**Program Review of the American Sign Language Interpreter Training Program**

**SECTION 1 –OVERVIEW:**

***Narrative***

Coconino Community College’s American Sign Language (ASL) Interpreting is designed to prepare students for licensure as interpreters for the deaf. This program is also designed to prepare students to sit for national exams of certification. The Interpreter Training Program (ITP) is designed to discuss the role, function, responsibilities, and communication strategies of the ASL interpreter, including situational application of national standards and the Code of Professional Conduct.

As one of only three programs in Arizona, Coconino Community College’s (CCC’s) American Sign Language Interpreter Training Program (ASL ITP) is unique in that it serves a very rural portion of the state. Working closely with the Arizona State Schools for the Deaf and Blind (ASDB) North Central Regional Cooperation in Flagstaff and the Flagstaff Unified School District, students are highly sought after upon completion of the program. An advisory council has been created to help facilitate these relationships. Members of the Advisory Council also include individuals such as owners of Interpreting Referral Agencies, the Disability Resource Coordinators from NAU, and a Cultural Competency Coordinator from our local regional behavioral health organization.

***Program mission statement***

The American Sign Language Interpreter Training Program endeavors to build upon a student’s ASL fluency by teaching them how to function as an interpreter between two cultures. The ideal graduate will comprehend the responsibility they hold and gravity of their decisions as they impact the lives of those they serve.

***Staffing of the program***

Currently there is only one “temporary” full time faculty member in the program. The remainder of the program is staffed by Associate Faculty and they are supervised by the one Full-time temporary Faculty member.

***Decision making***

This is the initial Program Review for ASL and ITP. The program has been in existence since 2010. The initiatives undertaken within the program have been to develop the mechanisms for curriculum development, assessment, and the continual use of certified faculty to teach the courses within the program area.

An advisory board has been created, which includes members from the Arizona State Schools for the Deaf and Blind (ASDB) North Central Regional Cooperation in Flagstaff, the Flagstaff Unified School District. Members, and individuals such as owners of Interpreting Referral Agencies, the Disability Resource Coordinators from NAU, and a Cultural Competency Coordinator from our local regional behavioral health organization. The advisory board helps to inform decision making and create opportunities for ITP students to practice their skills.

***Summary of student assessment results since last program review and programmatic changes as a result of the assessment results.***

Rubrics developed by the National Consortium of Interpreter Education Centers are utilized to assess work products submitted in either English or American Sign Language. Students produce videos for assessment on a weekly basis. Assessments include both instructor and student ratings. By the third semester, students begin to practice their work in “live” settings on campus, e.g., Study Skills workshops offered to all students. During the fourth semester, they embark on an internship experience with onsite supervision as well as monitoring from CCC ASL ITP faculty. Examples of how assessment is accomplished are seen on the attached syllabi in Appendix A.

***A statement of the program’s accomplishments in support of the College’s current strategic plan.***

Goal 1 of the 2016-2020 Strategic Plan states that Coconino Community College “will provide learners educational opportunities that are accessible and affordable, while also being economically feasible for the college.” Among the groups targeted are underserved populations. The goal of the strategic plan is to increase enrollment numbers in targeted underrepresented groups. The American Sign Language (ASL) Interpreting Program helps meet this Strategic Plan Goal.

***A description of the current facilities needed to conduct the program, including space and equipment.***

Currently the American Sign Language Lab is housed in Room 446 on the Lone Tree Campus of Coconino Community College. Classrooms are assigned at the Lone Tree Campus based on class size and the time slot when the ASL ITP courses are taught.

**SECTION 2- TEACHING AND LEARNING:**

***Program requirements and course offerings***

The Coconino Community College Catalog provides information about the courses and programs in ASL ITP. Course prerequisites are laid out in the catalog. What follows is a review of the course and class descriptions in the college catalog.

