



**College of Education,
Health and
Human Services**

American Sign Language/English Interpreting (ASEI)

Program Handbook

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ASL/English Program Handbook

Initial Overview of the Program

This Handbook is for ASEI students in Survey of the Interpreting Profession. Students who transfer into the ASEI program with a course equivalent to Survey of the Interpreting Profession (ASEI 43100), should receive this Handbook to review as part of their first class or advising session with faculty. The purpose of this Handbook is to provide students with a guide regarding the expectations, policies, and requirements of the ASEI program. This introductory handbook can help students strategize how they will budget time and resources to succeed.

Mission statement

We transform students into professional interpreters who possess the expertise, professional discretion, and interpersonal intelligence that empowers them to adapt to diverse consumers, cultures, and settings.

Core Values

Graduates are

- proficient in processing communication between users of American Sign Language and English
- competent cultural mediators who are respectful of diverse populations
- reflective practitioners
- independent decision-makers, cognizant of the ethical parameters of the profession
- committed to the lifelong pursuit of interpreting excellence

Program Learning Outcomes

Graduates of the program will be able to do the following:

1. Demonstrate native or near-native fluency in spoken and written English (80% of the time as per the NCIEC), American Sign Language, Deaf and non-Deaf cultures.
2. Effectively interpret audio and video texts, as well as live presentations, across a variety of genres and be able to adapt interpretations to consumer modality preferences.
3. Demonstrate appropriate interpersonal skills and professionalism across all classroom/program-related settings, while interacting with others, with an awareness of linguistic, cultural, contextual and personality differences.
4. Make appropriate and effective ethical decisions, both in class and in clinical and practical interpreting situations in alignment with RID's Code of Professional Conduct and Kent State University's Code of Student Conduct.

5. Demonstrate adaptability and teachability.
6. Articulate the impact of interpreting models, theories, and best practices and how they inform one's work.
7. Recognize substantive linguistic and paralinguistic cues from others from a distance of 3-10 feet in a variety of environments.

ASL/English Interpreting majors should achieve proficiency in the following:

- Spoken and written English across registers
- Expressive and receptive ASL across registers
- Native culture knowledge and expertise
- American Deaf culture knowledge and expertise

Program Requirements

Grade expectations:

- Minimum B-: ASEI 43100 Survey of the Interpreting Profession and ASEI 43104 Interpreting Processes III
- Minimum C: All major courses including all ASL and English classes

Progression requirements:

- To register for the upper-level courses beginning in semester 5, students must apply for and receive approval for the Professional Phase in semester 4 or the summer prior to semester 5. Students must achieve the following:
 - 3.0 Major GPA; 2.75 Overall GPA. These GPA levels are also a prerequisite for Advanced Practicum and graduation
 - Minimum C in ASEI 43102, ASL 19201, ASL 109202, Eng 11011, Eng 21011
 - Minimum B- ASEI 43100
 - Passing score on Portfolio Interview after ASL 29202

Required Assessments:

- ASEI Entrance Assessment
 - Taken during ASEI 43102

- Must pass the interview and achieve Professional Phase to register for upper-level interpreting courses
- SLPI (Sign Language Proficiency Interview) or ASLPI (American Sign Language Proficiency Assessment)
 - Pass at Intermediate level (SLPI) or Level 2 (ASLPI) before Semester 7
 - For SLPI, testing site is Ohio School for the Deaf, although sometimes the SLPI headquarters can be used. Gallaudet University is the owner and proctor of the ASLPI.

Advising Appointments:

- Meet with Vacca Academic Advisor, Rachel Walter (rwalter1@kent.edu), each semester
- Meet with Program Coordinator and faculty advisor as needed, Dr. McCartney (jmccar15@kent.edu)
- Meet with Practicum Placement Specialist, Mrs. Babb, 6th Semester to plan for Advanced Practicum nbabb@kent.edu

Clinical Applications & Practicum Series

The State of Ohio Department of Education requires that any interpreter working in K-12 settings must have a license from the state. This license is achieved by successfully completing an approved Interpreting Program which includes a special course on school setting interpreting and 300 practicum hours in a K-12 setting. The KSU ASEI program is a state approved program leading to licensure.

