

Sign Language Interpreting

and

Sign Language Studies

Program Policy and Procedures Handbook 2021-2022



Seabeck DeafBlind retreat, August 2019: Van Dempsey, Madison Tucker, Kayla Adams, Manuel Ramirez, Professor Steven Stubbs, Rie Reeder, Amy Arteaga, & Melissa Lidinsky.

Students are responsible for the information contained in this manual, including policies, procedures, procedural and academic graduation requirements, deadlines, and information on ethical behavior.

Students must sign the Student Responsibility Form and return it to Michelle Campbell, administrative assistant, to be placed in your student file.

ROAR

This manual supersedes all prior program manuals.

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Student Responsibility Form

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

I have reviewed these materials carefully; and if I have questions concerning these materials, I will ask for clarification from a faculty member or from my advisor. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook.

This is a living document, changes may be made during my tenure in the SLS/SLI program. Faculty will inform me of changes and also highlight changes in the electronic document for emphasis. I am responsible for all policies and procedures, including changes after the date of initial receipt of this handbook. Electronic link to the handbook requires an ISU Google account to access.

I have received electronic access to the most recent [Sign Language Interpreting and Sign Language Studies Student Handbook](#) and agree to follow all policies and procedures included.

Signature and Date

Printed Name

Signed form will be filed in the student record.

Purpose of the Student Handbook

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

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

During this year, we are facing unfamiliar challenges during the COVID-19 pandemic. Some policies may be amended or suspended. Students will be provided as much notice as possible of these changes. Sections that are unique to this experience are highlighted and in bold print.

Academic Freedom and Responsibility

In carrying out its educational mission, Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

<https://www.isu.edu/news/2021-spring/a-note-from-academic-affairs-.html>

SLI/SLS Program Faculty, Administration and Staff

| | |
|---|---|
| <p>LaVona Andrew, M.A. Program Director, Clinical Assistant Professor Meridian LaVonaAndrew@isu.edu (208) 501-8783 (VP) (208) 373-1945 (voice) (208) 890-5032 (cell/text) - preferred Room 810C</p> | <p>Jill Radford, Ed.S. Clinical Assistant Professor Pocatello JillRadford@isu.edu - preferred (208) 904-3552 (VP) SPA Room 308B</p> |
| <p>Elizabeth F. Schniedewind, Ed.D. Clinical Associate Professor Meridian eschniedewind@isu.edu - preferred (208) 629-0583 (VP) (208) 373-1765 (voice) Room 810D</p> | <p>Steven G. Stubbs, B.S. CDI/CLIP-R Clinical Assistant Professor Meridian StevenStubbs@isu.edu (208) 514-0111 (VP) Room 810A - preferred</p> |

Adjunct and other ISU faculty may also teach courses.

| | |
|---|---|
| <p>Joni Loftin, MSP-CCC-SLP Associate Chairperson Communication Sciences and Disorders Meridian JoniLoftin@isu.edu (208) 373-1728 (voice) Room 819</p> | <p>Chris Sanford, AuD. Department Chairperson Communication Sciences and Disorders Pocatello ChrisSanford@isu.edu (208) 282-4196 (voice) SPA 204</p> |
| <p>Michelle Campbell Administrative Assistant Meridian MichelleCampbell@isu.edu (208) 373-1908 (voice) Room 819</p> | |

Sign Language Studies and Interpreting Program Mission, Vision, and Goals

Mission

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

Vision

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

Goals

- Provide structured and unstructured opportunities for students to become members of the Deaf community.
- Promote self-awareness and practical application in valuing cultural, ethnic, and linguistic diversity.
- Combat the negative effects of audism, linguicism and monolingualism by educating students how to negotiate professional practices with the Deaf community.
- Develop students' American Sign Language (ASL) and English skills to a superior level of proficiency.
- Ensure that all competencies required to become a nationally certified interpreter are introduced, reinforced, practiced and applied while students are enrolled in the ISU SLI program.

Core Values

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

Accreditation Status

The ISU SLI program is nationally accredited by the Collegiate Council on Interpreter Education. All curriculum and instruction is designed to satisfy CCIE standards. <http://ccie-accreditation.org/>



COMMISSION on COLLEGIATE
INTERPRETER EDUCATION

Admission Policies and Procedures for Sign Language Studies Program

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

- Complete the application process for Idaho State University
- Declare a major/minor in Sign Language Studies (SLS) with the Communication Sciences and Disorders (CSD) Department
- Meet with an advisor in the SLS/SLI program (CSD course blocks apply)

SLS students shall not interpret in any setting unless they hold a current Idaho license and documentation of such is provided to the SLI/SLS program director. Due to license requirements, students who are working interpreters must have specific clearance for assignments from ISU interpreting faculty who are licensed interpreters and responsible for adhering to those requirements.

If you have questions about the course sequence, credit requirements, or which courses are required your degree/approved minor, please see:

<http://coursecat.isu.edu/undergraduate/college-of-health/school-of-rehabilitation-and-communication-sciences/communication-sciences-and-disorders/as-sign-language-studies/> for the A.S. in Sign Language Studies and <http://coursecat.isu.edu/undergraduate/college-of-health/school-of-rehabilitation-and-communication-sciences/communication-sciences-and-disorders/bs-sign-language-interpreting/> for the B.S. in Sign Language Interpreting. Please note that some courses are only offered once a year.

Students completing the SLS Program may apply for admission to the Sign Language Interpreting Program during their sophomore year. Completion of the SLS Program does not guarantee automatic acceptance into the Sign Language Interpreting Program.

Course repetition limits

Students in the Sign Language Studies program are able to retake courses. However, they may only take the same course from the same instructor twice. For students to be most successful, we want to reduce potential bias as often as possible. If there is no other instructor for a course, an exception may be requested from the program director.