**American Sign Language (ASL)**

**ASL 101 American Sign Language I (4)** Principles, methods, and techniques for acquiring basic skills using American Sign Language, with emphasis on developing visual/receptive skills and basic communication. General Education: Options. Grading option S/U. Four lecture.

**ASL 102 American Sign Language II (4)** Further emphasis on American Sign Language vocabulary, grammar, receptive, and expressive technique development. Prerequisite: ASL 101 or Consent of Instructor. General Education: Options. Grading option S/U. Four lecture.

**ASL 110 Intro to Deaf Studies (3)** Overview of deaf cultural issues and historical perspectives, education for deaf and hard‐of‐hearing children, laws pertaining to educational choices and rights of the deaf (no previous ASL required). General Education: Social/Behavioral Sciences. Special Requirement: Contemporary Global/ International Awareness or Historical Awareness. Grading Option S/U credit with instructor approval if not desired for program or transfer credit. Three lecture.

**ASL 201 American Sign Language III (4)** Enhanced focus on expressive and receptive American Sign Language sign skills. Application of syntactical and grammatical structure, idioms, body language, and cultural aspects of deafness. Prerequisite: ASL 102 or Consent of Instructor. General Education: Options. Grading option S/U. Four lecture.

**ASL 202 American Sign Language IV (4)** Further development of American Sign Language communication skills with emphasis on spontaneous conversation, discussions, narratives, and register. Prerequisite: ASL 201 or Consent of Instructor. General Education: Options. Grading option S/U. Four lecture.

**ASL 203 American Sign Language V (4)** Advanced study of American Sign Language through intensive application of communication skills with an emphasis on spontaneous conversation, creativity, discussions, narratives, and register. Prerequisite: ASL 202 or Consent of Instructor. Grading option S/U. Four lecture.

**ASL 211 Fingerspelling and Numbers (3)** Overview of basic fingerspelling techniques. Concentration on receptive and expressive skills including manual alphabet production and numbers. Focus and continue methods, theory, and skill development including speed, dexterity, clarity, and loan signs. Also includes advanced use of numbers, prefixes, suffixes, and polysyllabic words. Prerequisite: ASL 101 or Consent of Instructor. Grading option S/U. Three lecture.

**ASL 212 Linguistics and Grammar of ASL (4)** Advanced grammar and linguistic systems of American Sign Language; this course will focus on proper usage and syntax of ASL within Deaf culture. Prerequisite: ASL 202. Co‐requisite: ASL 203 or Consent of Instructor. Grading option S/U. Four lecture.

**Interpreter Training Program (ITP)**

**ITP 210 Intro to Professional Interpreting and Ethics (3)** A foundation course to discuss the role, function, responsibilities, and communication strategies of the ASL interpreter, including situational application of national standards and the Code of Professional Conduct. Prerequisite: ASL 202 or Consent of Instructor. Grading option S/U.

Three lecture.

**ITP 213 Consecutive Interpreting (4)** Intensive practice of consecutive (following dialogue) ASL to English, and English to ASL using a variety of vocabulary and linguistic situations including source language analysis and application of appropriate techniques. Prerequisite: ITP 210. Co‐requisite: ASL 203. Grading option S/U. Four lecture.

**ITP 214 Simultaneous Interpreting (4)** Intensive practice of simultaneous (immediate) ASL to English, and English to ASL using a variety of vocabulary and linguistic situations including source language analysis and application of appropriate techniques. Prerequisites: ITP 210 and ITP 213. Co‐requisite: ASL 203. Grading option S/U. Four lecture.

**ITP 215 Transliterating (3)** Learning the techniques of interpreting in manually coded English, using conceptually accurate American Sign Language in a variety of interpreting situations. Prerequisites: ITP 213, ITP 214, and ASL 212. Three lecture. Grading option S/U.

**ITP 216 Educational Interpreting (3)** A course specifically designed for the student who wishes to interpret in the K1 and post‐secondary educational settings. Includes 20 clock hours of clinical experience or service learning in the field. Prerequisite: Consent of Instructor. Three lecture. Grading option S/U.