The clinical and practicum hours prior to the Advanced Practicum can include hours with schools, postsecondary classrooms and campus events, Sorenson Video Relay, Purple Video Relay, community agencies, KSU School of Nursing, KSU Counselor Education and Supervision, Ohio Deaf organizations, and COSI (Center of Science and Industry).

Clinical Hours: Jr year and Sr Fall semester (semesters 5, 6, 7) Students are expected to:

- Provide their own transportation
- Dress professional dress, appearance, demeanor
- Keep cell phones & other devices off and out of sight
- Be positive and show respect to others
- Approach these placements as a job assignment applying decision-making strategies and profession discretion
- Be good ambassadors for Kent State University and the ASL/English Interpreting Program

5th & 6th Semesters

- Clinical hours = 45 hours
 - Primarily observation of working interpreters with some limited interpreting
 - 15 hours = K-12 setting. Placed by the ASEI faculty
 - 30 hours = special projects, collaborations, and community opportunities
 - All hours are either placements determined by faculty or approved by faculty if initiated by the student
 - VACCA office secures contracts with schools collaborating with the ASEI program
 - Appropriate logs and paperwork submitted to faculty to verify hours

Summer hours

- Potential credit for summer experiences when approved by faculty will be counted toward the following fall hours.

7th Semester

- Sorenson Synergy Program (10 hours, included in total)
- Purple Video Relay
 - These experiences with two video relay companies have unique focuses. Students will be required to sign confidentiality agreements as these companies are governed by the FCC. (5 hours included in total which includes a center tour and training.)
- 30 hours minimum = primarily interpreting hours
- All hours are either placements determined by faculty or approved by faculty if initiated by the student
- Appropriate logs and paperwork submitted to faculty to verify hours

Deaf Culture Immersion Experience

This is a one week linguistic and cultural immersion experience. Students can choose to do this practicum during either spring break or the week after finals during their 6th semester. Students can express their interest in three residential schools anywhere in the country, but placements at those specific choices are not guaranteed. Students may or may not observe working interpreters. This practicum is designed to give students experience navigating a deaf environment everyday by applying their ASL and Deaf Culture knowledge. In most cases, students will stay in the school dorms, which may, in some cases, include a small fee. Transportation arrangements and costs are totally the student's responsibility. Evaluations regarding student conduct and skills will be completed by the residential school staff and returned to ASEI faculty. Mrs. Olivia Krise, okrise@kent.edu, will be handling Deaf Culture Immersion Experience.

An alternative option is to join the Deaf Education summer experience to an international school for the deaf. Students who are interested should contact Dr. Karen Kritzer kkritzer@eknt.edu. ASEI faculty must be informed of the student's decision to participate in this trip instead of the immersion experience.

- Expectations:
 - Use ASL during the entire stay communicating with students, teachers, and staff at the residential school
 - Maintain a daily log of activities; summarize new insights and experiences in a 2-3 page summary paper
 - Email or call/VP the dormitory and school contact person to confirm the dates and times of arrival and departure; most experiences are from Sunday afternoon/evening to Friday afternoon
 - Conduct themselves as mature professionals
 - Assist school and dormitory staff as needed/requested. Participate as a member of the staff and lend a hand. This might include tutoring or assisting with clubs, sporting events, prom, IEP meetings, etc.
 - Observe as many diverse classes as permitted. Observe student-teacher interactions. Make note of how teachers use ASL to discuss class content
 - Attend all school and community events
 - Maintain a positive attitude
 - Be a good ambassador of Kent State University and the ASL/English Interpreting Program

Clinical Hours in ASL/English Interpreting

The purpose of these experiences is to acquaint students with the daily demands of interpreting, the diversity of the deaf population being served by interpreters, and the fluctuating role of interpreters as they adapt to various work settings.

