASL202 American Sign Language IV & Structure
Elective
Elective
SOC205 Introduction to Deaf Culture
GOV102 Introduction to Political Science

* Any Science elective. For transfer to other Colleges/Universities check with the appropriate College/University and/or Program for their requirements.
**SOC101** Introduction to Sociology or **ANT101** Cultural Anthropology

***MAT111*** Contemporary Math I, **MAT120** College Algebra or higher

Students interested in participating in an academic program that involves working with children, the disabled, or the elderly, or a cooperative education experience or a program that includes a clinical or practicum affiliation with a private or public health care provider, will be required to undergo a Criminal Offender Record Information (CORI) and/or Sex Offender Record Information (SORI) check.
**APPENDIX C**

Assessment Methods Used to Measure Learning Outcomes
Interpreter for the Deaf 341-1

*Specific codes for each measure (i.e. "Portfolio": B, C, E or "Video Assessment": 1D, 1E) can be referred to in the rubric itself, located immediately after this chart.*

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<tr>
<th>LEARNING OUTCOMES</th>
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<tr>
<td>The student will use correct sign vocabulary and appropriate ASL grammar</td>
<td>Videotape Assessment: 1D, 1E, 1F, 1G, 1H, 1j, 1k, 3a, 3b, 3c, 3f, 3g, 3h</td>
<td>The student demonstrates knowledge and appreciation of evolution of the deaf struggle for recognition and equality in the US</td>
<td>Portfolio: B, C, E</td>
<td>The student demonstrates the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and close and open conversations</td>
<td>Portfolio: B, C, D, E</td>
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<td>Videotape Assessment: 1C, 1D, 1H, 1J, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3F, 3G, 3H</td>
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<td>Videotape Assessment: 4A, 4B, 4C, 4D, 4E, 4F</td>
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<tr>
<td>The student will demonstrate the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and close and open conversations</td>
<td>Portfolio: B, C, E</td>
<td>The student will demonstrate the ability to handle interruptions and resume conversations, control conversational pace, provide feedback, and close and open conversations</td>
<td>Portfolio: B, C, D, E</td>
<td>The student identifies and utilizes various models of interpreting</td>
<td>Portfolio: B, G</td>
</tr>
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<td></td>
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<td></td>
<td>Videotape Assessment: 1C, 1D, 1H, 1J, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3F, 3G, 3H</td>
<td></td>
<td>Portfolio: B, G</td>
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<tr>
<td>The student will be able to define morphology, phonology, semantics, and syntax</td>
<td></td>
<td>The student develops sensitivity to how his behavior may perpetuate the stigmas of deafness and impede Deaf people’s movement towards independence</td>
<td></td>
<td>The student demonstrates the ability to identify and evaluate the different philosophies of Deaf education</td>
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<tr>
<td>The student will demonstrate knowledge and appreciation of incorporating codes of professional and personal ethics into professional practice</td>
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<td>The student will describe the evolution leading to the recognition of interpreting as a profession</td>
<td>Portfolio: B, F</td>
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<td>Videotape Assessment: I, II, III, IV</td>
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<td>The student will describe the evolution leading to the recognition of interpreting as a profession</td>
<td>Portfolio: journal articles critiques, A, B, C, D, E, F, G, H</td>
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<td>Portfolio: journal articles critiques, A, B, C, D, E, F, G, H</td>
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</tbody>
</table>

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I. English to sign
   A. Stress/emphasis for important words, phrases
   B. Affect/emotions
   C. Register
   D. Sentence/clausal boundaries
   E. Sentence types represented
   F. Production/use of nonmanual markers
   G. Use of verb directionality/
   H. Comparison/contrast, pronominal system sequence, cause/effect
   I. Location/relationship using ASL Classifier system
   J. Follows principles of discourse mapping
   K. Follows grammar of PSE/ASL
   L. Use of English morphological Markers
   M. Clearly mouths speaker's English

Total______________ Divided by 13___________

II. Sign to English
   A. Read/convey signer's signs
   B. Read/ convey fingerspelling/ numbers
   C. Read/convey register
   D. Read/convey nonmanual behavior/ASL morphology
   E. Speech production
   F. Sentence/clausal boundaries indicated
   G. Sentence types
   H. Emphasize important words, phrases, affect/emotions
   I. Correct English word selection
   J. Adds no extraneous words/sounds to message