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

Admission Policies and Procedures for Sign Language Interpreting Program

The ISU SLI accepts applications during the Spring semester for admission the following Fall semester. Our typical cohort size is twelve students, in accordance with Commission on Collegiate Interpreter Education (CCIE) standards.

Criteria used to evaluate applications

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

recommendations, as it constitutes a conflict of interest. Letters from family, faculty in other fields, or general interpreters are not encouraged.

Application process

1. Complete the SLI Program Applicant Assessment, currently conducted via Community Moodle. Directions on how to access the assessment will be posted on the website.
 - a. Fill-out the Google form with information.
 - b. In the Google form, upload an unofficial transcript, including the prior semester's grades. This transcript must show your individual course grades and cumulative GPA. Upload more than one transcript if you have attended more than one institution.
 - c. Submit all tasks in the assessment.
2. If required, register for the ASL evaluation provided by a neutral third-party qualified evaluator approved by the SLI program. Students are responsible for any fees charged for this evaluation. You must include the form that allows your results to be sent or released directly to the ISU SLI program.
3. Submit letters of recommendation from ASL instructors or Deaf individuals. These may be done in written English or in ASL video. The individual may email the program director or you may upload them in the SLIP Program Applicant Assessment.

Application timeline

| Step | Timeframe |
|---|---|
| Transcripts submitted and reviewed | After fall semester grades post |
| Register and complete language assessment, if required | Dec. 15 - Feb. 1; you may take it later, but are at risk for late results |
| Early applicants complete applicant assessment and submit letters of recommendation | February: Priority consideration given to completed applications received before the priority/early-bird deadline |
| Priority consideration applicants informed of status | Within a month of the priority deadline |
| All applicants complete assessment and submit letters of recommendation | Early Spring: Consideration of two groups: 1. applicants who completed the process before the priority deadline but |

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| | <p>were not selected yet at that stage, and 2. all applicants who completed the process before the general deadline</p> |
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All applicants are admitted conditionally upon their subsequent admission to ISU. We encourage students to apply to ISU as quickly as possible after acceptance into the SLI program.

Mandatory SLI Program Activities

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

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

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

Community Mentor

Note: This requirement is waived during the COVID-19 pandemic.

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

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

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

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

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

ASL Lab

The ASL lab is located in Room 830 in Meridian. Only those who are enrolled in the SLS/SLI programs will be allowed use of the lab, as the lab is maintained through class fees.

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

- ~~A maximum of two people at a time may use the ASL Lab~~
- **Face masks must be worn at all time in the lab unless you are alone AND recording an assignment.**
- Food and drink is allowed at the central table, if care is taken to clean up after yourself. It is not allowed near computers or electronic equipment.
- No use of spoken English unless necessary for a recorded class assignment, e.g. ASL-to-English interpreting
- Turn equipment off when you are finished
- Report equipment malfunctions to the administrative assistant or a faculty member
- Record videos in the cubicles
- Respect others and clean up after yourselves

Providing Interpreting Services While A Student in the SLI Program

We strive to provide opportunities for students to interpret in authentic settings. This may include interpreting for bona fide participants in real-life situations. These situations must be vetted in advance by program faculty who deem that the services provided by the student would be beneficial to all parties, not pose an unnecessary risk or liability to participants or the student(s)—and that providing interpreting in that instance would not be a violation of Federal civil rights laws, the *RID/NAD Code of Professional Conduct*, the *ISU SLI Student Code of Professional Conduct*, and/or the statute and rules of the Idaho Speech, Hearing and Communications Services Board.

There are times when someone may ask students to perform interpreting for a specific event. **Students are not allowed to interpret while enrolled in the SLI program unless an instructor has approved this in advance.** Faculty are not required to consider requests that have less than one week notice for a review of appropriateness. **This rule applies in all settings and applies whether or not the services are provided on a voluntary basis or compensated.**

SLI Program Progression Policy

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

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

Progression Criteria

- A. A student must have a SLI program cumulative GPA of >2.7 at the end of each semester in the program in order to proceed in the curriculum.
- B. Because students must maintain “significant progress” in all courses designated as a “skills” course, students must receive a grade of B- or higher in the courses named below.

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

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

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

ISU SLI Skills Courses

| | |
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| CSD 3331 | Translation |
| CSD 3332 | Consecutive Interpreting |
| CSD 3351 | Linguistics of ASL |
| CSD 3352 | Depiction in ASL |
| CSD 3375 | Field Observation I (formerly part of CSD 4470) |
| CSD 3380 | Field Observation II (formerly part of CSD 4470) |
| CSD 4431 | Simultaneous Interpreting |
| CSD 4432 | Senior Seminar in Interpreting |
| CSD 4451 | Advanced Dialogue in ASL |
| CSD 4470 | Field Observation III |
| CSD 4474 | Interpreting Internship |

- C. A student must maintain a GPA of 2.25 and obtain a letter grade of "C-" or better in all courses taken from the Communication Sciences and Disorders department counting toward fulfillment of graduation requirements.
- D. A student must receive a grade of B- or higher for all assignments designated as "benchmark assessments." These assignments are given in the following courses:

CSD 3331 Translation

| | |
|----------|--------------------------------|
| CSD 3332 | Consecutive Interpreting |
| CSD 4331 | Simultaneous Interpreting |
| CSD 4432 | Senior Seminar in Interpreting |

- E. Students must meet expectations regarding demonstration of core dispositions as evaluated on a semester basis on the “Core Disposition Evaluation Form”. If required expectations are not met, the student will be placed on a Core Dispositions Action Plan (CDAP). The CDAP is created by the advisor and student with input from others as necessary. If the student refuses to participate in the process of CDAP creation, this will be documented and may be grounds for dismissal from the program.
- F. At the beginning of each semester in the program, a student will have no outstanding CDAPs or student conduct concerns as defined in the ISU SLI Student Code of Professional Conduct.