**ITP 217 Interpreting Seminar (3)** Capstone course designed to give students practice of all the combined skills required for professional interpreting in a variety of situations and role play opportunities. Students will gain further College Catalog 2015‐2016 134 understanding of the certification and licensure process, as well as continuing education units. This capstone course is

required for all program completers. Prerequisite: Consent of Instructor. Three lecture. Grading option S/U.

**ITP 289 Internship I (1‐6)** Designed for students who are looking for paid or voluntary practical learning experiences that apply academic and occupational education to real‐life, on‐the‐job situations. Credit hours will be negotiated based on fulfillment of a contract. Each credit hour requires the completion of a minimum of 45 hours of on‐the‐job participation. Prior experience or course work in the field of interest is required. One to six variable credit hours. Grading option S/U.

**American Sign Language Interpreting Certificate**

The Certificate in American Sign Language Interpreting is designed to prepare students for licensure as interpreters for the deaf. This program is also designed to prepare students to sit for national exams of certification. Students must demonstrate 4th semester proficiency in ASL. They must complete or be enrolled in ASL 203, ASL 110, and ITP 210 and declare intent to complete the program of study in order to apply for admission to the program. A questionnaire and preliminary assessment of sign language skills may be required.

Required for Admission to Program: 10 credits

* ASL 110 Intro to Deaf Studies 3
* ASL 203 American Sign Language V 4
* ITP 210 Intro to Professional Interpreting and Ethics 3

 *Certificate Requirements: 23 credits*

* ASL 211 Fingerspelling and Numbers 3
* ITP 213 Consecutive Interpreting 4
* ITP 214 Simultaneous Interpreting 4
* ITP 215 Transliterating 3
* ITP 216 Educational Interpreting 3
* ITP 217 Interpreting Seminar 3
* ITP 289 Internship I 3

**American Sign Language Interpreting AAS Degree**

## **Description**

The Associate of Applied Science degree in American Sign Language Interpreting is designed to prepare students for licensure as interpreters for the deaf. This program is also designed to prepare students to sit for national exams of certification.

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| --- |
| **AGEC Requirements:  25 credits** |
| \*All AGEC coursework must be selected from the approved [AGEC list.](https://www.coconino.edu/resources/files/pdfs/registration/curriculum/AGEC_Curriculum_List.pdf) |
| Course | Course Title | Hours |
| **Composition (6 credits)** |   |   |
| ENG 101 | College Composition I | 3 |
| ENG 102 | College Composition II | 3 |
| **Mathematics (3 credits)** |   |   |
| MAT 140 or higher | College Mathematics with Algebra Review (5) or higher | 3 |
| **Arts/Humanities (6 credits)** |   |   |
| Two courses |  Two courses | 6 |
| **Social/Behavioral Sciences (3)** |   |   |
| PSY 101 | Introduction to Psychology | 3 |
| **Physical/Biological Sciences (4 credits)** |   |   |
| One course |   | 4 |
| **Options (3-6)** |   |   |
| ASL 202 or any AGEC course to complete 25 credit hours. | American Sign Language IV (4) or other course | 3 |
| **Requirements for admission to program: 10 credits** |
| 4th Semester Language Proficiency and completion or enrollment in the following 10 credit hours. |
| ASL 110 | Intro to Deaf Studies | 3 |
| ASL 203 | American Sign Language V | 4 |
| ITP 210 | Introduction to Professional Interpreting andEthics | 3 |
| **Degree Core Requirements: 23 credits** |
| Course | Course Title | Hours |
| ASL 211 | Fingerspelling & Numbers | 3 |
| ITP 213 | Consecutive Interpreting | 4 |
| ITP 214 | Simultaneous Interpreting | 4 |
| ITP 215 | Transliterating | 3 |
| ITP 216 | Educational Interpreting | 3 |
| ITP 217 | Interpreting Seminar | 3 |
| ITP 289 | Internship/clinical field experience | 3 |
| **Electives (3 credits)** |
| Course | Course Title | Hours |
| The following electives are recommended.  Additional electives  may be selected with program coordinator approval. |
| AJS 101 | Introduction to Administration of Justice | 3 |
| AHS 100 | Introduction to Health Services | 3 |
| AHS 110 | Health Care Ethics and Law | 3 |
| AHS 131 | Medical Terminology | 3 |
| LDR 115 | Workplace Ethics | 1 |
| PSY 240 | Developmental Psychology | 3 |
| SPC 100 | Fundamentals of Speech Communication | 3 |
| THR 101 | Introduction to Theatre | 3 |

