

Kent State University's Mission statement: We transform lives and communities through the power of discovery, learning, and creative expression in an inclusive environment.

<http://www.kent.edu/strategicvisioning#mission>

ASL/English Interpreting Program's 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.

Our mission is aligned with the mission of Kent State University. From the first course in the program, students are confronted with diverse learning environments. They experience diversity in terms of the languages used, and the people and cultures within the classroom, and practical environments. Students are challenged to think critically as they develop second language proficiency, analyze linguistic differences and cultural uniqueness, and apply these investigations to professional practice. That process focuses on student discovery and allows them to challenge themselves to be wiser people, better citizens, and cognizant of differences and privileges.

Conceptual Framework

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.

Professional Vision: The vision of the Kent State University American Sign Language/English Interpreting Program is to create a premier nationally-accredited program. We would like to be recognized for our current and challenging curriculum taught by faculty who are outstanding in their own leadership and scholarship. We would also like to be noticed for our innovative learning and practical activities that emulate realistic interpreting opportunities that encourages and engenders practitioners who are reflective, creative, malleable, and resourceful problem-solvers.

Goals: We desire to graduate practitioners who demonstrate the following:

- Commensurate bilingual/bicultural skill in American Sign Language and English, mainstream culture, and Deaf culture;
- Deference toward the people, languages, and cultures in which they interface;
- Reflective insight and are able to self-monitor and enact modifications;
- Appropriate and ethical responsiveness, to diverse consumers and dilemmas;
- Attitudes that are teachable, approachable, flexible, and motivated to learn;

- Exceptional understanding of current theory and practice;
- Familiarity with different specializations of interpreting, complete with expectations, templates, and vocabulary.

The mission statement and goals influence curricular design and course content. As students progress through the program sequence, it is expected they will achieve the learning outcomes identified in the following competency categories.

OUTCOME 1: Content Knowledge and Skills

- 1.1 Understands the history of the Deaf community;
- 1.2 Understands the history of the profession and the interconnections with the Deaf community;
- 1.3 Demonstrates awareness of philosophical paradigms of the interpreting profession;
- 1.4 Knows and understands professional jargon from the interpreting, spoken language, and translations disciplines;
- 1.5 Knows and follows professional association standards;
- 1.6 Makes reflective decisions based on teleology.

OUTCOME 2: Learner-Centered Pedagogy

- 2.1 Understands the different ways in which Deaf and DeafBlind people communicate;
- 2.2 Modulates interpreting based on needs of the consumers;
- 2.3 Uses knowledge and experience to enhance professional repertoire;
- 2.4 Stays abreast of current research in the profession;
- 2.5 Has a plan to attain and keep national certification;
- 2.6 Has a plan to attain and keep state licensure;
- 2.7 Identifies and demonstrates current best practices from research.

OUTCOME 3: Ethically and Culturally-Reflective Practice

- 3.1 Exemplifies the highest ethical standards of the profession;
- 3.2 Is self-aware and self-monitors in a largely independent profession;
- 3.3 Respects and appropriately applies principles of American mainstream culture and Deaf culture, as well as subcultures of other ethnicities and people groups in everyday practice;
- 3.4 Values, recognizes, and applies pragmatic teleological decision making in response to differences in consumers, language, cultures, and educational experiences;
- 3.5 Advocates for Deaf and hearing consumers, to maintain the integrity of the interpreting scenario and relationships among consumers;
- 3.6 Reflects on interpreting practices and its effectiveness in terms of the larger social, cultural, ethical, and linguistic complexities;
- 3.7 Recognizes the impact that ineffective, incompetent, and unethical practices have on the Deaf Community;
- 3.8 Adheres to ethical business practices.

OUTCOME 4: Professional Collaboration

- 4.1 Understands and can effectively perform when in the role of the team interpreter;

- 4.2 Values the role of co-interpreters or other professionals, whether in educational or community settings;
- 4.3 Uses knowledge, experience, research, and diverse cultural frames of reference to think critically and to solve problems;
- 4.4 Values and demonstrates commitment to on-going professional development;
- 4.5 Seeks to find ways to give back to the Deaf Community and interpreter mentors and role models;
- 4.6 Values the development of soft skills and the importance of a disposition fitting of this profession;
- 4.7 Appreciates the value of service learning and the importance of reciprocity in the Deaf Community.