Portfolio

All of the following items are to be included in the student portfolio submitted during the senior year, on the designated deadlines. Instructors may, at their discretion, waive some items until that time.

- Résumé or Curriculum Vita
 - Interpreting philosophy and values statement
 - Transcripts
 - Benchmark assessments, including grading sheet/rubric
 - Written language sample
 - A research paper or essay is accepted in fulfillment for the written language sample. Other samples may be accepted by instructor approval.
 - Certificates and degrees
 - Awards and accomplishments
 - List and description of additional workshops or training completed
- Deaf community events attended and volunteer service in the Deaf community

Academic Probation

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

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

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

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

Academic Dismissal

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

- Failure in 50 percent (50%) or more credit hours in ANY semester.
- Failure of eight (8) or more credits in the SLI program.
- Failure of any skills course twice.

Dismissal Appeal

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

Academic Withdrawal

Should a student decide to leave the program for personal or medical reasons, an appointment must be made with the SLI Program Director to address options and

review university policies and requirements. A student who withdraws from the program may apply for readmission.

Graduation

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

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

The ISU SLI/SLS program extends due process to all students and follows the appeals processes detailed in the ISU Academic Integrity and Dishonesty Policy for Undergraduate Students in the latest version of the [ISU Student Handbook](#) or the SLI/SLS Student Handbook for program-specific policies.

Appeals for Non-Academic Dismissal/Disenrollment

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

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

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

Attendees at the appeals meeting are limited to: the SLI Program Director, representative of CSD administration, the Dean and/or other university representative(s)

designated by the Dean, witnesses, the student, a representative from Student Affairs, and an advocate/support person of the student's choice. The advocate/support person may not speak or otherwise participate, other than communicating with the student, unless the advocate/support person is serving as legal counsel to the student.

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

Grade or program policy appeals

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

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

Internship

All SLI program majors are required to participate in an 8-week internship class of 300 hours in the spring semester of their senior year. Arrangements for this course are made between the internship instructor and student, beginning by the fall semester of the senior year. Students must have transportation, locate and pay for their own housing if necessary, and have full-time availability for the entire internship period. Internship sites must be approved by the internship coordinator. Students are responsible for contacting possible approved internship sites and providing appropriate materials to the site coordinators for evaluation and selection. Final internship site selection is based on approval of the internship instructor. Most sites are not in the Meridian area, and you will not be able to complete the internship should you reject a site based on location or other factors.

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

Certification and Licensure

Idaho State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), and is reporting this information in compliance with Standard 2.G.3. The Sign Language Interpreting program is accredited by the Commission on Collegiate Interpreter Education (CCIE).

Successful completion of a Bachelor of Science in Sign Language Interpreting from Idaho State University satisfies or exceeds the education requirements for licensure in 49 states and all US territories, as of June 2020. It meets the education requirement to apply for certification performance exams accepted by the Registry of Interpreters for the Deaf (RID).

If you intend to seek licensure outside of Idaho after finishing your program, use [the links provided by RID](#) or other online search to find information on the state or U.S. territory in which you intend to be licensed to identify whether ISU's Sign Language Interpreting program meets, does not meet, or cannot be confirmed as meeting the educational requirements for licensure. If you have additional questions, we recommend that you contact the state licensing agency directly.

Student Files

In compliance with the *Family Educational Rights and Privacy Act of 1974* (PL 93-380), the Department has an open file policy with regard to student records. Procedures for gaining access:

- A. Students wishing to review their Departmental folder must make a written request to the Department Chairperson. Forms for this purpose may be secured from the Departmental secretary. At the time of the request, the student should indicate on the form those items that s/he wishes to see.
- B. Letters of recommendation or other similar materials contained within a student's folder may not be available for inspection without the written permission of the individual(s) who wrote the item of interest. Forms for requesting permission are available in the Departmental office.

- C. Letters of recommendation, or other similar material, written by faculty and/or staff members of the Communication Sciences & Disorders and Education of the Deaf must be accompanied by a completed Waiver and Consent form. This form, which is also available in the Departmental office, establishes the student's intent to either waive her/his right of access to confidential statements and recommendations or to retain the right of access to such material. No such material will be in a student's file without a completed Waiver and Consent form.

- D. Requests to inspect materials in a student's folder will require a minimum of 24 hours following the time of the approved request. Students may inspect the approved materials in the Departmental office and for a small fee may request the Departmental secretary to copy material.

Please do not construe the establishment of the above procedures as an attempt to discourage students from inspecting their Departmental records. Rather, these procedures are simply necessary to insure compliance with the University's policy regarding the inspection of student files and PL 93-380.

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

Additional Policies

Attendance

Attending each session of your classes is mandatory; it is how you build toward success. Your presence enables you to participate in class activities and to get the most benefit from being part of this program. Although students are ultimately responsible for their own growth, our coursework and path to success are intended to foster a community of practice and not designed for independent study.

Attendance history is considered when faculty consider internship placements, write letters of reference, and recommend students for professional development

opportunities. If you will not be in class on a specific date, you need to communicate with your instructor as soon as possible.

During the COVID-19 pandemic, we recognize that we are experiencing a disruption in our ability to participate in traditional ways. Attendance is still required. Faculty will offer the ability to join online during class time for students who cannot participate in person. For students who are not able to attend class live during that time because of illness, caretaking, or other COVID-related reasons, arrangements will be made. We are happy to work with you; please contact us so we can determine the best supports for your success.