## Outcomes

The outcomes identified below define the knowledge and skill sets that graduates of this program will possess at the end of their program of study.

(used by permission from E. McCaffrey,[*treat*](http://viagraonlinebuy.net/)American River College,*[levitra](http://buy-levitraonline.com/%22%20%5Co%20%22levitra)*CA 2007)

* Discuss and apply knowledge of linguistic, cross-cultural and interpretation theories.
* Demonstrate communicative competency in English and in ASL through effective communication in a variety of settings with speakers of varying age, gender, and ethnicity.
* Analyze, identify and apply personal, professional and ethical decisions in a manner consistent with theoretical models and standard professional practice.
* Demonstrate interpersonal competencies that foster effective communication and productive collaboration with colleagues, consumers and employers in an interpreting context.
* Formulate effective interpretations both consecutively and simultaneously.
* Develop an on-going professional action plan integrating interactions with D/deaf related organizations, connections with interpreter employers, and the implications of certification on the provision of interpreting.

***The following table provided by Coconino Community College Institutional Research indicates multiple factors about course enrollment data for the past five years.*** Table 1 below has been split for this Program Review.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 1 Enrollment as of Day 10 for each semester** |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Columns |  |  |  |  |  |
|  | 2010-11 | 2011-12 |
| Courses | #Sec | #Enr | Tuition\* | #Sec | #Enr | Tuition\* |
| **ASL** | **19** | **202** | **$62,960** | **22** | **262** | **$78,777** |
| ASL 101 - American Sign Language I | 8 | 105 | $33,600 | 9 | 145 | $42,340 |
| ASL 102 - American Sign Language II | 4 | 33 | $10,560 | 5 | 53 | $17,596 |
| ASL 110 - Intro to Deaf Studies | 1 | 13 | $3,120 | 2 | 24 | $5,976 |
| ASL 201 - American Sign Language III | 1 | 18 | $5,760 | 2 | 17 | $5,644 |
| ASL 202 - American Sign Language IV | 1 | 15 | $4,800 | 1 | 8 | $2,656 |
| ASL 203 - American Sign Language V | 2 | 4 | $1,280 | 1 | 5 | $1,660 |
| ASL 211 - Fingerspelling & Numbers | 1 | 8 | $1,920 | 1 | 5 | $1,245 |
| ASL 212\*\* - Linguistics & Grammar of ASL | 1 | 6 | $1,920 | 1 | 5 | $1,660 |
| ASL 298 - Special Topics |   |  |   |   |  |   |
| **ITP** | **2** | **3** | **$720** | **5** | **13** | **$3,403** |
| ITP 210 - Intro to Prof Interp & Ethics |   |  |   | 1 | 3 | $747 |
| ITP 213 - Consecutive Interpreting | 1 | 2 | $640 | 1 | 5 | $1,660 |
| ITP 214 - Simultaneous Interpreting |   |  |   |   |  |   |
| ITP 215 - Transliterating |   |  |   |   |  |   |
| ITP 216 - Educational Interpreting |   |  |   | 1 | 3 | $747 |