Total______________ Divided by 10___________

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III. Vocabulary

A. Amount of sign vocabulary
B. Signs made correctly
C. Fluency/rhythm/rate
D. Vocabulary consistent with targeted communication method
E. Key vocabulary represented
F. Production of fingerspelling
G. Spelled correctly
H. Appropriate use of fingerspelling
I. Variety of strategies for compensating for unknown signs
J. Sign invention appropriate

TOTAL_____________    Divided by 10_____________

IV. Overall

A. Appropriate eye contact/movement
B. Developed sense of whole message V-S
C. Developed sense of whole message S-V
D. Demonstrated process decalage appropriately V-S
E. Demonstrated process decalage appropriately S-V
F. Indicates who is speaking/narrator shifts.

Total_____________    Divided by 6___________

KEY

5 = Accurately demonstrated. Rarely makes an error
4 = Typically very accurate, roughly equivalent to 90% of the time.
3 = Fairly accurate. Will be correct approximately 80% of the time.
2 = Typically inaccurate.
1 = Very poor
0 = almost no indication

SL43 Scoring Rubric for Portfolio (341-1) SL43 Capstone Course

-Your goal is to demonstrate that you understand interpreting issues well enough to critique your own skills and those of others.

-Remember in your discussion to always refer to specific interpreting behaviors and then compare them to established process models in the interpreting field.
Example of a poor sentence:
My mentor’s voice-to-sign skills are great; (s) he is so clear.

Example of a good sentence:
My mentor utilizes process time effectively allowing her (him) to select conceptually accurate signs rather than a just sign-for-word translation.

Grades:

A range:
(5) The portfolio is the product of an entire semester's work documented with sentences of similar quality to the above example.
(6) It addresses many specific interpreting behaviors and evaluates them using
  • the criteria as stated in the SL43 Observation/Evaluation form (see your student packet).
  • ideas gathered from our textbooks and class discussions.
(7) Comments and ideas are supported by appropriate examples, and with very few grammar and spelling errors.
(8) All required pages (20) are accounted for (see below).

B range: Only one of the numbered criteria is lacking to some degree.

C range: Criteria (3) and (4) are satisfied with little contribution from numbered criteria (1) and (2).

D range: Criteria (3) and (4) are satisfied with no contribution from numbered criteria (1) and two (2).

To receive a satisfactory grade in this internship, students will comply with the attendance policy and complete the following:

Field work 40%

Field supervisor’s evaluation 20%
Instructor’s observations 15%
Your logs 5%

One journal article on a current ethical issue: summarized/critiqued/presented 10%
One journal article on a current language issue: summarized/critiqued/presented 10%
Class presentation of yourself interpreting (short video clip) 20%

20 page portfolio showing your self-development containing:

C. 1 page on what self-development means to you
D. Several pages...
  on your field supervisor's sign to voice skills
  on his/her voice to sign skills
  on his/her strategies for handling cultural differences (i.e. cultural adjustments)
  on his/her approach to fostering language development of the deaf child
  on his/her strategies for handling ethical challenges

K. 2 pages of two informal observations of two different classmates' interpreting
L. several reflective pages on your own self-development as an interpreter
M. 1 page on your interpreting philosophy as you see it this term
N. 1 page on cultural sensitivity
O. 1 page on ethical considerations
P. 1 page on professionalism
Q. 1 page containing your resume
R. 1 page listing the addresses and contact persons of freelance agencies on Long Island