Assessment Results Reporting Requirement

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

Audit

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

Advisor

Each student taking courses in the Sign Language Studies and Sign Language Interpreting Programs may be assigned an SLS/SLI faculty member as an advisor regardless of major. The faculty member will assist students with curriculum planning, identification of program requirements, and interpretation of policies. The faculty advisor is also available to assist students with individual needs by identifying appropriate resources. Students must meet with their assigned advisor during the first week of each semester or “advising week.” Students have a registration block on most CSD classes until they meet with their advisor.

Background checks

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

Completion of hours

In the event a student cannot complete experiential coursework they will be required to make-up the necessary hours to meet graduation/curricular requirements and accreditation requirements. All efforts will be made to allow students to graduate on time, but timelines are not guaranteed.

Disability Services

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

If you have a disability or believe you may have a disability, please contact the ISU Disability Services. We cannot make modifications to course content or assessments without their approval. Once you have completed their process, they will contact individual instructors and inform us how we can accommodate you. Like all student information, the SLS/SLI program keeps this information confidential.

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

Identification Badges

ISU provides name badges that students should wear at all times when participating in off-campus interpreting and observation opportunities, unless it would be unsafe to do so. In medical or educational environments, students should be aware of the requirement of those facilities for identification at all times.

Incomplete Policy

Students wishing to take a grade of incomplete for a course must obtain permission from the instructor of the course, who may require verification of the circumstances requiring consideration. The university incomplete policy must be followed and is found at:

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

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

Petitions

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

Professional Appearance

Sign language interpreters are professionals, and our appearance often reflects on how people perceive the clients with whom we work. Most workplaces for interpreters require business-casual attire and neat grooming; many locations are also becoming scent-free workplaces. Best practices for visual communication include a top of solid, contrasting color with the interpreter's skin tone—as well as jewelry and nail color be non-distracting. Students are expected to follow a business-casual dress standard and strive for best practices. Any videos of a student, whether during class via Zoom or submitted homework, must follow these same standards for what is visible in the video.

There may be situations when a different dress standard may apply for an observation or class; students should follow instruction for these variations. Examples of these variations include jeans for an agricultural setting, business attire for a legal setting, and solid black attire for performing arts interpreting.

Respect for Colleagues

Our program is founded on a cohort model and each of us is expected to foster and celebrate the success of our colleagues. Our [Student Code of Professional Conduct](#) mandates civility in interactions, and our [Core Dispositions](#) explain respectful interactions with colleagues is an important component of openness.

Your peers will be your colleagues in the profession within just a couple of years. Respect for colleagues and peers is one of the tenets of our [Code of Professional Conduct](#), and our national organization has a civility policy. Students are expected to be courteous to one another, just as faculty are expected to model respect. If tensions arise, particularly if they are impacting classes or other students' education and well-being, students will participate in mediation sessions and develop a reconciliation plan to restore the collaborative community.

Retention Policy

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

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

"Testing Out"/Waiver of Course Requirements

For ASL Courses:

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

Submit results from the following evaluation instruments:

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

or

Complete required challenge exam which may include online assessment and an assessment interview with an SLI faculty member.

Whether submitting results from one of the test instruments or interviewing with a faculty member, students are required to comply with the "Challenge Exams" policy

found at:

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

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

Procedure

Submitting Results from an Accepted ASL Evaluation

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

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

SLPI

Rochester Institute of Technology:

<https://www.rit.edu/ntid/slpi/>

ASLPI

Gallaudet University:

https://ssl.gallaudet.edu/aslpi/ASLPI_Portal/ASLPI_Request/ASLPI_Request

EIPA

Boys Town National Research Hospital:

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

SLI Faculty Member Interview

To schedule an interview in Meridian, please contact Professor Steven Stubbs via email, stevenstubbs@isu.edu. For an interview in Pocatello, please contact Professor Jill Radford, radfjill@isu.edu. For other locations, arrangements can be made to conduct interviews via video if necessary. Interviews by a faculty member are not be conducted until the student has paid the university's challenge exam fee and provided proof of payment.

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

Students should consult the current undergraduate catalog and contact the Program Director. Declared majors may challenge up to 24 credits of specific courses in their major for which an approved examination exists.

Approved examinations may exist for the following:

CSD 2256 Deaf Culture and Community

CSD 2249 Fingerspelling and Numbers

CSD 2250 Introduction to Interpreting

CSD 2205 Intro. to Professions in the Communication Sciences

CSD 3330 Linguistics of ASL

CSD 3352 Depiction

CSD 4451 Advanced Dialogue in ASL

All appropriate prerequisites to the course must be complete. Students may also use the Experiential Learning Assessment Credit procedure for up to 16 additional, specified credits in the major.

Students must follow these procedures in order:

1. Contact the Program Director to confirm the availability of a challenge exam for the specific course(s) they would like to challenge.
2. Fill out an ISU petition citing the specific course to be challenged with the advisor, CSD Department Chairperson, and Dean signatures showing their approval.
3. The Dean's office will forward the petition to Registration & Records. If approved, Registration & Records will record the petition, send the college, department, and student copies to the college dean's office, and fax a copy to the cashier's office for billing, unless the student makes arrangements to

pick it up in person (a student has the option to walk the petition through to expedite the process).

4. The Cashier's Office bills the student for 33% of the current cost per credit hour. Upon receipt of payment, a receipt is issued to the student. The student presents a copy of the approved petition and payment receipt to the instructor and takes the challenge exam. The instructor is not to administer the exam without viewing the payment receipt from the cashier's office.
5. The instructor grades the exam and reports the grade earned to the Registrar's Office by initiating a change of grade form.