- Minimum of 90 hours of field-based observation and interpreting experiences
- Log and reflection forms demonstrating 90 hours of approved experiences submitted prior to approval for Advanced Practicum
- Opportunities to experience both educational and community settings
- Experiences can be arranged by faculty or initiated by students and approved by faculty
- VACCA office will secure signed contracts for K-12 observation experiences
- Professionalism in dress, speech, personal habits, and overall conduct is expected
- These experiences should be approached as job assignments with students applying ethical decision-making strategies and professional behaviors
- Use of cell phones and other devices is prohibited while engaged in these experiences
- Transportation is the student's responsibility

- During Interpreting Processes III, complete 3 mandatory safety trainings and receive a certificate for each: Basic Life Support, A.L.I.C.E., & Child Safety. Trainings are scheduled through the Vacca Office of Student Services
- Experiences can include opportunities such as: Sorenson Video Relay, Purple Video Relay, public schools, campus collaborations with other college departments, local interpreting agencies, and community volunteer opportunities

Advanced Practicum in ASL/English Interpreting

The advanced practicum is an opportunity for student interpreters to gain work experience while engaged in a full-time mentoring relationship with a professional interpreter. Students are placed in K-12 settings to meet the 300-hour Ohio licensure mandate. All sites are determined by the ASEI practicum coordinator and approved with contracts by the VACCA Placement Office.

Students may suggest schools and contact names to the practicum coordinator. Each site will have an interpreting mentor and another interpreter who will visit the site biweekly for support and feedback. Both interpreters will complete the midterm and final assessments. The Advanced Practicum Handbook will be distributed to all qualified students. They are expected to read and abide by the Handbook guidelines. During this 8th semester, students will take the companion course ASEI 49625 Inquiry Seminar into Professional Practice.

- Prior to the Advanced Practicum students will
 - Successfully complete 3 mandatory certificates: Basic Life Support, Child Safety, and A.L.I.C.E. training. These can be scheduled through the Vacca website
 - Pass all ASEI courses at the specified grade level; maintain an overall 2.75 GPA and a 3.0 major GPA
 - Pass the SLPI at an intermediate level or above, or pass the ASLPI at a level 2 or above
 - Complete all the required clinical applications and practicum hours with logs and paperwork submitted to faculty
 - Have no outstanding dispositions that have not been resolved
- Advanced Practicum Overview
 - 405+ hours of work experience and mentoring
 - Oversight provided by a university supervisor and practicum faculty
 - Primarily completed in an educational setting to meet Ohio licensure requirements of 300 hours K-12 interpreting
 - Potential opportunities for community interpreting experiences
 - Professionalism in dress, speech, personal habits, and overall conduct is expected (see Social Media Policy)
 - Expectation is that by mid-semester the student has assumed all the interpreting responsibilities of the on-site interpreter

- Some students will be placed out of state
- Transportation and housing for out of state sites is the responsibility of the student
- Practicum must be given first priority over personal obligations and commitments. It is strongly recommended that students do NOT work during this semester. The practicum should be regarded as their job.

For more detailed information regarding this Advanced Practicum see the Practicum Handbooks on the Vacca website: <https://www.kent.edu/ehhs/voss/forms>

Professionalism Policy

Students will display appropriate professional behavior in class and at clinical and practicum sites. How you carry yourself in class is predictive of how you will carry yourself in future clinical, practical, and professional interpreting assignments. Talking inappropriately, dressing inappropriately, not communicating with the professor, group members, cooperating and/or supervising interpreters, using profanity, signing, or talking when someone else has the floor, disrespectfully offering a differing opinion from another person, failing to do the coursework, showing up to volunteer or interpret with a piercing in the nose, tongue, lip, visible dermals, or tattoos, or exhibiting any other unethical behavior is not acceptable. Students may be docked points for a professionalism infraction or receive a professional disposition. Above all, students must follow the Student Code of Conduct found here:

<http://www.kent.edu/studentconduct/code-student-conduct>.