| ITP 217 - Interpreting Seminar |   |  |   |   |  |   |
| ITP 289 - Internship I | 1 | 1 | $80 | 2 | 2 | $249 |
| **Grand Total** | **21** | **205** | **$63,680** | **27** | **275** | **$82,180** |
|  |  |  |  |  |  |  |
| *\* Tuition Notes:* |  |  |  |  |  |  |
| *2011-12 (Spring) includes one ASL 101 Dual Enrollment section (25 enrollments and reduced tuition of $2,500)* |
| *Tuition is based on in-state tuition rates* |  |  |  |  |  |  |
| *Differential Tuition began 2014-15* |  |  |  |  |  |  |
| \*\* ASL 212 has been retired |  |  |  |  |  |  |
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| **Table 1 cont.** |  |  |  |  |  |  |  |  |
| 2012-13 | 2013-14 | 2014-15 |
| #Sec | #Enr | Tuition\* | #Sec | #Enr | Tuition\* | #Sec | #Enr | Tuition\* |
| **19** | **268** | **$87,720** | **18** | **242** | **$82,824** | **16** | **220** | **$85,536** |
| 8 | 141 | $47,940 | 8 | 138 | $48,024 | 7 | 118 | $46,728 |
| 4 | 62 | $21,080 | 4 | 52 | $18,096 | 4 | 46 | $18,216 |
| 1 | 21 | $5,355 | 1 | 9 | $2,349 | 1 | 10 | $2,970 |
| 1 | 14 | $4,760 | 1 | 19 | $6,612 | 1 | 24 | $9,504 |
| 1 | 12 | $4,080 | 1 | 15 | $5,220 | 1 | 14 | $5,544 |
| 1 | 3 | $1,020 | 1 | 3 | $1,044 | 1 | 2 | $792 |
| 1 | 10 | $2,550 | 1 | 5 | $1,305 | 1 | 6 | $1,782 |
|   |  |   |   |  |   |   |  |   |
| 2 | 5 | $935 | 1 | 1 | $174 |   |  |   |
| **8** | **26** | **$6,460** | **4** | **6** | **$1,479** | **6** | **19** | **$6,016** |
| 1 | 4 | $1,020 | 1 | 2 | $522 | 1 | 6 | $1,692 |
|   |  |   | 1 | 1 | $348 | 1 | 6 | $2,256 |
| 1 | 4 | $1,360 |   |  |   | 1 | 1 | $376 |
| 1 | 5 | $1,275 |   |  |   | 1 | 1 | $282 |
| 1 | 4 | $1,020 | 1 | 2 | $522 | 1 | 4 | $1,128 |
| 1 | 4 | $1,020 |   |  |   | 1 | 1 | $282 |
| 3 | 5 | $765 | 1 | 1 | $87 |   |  |   |
| **27** | **294** | **$94,180** | **22** | **248** | **$84,303** | **22** | **239** | **$91,552** |
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| **Table 1 cont.** |  |  |  |  |  |
| 2015-16 | Total #Sec | Total #Enr | Total Tuition\* |
| #Sec | #Enr | Tuition\* |
| **15** | **221** | **$88,880** | **109** | **1415** | **$486,697** |
| 6 | 109 | $46,652 | 46 | 756 | $265,284 |
| 3 | 40 | $16,320 | 24 | 286 | $101,868 |
| 1 | 13 | $3,978 | 7 | 90 | $23,748 |
| 1 | 16 | $6,528 | 7 | 108 | $38,808 |
| 1 | 14 | $5,712 | 6 | 78 | $28,012 |
| 1 | 8 | $3,264 | 7 | 25 | $9,060 |
| 1 | 8 | $2,448 | 6 | 42 | $11,250 |
|   |  |   | 2 | 11 | $3,580 |
| 1 | 13 | $3,978 | 4 | 19 | $5,087 |
| **6** | **28** | **$9,021** | **31** | **95** | **$27,099** |
| 1 | 5 | $1,455 | 5 | 20 | $5,436 |
| 1 | 4 | $1,552 | 5 | 18 | $6,456 |
| 1 | 5 | $1,940 | 3 | 10 | $3,676 |
| 1 | 5 | $1,455 | 3 | 11 | $3,012 |
| 1 | 4 | $1,164 | 5 | 17 | $4,581 |
| 1 | 5 | $1,455 | 3 | 10 | $2,757 |
|   |  |   | 7 | 9 | $1,181 |
| **21** | **249** | **$97,901** | **140** | **1510** | **$513,796** |