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

Idaho State UNIVERSITY

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

Overview

Interpreting is a challenging and rewarding profession that requires a high degree of knowledge, linguistic competence, decision-making skills, and interpersonal capabilities. Interpreters interact with people whose lives are touched in various ways by their work. Since monolingualism and audism are pervasive in society, interpreters should be cognizant of how these attitudes influence their work with the American Deaf community¹. Thus, professional acts and practices must be negotiated with the Deaf community.

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

Adherence to standards of conduct and communication are essential elements of professional competence that are to be developed and expanded upon in the

student's' program of study. The ISU SLI has a responsibility to students, the Deaf community, and society at large to ensure that they can perform the duties required by the profession.

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

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

ISU CSD Standards of Professional Conduct

<https://www.isu.edu/media/libraries/communication-sciences/CSD-Standards-of-Professional-Conduct.pdf>

ISU Division of Health Sciences Expectations on Professionalism

<https://www.isu.edu/media/libraries/division-of-health-sciences/DHS-Expectations-on-Professionalism.pdf>

Idaho State University Student Conduct Code

<https://www.isu.edu/media/libraries/isu-policies-and-procedures/student-affairs/SA-Student-Conduct-Code-5000.pdf>

Breaches of the S-CPC may be reported by faculty, staff, fellow students, or others. Students should be aware that breaches of the S-CPC may be grounds for a recommendation of academic probation or dismissal from the ISU SLI. The process for reporting is outlined in Appendix A of this document "ISU SLI Student Conduct Concern Process Flowchart" and can also be found in the SLI Program Policy and Procedures Handbook.

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

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

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

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

Student Code of Professional Conduct (S-CPC) Tenets

1. Confidentiality

Tenet: Students adhere to professional standards of confidential communication.

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

Illustrative behaviors for students:

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

2. Professionalism

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

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

Illustrative behaviors for students:

- 2.1 Adhere to educational commitments by attending classes, being punctual, and being prepared for active learning.
- 2.2 Demonstrate ability to work within a professional context by adhering to institutional norms and expectations, and by showing respect to others (e.g., faculty, staff, student peers, Deaf community members, and professional interpreters).
- 2.3 Accept interpreting assignments (pro bono or for pay) with regard to full and thorough analysis of your knowledge, skills, integrity, language expectations, setting, and the needs of the people who are receiving your services.
- 2.4 Accept interpreting assignments following the procedures outlined in the ISU SLI Policy and Procedures Manual.
- 2.5 Abide by linguistic, social, and ethical norms when interacting with interpreters, members of the Deaf community, and other individuals.
- 2.6 Seek further knowledge about aspects of Deaf culture.
- 2.7 Stay abreast of past and current empirical research in Interpretation Studies related disciplines.
- 2.8 Abide by national and international codes of conduct established by professional interpreting associations.

3. Conduct and Civility

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

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

Illustrative behaviors for students:

- 3.1 Convey an attitude of respect for the capabilities and worth of others, in both verbal and nonverbal communication.
- 3.2 Refrain from rejecting or minimizing the capabilities and worth of others or attempt to impose your views and values on others.
- 3.3 Respect differences among individuals.
- 3.4 Demonstrate sensitivity to the feelings and opinions of others.
- 3.5 Convey openness to those who have backgrounds that are different than your own.
- 3.6 Ask questions and actively listen to others.
- 3.7 Refrain from non-constructive criticism of others.
- 3.8 Demonstrate professional decision-making skills in public.

4. Communication

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

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

Illustrative behaviors for students:

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

5. Respect for Others

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

Guiding Principle: Students demonstrate the ability to work within a professional context by understanding and adhering to organizational norms and expectations,

demonstrating respect for other professionals, deferring to those more advanced in the field, and supporting and mentoring others who have less experience. At times these contexts may include emotionally charged situations in which respect for your own responses and others' reactions require thoughtful and mature consideration.

Illustrative behaviors for students:

- 5.1 Use ASL in public spaces on campus where Deaf individuals are regularly found (e.g., CSD Department hallway, Silent Lunch area, classroom spaces). It is recognized that there may be times when spoken language is appropriate, such as when communicating with campus visitors who are not fluent in ASL or events where no Deaf individuals are present.
- 5.2 If students are in a space where no Deaf individuals are present or reasonably expected to be in attendance, when Deaf persons enter the area, immediately begin to use ASL with a welcoming attitude.
- 5.3 Demonstrate listening and attentive behaviors when conversing with others through posture, eye contact, and body language.
- 5.4 Respectfully consider the ideas and themes raised by others.
- 5.5 Express yourself with self-assurance by articulating thoughts and feelings in a clear, deliberate, and unassuming manner.
- 5.6 Demonstrate honesty and trustworthiness in interactions with others.
- 5.7 Avoid deceit or stretching the truth.
- 5.9 Do not take credit for work done by others.
- 5.10 Admit and accept shortcomings and limitations in knowledge and skills.

5.11 Do not flaunt knowledge or skills.

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

6. Ethical Practices

Tenet: Students maintain ethical practices.

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

Illustrative behaviors for students:

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

6.2 Follow best practices within the profession when faced with ethical conflicts including practicing discretion when accepting interpreting assignments, following standard billing practices, and discussing individual terms and conditions.