Professional Disposition Assessment

EHHS students must receive at least 3 disposition assessments during their program of study. ASL/English Interpreting students receive these assessments during ASEI 43100 Survey, ASEI 43103 Interpreting Processes II, and ASEI 43192 Advanced Practicum. The disposition is intended to assess the student's professional conduct in the classroom and at clinical/practicum sites. Even though there are 3 stipulated times for the assessment to be done on a specific cohort of students, an individual student may receive an unsatisfactory disposition at any time in the program. For example, a student may receive a satisfactory disposition at midterm for ASEI 43103. However, if later that semester while at a practicum site the student behaves in an unprofessional manner, another disposition with an unsatisfactory rating will be submitted.

ASL/English Interpreting Program Policy on Social Media Usage

This policy governs the use of any social media outlet (Facebook, Twitter, Instagram, etc.) for students in the ASL/English Interpreting Program.

Since sign language interpreters facilitate confidential information and work discreetly with many different populations and have a Code of Professional Conduct as set forth by the Registry of Interpreters for the Deaf, pre-service interpreters will demonstrate comparable ethical behaviors as verification of their readiness for professional practice:

1. Interpreters adhere to standards of confidential communication.
 1. Pre-service interpreters do have freedom of speech; however, anything that compromises confidentiality of any consumer (deaf or non-deaf) is not allowed.
 2. Pre-service interpreters will recognize and respect the ownership of the information they are exposed to belongs to the consumers. Therefore, the pre-service interpreter will not disclose any information unless mandated by law.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
 1. Although referencing your phone during class time is allowed for preparation or research purposes, pre-service interpreters will refrain from posting to social media during class time, clinical hours, or practicum assignments.
 2. Although referencing your phone during class time is allowed for preparation or research purposes, pre-service interpreters will refrain from posting to social media during class time, clinical hours, or practicum assignments.
 3. Pre-service interpreters will refrain from posting information that would divulge the type of work the interpreter was preparing for.
 4. Pre-service interpreters will arrive at interpreting assignments on time and prepared having utilized personal and online resources to be equipped and knowledgeable for each assignment.
3. Pre-service interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
 1. Pre-service interpreters will refrain from posting information that discloses names, location, and/or setting of any clinical hour event or practicum assignment.
 2. Pre-service interpreters will interact with consumers within professional and ethical boundaries and adapt to the consumer's language preferences.
 3. Pre-service interpreters will not exchange personal information or social media information with any students at their K-12 clinical or practicum sites.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
 1. Pre-service interpreters will refrain from posting information from clinical or practical sites. Names of consumers and interpreters at those sites will not be divulged.
 2. Pre-service interpreters will approach and engage with others during class, or at clinical or practicum sites using professional skills and discretion.
6. Interpreters maintain ethical business practices.
 1. Pre-service interpreters should not send a friend request to any faculty/staff on Facebook.
 2. Pre-service interpreters will be aware and cautious when posting personal information/pictures on their social media accounts recognizing that posts can impact their professional standing.

7. Interpreters engage in professional development.

Above all, pre-service interpreters should adhere to the *Professionalism Policy* found in this handbook. Pre-service interpreters must realize that a violation of the Code of Professional Conduct can cost a professional interpreter the loss of national certification, employment, and professional standing.

Touchstone

The Touchstone program involves peer mentoring. There will be a semester total of four (4) hours to do with each of your two mentees/mentors, for a total of 8 hours. These hours will be due twice during the semester: weeks 6 (4 hours due- 2 hours with each mentor/mentee) and 14 (remaining 4 hours due- 2 hours with each mentor/mentee). Your assigned mentee/mentor will be assigned by me. In the spring semester, Touchstone points will be attached to the following classes: ASL to English Interpreting and Discourse Analysis for sophomores and juniors, respectively. Most second semester (spring) seniors will not be involved in Touchstone since they will be engaged with their Advanced Practicum.

If students are registered for any ASEI courses, they are still required to do Touchstone hours. If they are still in the program but not currently taking any ASEI courses, it is optional.