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APPENDIX E

Data Package
APPENDIX F

Surveys
Department Resources

Interpreter for the Deaf 341-1

- SL24-*Fingerspelling Expressive and Receptive Fluency.* required viewing; on reserve in Library
- SL34-English Skills Development
- SL32-*****Cognitive Processing Skills in English***** a portion of this tape is used as an evaluation. Please do not use in other classes.
- SL34-ASL Sentences: 6D
- *****ASL Mini-Stories: 6E***** a portion of this tape is used as an evaluation. Please do not use in other classes.
- Sign to Voice Interpreting, Modeling Tape 4B with Jack Cassell
- *****Sign to Voice Interpreting, Modeling Tape 4C with Debbie Duran***** a portion of this tape is used as an evaluation. Please do not use in other classes.
- Sign to Voice Interpreting, Modeling Tape 4F with Jean Teets
- SL32-ASL Vocabulary: 6B (was ASL Practice Sentences)
- ASL Vocabulary, Affect and Structure: 6C (was More Practice Sentences)
- SL24-Fingerspelling Practice Tapes: Geographic Locations on reserve in Library
- Fingerspelling Practice Tapes: Proper Names on reserve in Library
- Fingerspelling Practice Tapes: Miscellaneous Items on reserve in Library
- Fingerspelling Practice Tapes: Fingerspelled Loan Signs on reserve in Library
- ASL Numbers: Developing Your Skills, Cardinal and Ordinal Systems on reserve in Library
- ASL Numbers: Developing Your Skills, Incorporating Systems on reserve in Library
- *ASL Numbers: Developing Your Skills, Unique Systems* required viewing; on reserve in Library
- SL34-Fairy Tale Classics from Four for You and High Five
• Deaf Presenters Lectures:
  ADA and Interpreters
  AIDS: Overview and Prevention
  An Introduction to Deaf People
  ASL in the Education of Deaf Children
  American Athletic Association of the Deaf
  The U.S. Golfers Association

• SL32-Hearing Presenter Lectures:
  Berlitz: An Introduction and Overview
  AIDS: Overview and Prevention
  Combating Racism Among Teenagers
  Homicide and Criminal Justice
  Environmental Activism
  Urban Planning
  *****ASL PAH!*****a portion of this tape is used as an evaluation. Please do not use in other classes

• SL34-Pursuit of ASL: Interesting Facts Using Classifiers

• SL34-Silver Moments

ASL Studies 341-2/Interpreter for the Deaf (341-1)  Video Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Course</th>
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<tr>
<td>Sound &amp; Fury (V)</td>
<td>SL23, SL10, SL14, SL20, SL22</td>
</tr>
<tr>
<td>ASL Poetry: Clayton Valli (V)</td>
<td>SL14, SL20, SL22, SL23</td>
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<tr>
<td>ABC Stories (V)</td>
<td>SL14, SL20, SL22, SL23</td>
</tr>
<tr>
<td>Charles Krauel: Portrait of a Deaffilmmaker (V)</td>
<td>SL10, SL14, SL20, SL22, SL23</td>
</tr>
<tr>
<td>Man of a Thousand Faces</td>
<td>SL10, SL14, SL20, SL22</td>
</tr>
<tr>
<td>Cochlear Implants 101: Phil Bravin</td>
<td>SL10, SL14, SL20, SL22, SL23</td>
</tr>
<tr>
<td>Deaf President Now!</td>
<td>SL10, SL14, SL20, SL22, SL23</td>
</tr>
</tbody>
</table>
LIBRARY RESOURCES
APPENDIX H

PORTFOLIO RUBRICS

SL43 - Sign Language Interpreting Capstone Course

PROFESSIONAL ATTITUDE:

Student's name________________________ Date_____________________

Field site Supervisor_____________________ Program director__________________

School/organization___________________________

(E=excellent, G = Good, F= Fair, U=Unsatisfactory, NI - needs improvement, SI = Shown improvement)

1. Exhibits enthusiasm while participating
2. Accepts assignments readily
3. Adapts to new ideas, situations (flexibility)
4. Works well with cooperating interpreter, staff, and consumers
5. Takes initiative in facilitating/leading experiences
6. Takes initiative in planning/developing experiences
7. Arrives on time
8. Calls if ill and makes up absence
9. Completes all assigned tasks
10. Dresses appropriately for assignments.

Observation/Evaluation of student interpreter   SL43 Interpreting Internship Capstone Course

Student interpreter's name________________________________________

Date: _______________ Time entered: _____________ Time departed: ____________

Fieldwork site: _________________________________________________

Site supervisor: ________________________________________________

College supervisor: _____________________________________________
I. English to sign
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