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

6.4 Demonstrate flexibility when considering the opinions of others.

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

7. Commitment to the Profession

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

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

Illustrative behaviors for students:

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

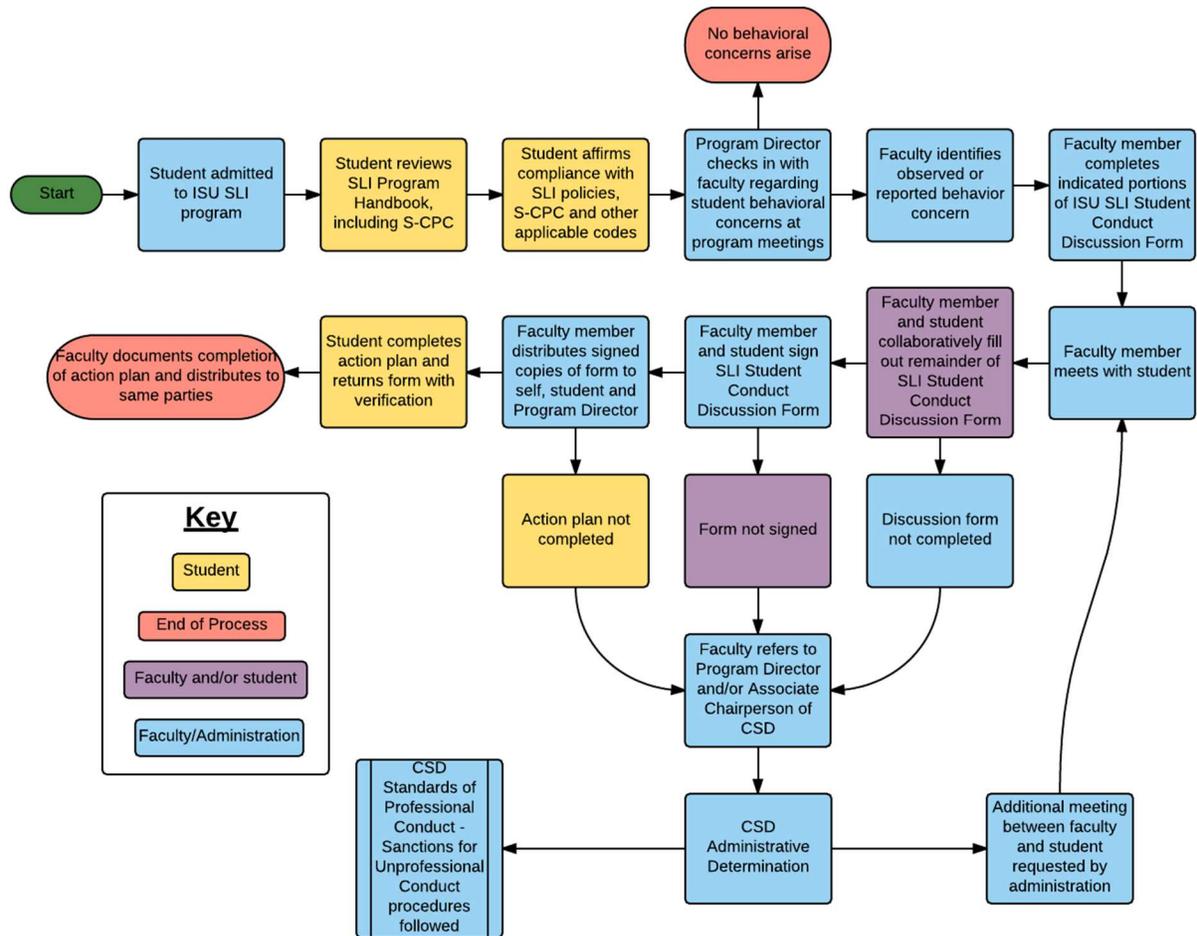
7.2 Take initiative to acquire new information, improve, and change when a gap in knowledge is discovered or a deficit in a personal quality is uncovered.

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

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

7.5 Be reflective about all learning opportunities.

ISU SLI Student Conduct Concern Process Flowchart



Appendix B: Essential Functions of a Hearing Interpreter

Overview

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

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

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

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

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

This document was adapted from the San Antonio College Department of American Sign Language and Interpreter Training. Downloaded from: http://www.tjc.edu/info/2004134/professional_and_technical_programs/190/sign_language_interpreting/2 on 4/5/2016.

Essential Physical Abilities

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

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

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

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

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

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

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

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

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

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

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

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

Essential Cognitive Abilities

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

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

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

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

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

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

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

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

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

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

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

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

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

Essential Cultural and Linguistic Abilities

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

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

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

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

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

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

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

American Sign Language: A sign language interpreter must have the ability to

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

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

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

Essential Professional Attributes

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

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

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

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

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

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

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

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

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

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

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

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

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

Interpreters adhere to standards of confidential communication.

Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Interpreters demonstrate respect for consumers.

Interpreters demonstrate respect for colleagues, interns, and students of the profession.

Interpreters maintain ethical business practices.

Interpreters engage in professional development.

Appendix C: Essential Functions of a Deaf Interpreter

Overview

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

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

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

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

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

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

This document was adapted from the San Antonio College Department of American Sign Language and Interpreter Training. Downloaded from: http://www.tjc.edu/info/2004134/professional_and_technical_programs/190/sign_language_interpreting/2 on 4/5/2016.

Essential Physical Abilities

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

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

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

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

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

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

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

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

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

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

Essential Cognitive Abilities

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

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

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

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

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

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

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

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

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

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

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

Fluency of Ideas: A Deaf interpreter must have the ability to come up with a number of

ideas about a given topic. This concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas.

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

Essential Cultural and Linguistic Abilities

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

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

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

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

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

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

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

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

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

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

Essential Professional Attributes

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

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

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

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

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

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

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

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

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

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

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

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

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

Interpreters adhere to standards of confidential communication.

Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Interpreters demonstrate respect for consumers.

Interpreters demonstrate respect for colleagues, interns, and students of the profession.

Interpreters maintain ethical business practices.

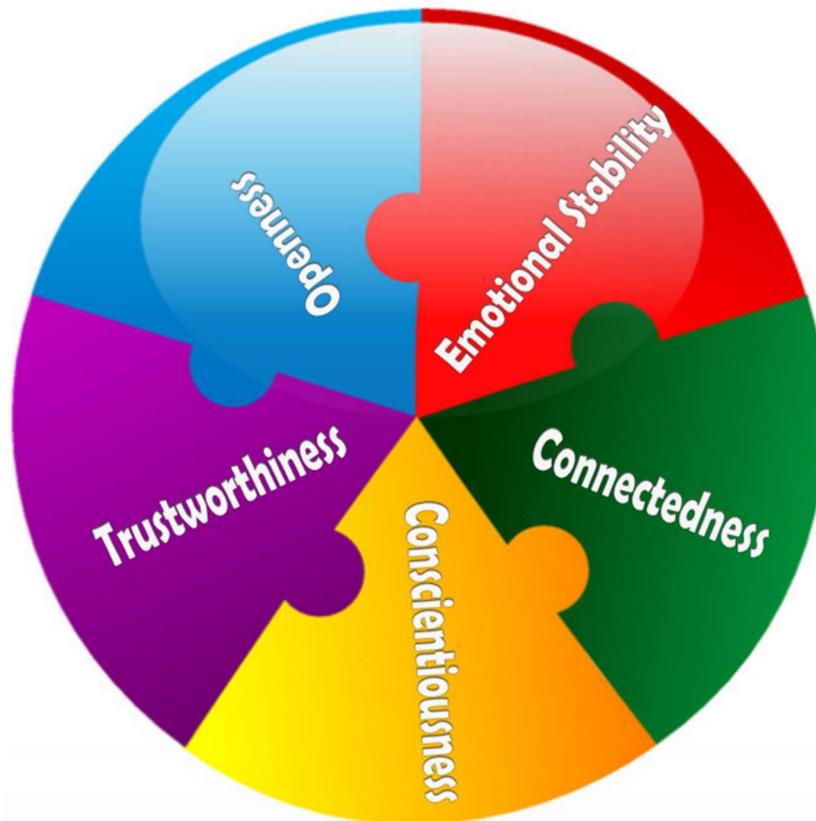
Interpreters engage in professional development.

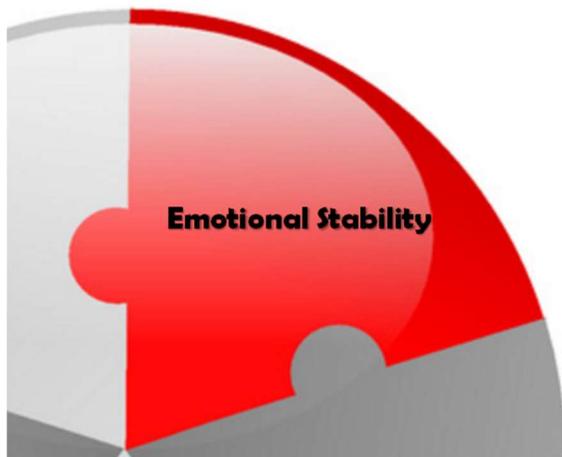
Appendix D: Core Dispositions for Sign Language Interpreting Program Students

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



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





Emotional Stability

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

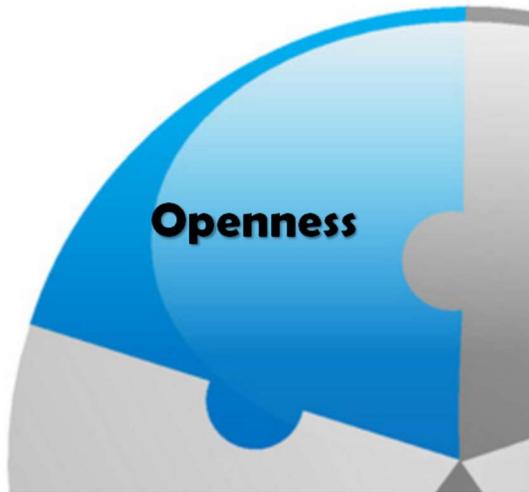
People are often described as being emotionally stable when they are secure, not fearful, calm, even-tempered, comfortable and unemotional. Sign language interpreters, as an essential function of their job, must exhibit emotional well being and self control.

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

- 5.10 Admit and accept shortcomings and limitations in knowledge and skills.
- 5.11 Do not flaunt knowledge or skills.
- 5.12 Do not display anger, annoyance, frustration, defensiveness, excessive self-criticism, or withdrawal when given feedback.
- 6.3 Demonstrate willingness to change or compromise in the face of new information.

ISU SLI faculty evaluate emotional stability as evidenced by:

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



Openness

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

Openness to experience will often contribute greatly to the satisfaction one feels they get out of life. Sign language interpreters, as an essential function of their job, must exhibit independence, adaptability/flexibility, and an openness to the culture of Deaf people and non-Deaf people and the intersectionalities between social categories (e.g. race, class, gender) and culture.

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

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

ISU SLI faculty evaluate openness as evidenced by:

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



Trust

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

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

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

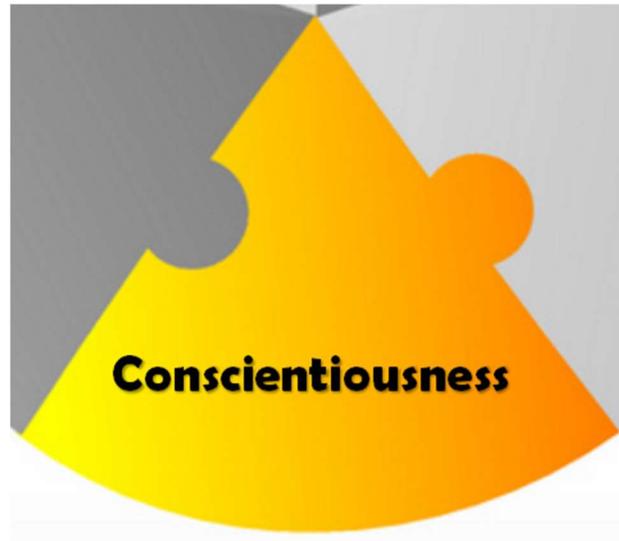
A trustworthy interpreter never takes advantage of a privilege that they hold to the detriment of any individual and will respect the boundaries put forth by even the most disenfranchised persons, regardless of how those boundaries are expressed. They will respect the language choice of consumers and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

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

- 1.1 Honor commitments to keep information in confidence.
- 1.2 Do not share personal or private information from classroom discussions with others.
- 1.3 Do not share details of professional activities (e.g., observations, mentoring, interpreting, and other required activities) outside of their respective environments. Specifically, do not share information regarding professional activities via: text messaging, email, third-party conversations, and postings to social media.
- 2.3 Accept interpreting assignments (pro bono or for pay) with regard to full and thorough analysis of your knowledge, skills, integrity, language expectations, setting, and the needs of the people who are receiving your services.
- 2.4 Accept interpreting assignments following the procedures outlined in the ISU SLI Policy and Procedures Manual.
- 2.5 Abide by linguistic, social, and ethical norms when interacting with interpreters, members of the Deaf community, and other individuals.
- 5.1 Use ASL in public spaces on campus where Deaf individuals are regularly found (e.g., CSD Department hallway, Silent Lunch area, classroom spaces).
- 5.2 If students are in a space where no Deaf individuals are present or reasonably expected to be in attendance, when Deaf persons enter the area, immediately begin to use ASL with a welcoming attitude.
- 5.6 Demonstrate honesty and trustworthiness in interactions with others.
- 5.7 Avoid deceit or stretching the truth.
- 5.9 Do not take credit for work done by others.

The ISU SLI faculty evaluate trustworthiness as evidenced by:

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



Conscientiousness

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

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

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

- 2.1 Adhere to educational commitments by attending classes, being punctual, and being prepared for active learning.
- 2.7 Stay abreast of past and current empirical research in Interpretation Studies related disciplines.
- 2.8 Abide by national and international codes of conduct established by professional interpreting associations.
- 3.8 Demonstrate professional decision-making skills in public.
- 6.1. Know the tenets of the NAD-RID Code of Professional Conduct.

6.2 Follow best practices within the profession when faced with ethical conflicts including practicing discretion when accepting interpreting assignments, following standard billing practices, and discussing individual terms and conditions.

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

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

The ISU SLI faculty evaluate conscientiousness as evidenced by:

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

Connectedness

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



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

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

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

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

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

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

1.4 Know and apply the applicable statutory privacy and confidentiality standards in different settings (e.g. HIPAA, FERPA)

1.5 Know and apply the applicable exceptions to privacy and confidentiality (e.g. imminent harm or duty to report under a code of conduct).

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

4.1 Communicate in a professional, courteous manner in online communication (e.g., emails, social media, texting) and face-to-face communication.

4.2 Avoid language that may be perceived as a put-down by the listener.

4.3 Learn and follow the chain of command within institutions.

4.4 Communicate in a manner that is respectful and promotes collaborative results.

4.5 Represent yourself as a member of the Idaho State University Sign Language Studies or Interpreting Program, and the interpreting profession in a positive manner.

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

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

The ISU SLI faculty evaluate connectedness as evidenced by:

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

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Appendix E: Videoconference Meeting Protocol for SLS/SLI Program

1. Clothing is NOT optional.

Remember that, even though you may be alone at home, your professor and classmates can SEE you! While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light at least from the waist up. Put on a clean shirt. Run a brush through your hair. Brush your teeth and put on deodorant... no, they can't smell you through the screen but that is just good common hygiene. Professional attire for days when the dress code is in force needs to be followed.

2. Be aware of your "Sign Space".

Signing space is the term used for the three-dimensional space in front of the signer, extended from the waist to the forehead, where signs can be articulated. Be sure that your video recording device is able to capture all of your signing space. Ideally, your hands and arms should be fully visible while signing FATHER and TABLE.



3. Be aware of your surroundings.

Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. Find a location that provides peace and quiet away from roommates or family members. Virtual backgrounds, while providing less distracting backgrounds, are not ideal for signing content. These backgrounds

have been found to disrupt sign clarity. Make sure your “natural” background is not visually distracting.

4. Mute is your friend.

Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner). This will help to eliminate background noise that could distract others. Some professors will utilize the “all mute” feature of Zoom in which your microphone will be automatically muted when you sign in to the session.

5. Raise your hand and wait to be called upon.

If you wish to speak, either physically raise your hand or use the "Raise Hand" button at the center of the bottom of your screen. Once the teacher calls on you, allow for “lag time” in which your teacher and peers can shift their view to watch you sign. When you have finished signing indicate you are done by signing something like "That's all" or "Thank you".

6. If you don't have anything nice to say...

The Zoom chat feature is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session. As you most likely learned in your first face-to-face classroom back in kindergarten, "If you don't have anything nice to say, don't say anything at all."

7. Recording of class lectures

Zoom class sessions may be recorded to allow for viewing after the live session.

Adapted from: <https://education.depaul.edu/covid-19-resources/Pages/zoom-etiquette-for-students.aspx>

Appendix F: Field Observation Manual

The Field Observation manual is a working document in development during the 2021-2022 school year. It is kept as a separate document, which you can access at:

<https://docs.google.com/document/d/1tk0qluHBQFr7pbuKHSCgZkbH94JJY1U8oxndvsgs4Zo/edit?usp=sharing>