Because this table had to be split to fit the page formatting an explanation is needed. Total enrolment in

ASL ITP Program, since its inception has resulted in the total tuition of $513,796. The student enrolment totals 1,510 individuals.

This is not totally unexpected. This is seen in Table 2 where it shows that from 2009 to 2013 the study of American Sign Language in the United States is up 19 percent, while the study of all other foreign languages has dropped. Currently American Sign Language is the 3rd most studied language in the United States. There is a high demand for American Sign Language in American Colleges and Universities.

***Table 2 Comparison of languages studied in the US from 2009 to 2013***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Most Studied Foreign Languages in the U.S. |

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| --- | --- | --- |
| **Language** | **Fall 2013 enrollments** | **% change from 2009** |
| 1. Spanish | 790,756 | -8.2% |
| 2. French | 197,757 | -8.1 |
| 3. American Sign Language | 109,577 | 19.0 |
| 4. German | 86,700 | -9.3 |

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 *Source www.infoplease.com/ipa/A0905275.html*

***Have you observed that students regularly exit your program at a certain point prior to completion? If so, describe any patterns that you have observed.***

Currently one of our program goals is to look at completion rates. ASL, specifically, appears to be used as a General Education language course in transfer programs.

***Credentialing***

We offer both an AAS degree and a certificate option for students interested in the ASL ITP. Students who already possess a bachelor’s degree and who have met the ASL proficiency level and the foundational requirements may opt to enroll in the certificate program and concentrate on the core courses. Upon completion of either the certificate or the AAS, students can proceed to the written component of either the national interpreting credential or the educational interpreting credential.

The National Registry of Interpreters for the Deaf, Inc. currently administers the nationally recognized certification for ASL interpreters. Candidates for the test must possess a bachelor’s degree. Students seeking employment in the K-12 system may obtain a credential entitled Educational Interpreter Proficiency Assessment (EIPA) with a two-year degree, provided they obtain a 3.5 rating on the EIPA test (See Table 8 below).

Prior to graduation, students are expected to take the written test for one or both credentials and strongly encouraged to take the performance portion of the EIPA. A barrier to this may be financial. In addition, we work closely with the CCC2NAU program and highly recommend that students who do not have a bachelor’s degree at the time of graduation enroll at either Northern Arizona University (NAU) or another accredited university.

***How often are course outlines reviewed and updated?***

Courses are modified each semester. The course outlines are modified as shown in Table 3.

*Curriculum:*

Over the past five years the curriculum described above was developed for the Program. Course outlines have been reviewed and updated as per Coconino Community College’s Curriculum guidelines (Table 3). Where courses have not been up-dated recently we note this and try to remedy this within a two year period of time. In Table 3 it can be seen that our priority is to update ASL 201 and ASL 202. This will occur before spring 2017.

Table 3 Course Outline and Content up-dates

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course | **Last Update** | **Next Update** |  | **Key**  |  |
| ASL 101 | 2015 | 2020 |  |   | Updated |  |
| ASL 102 | 2015 | 2020 |  |   | Update within year |  |
| ASL 110 | 2008 | 2013 |  |   | Past update |  |
| ASL 201 | 2002 | 2007 |  |   | Never Updated/10+ overdue |  |
| ASL 202 | 2002 | 2007 |  |   |   |  |
| ASL 203 | 2015 | 2020 |  |   |   |  |
| ASL 211 | 2008 | 2013 |  |   |   |  |
| ITP 210 | 2008 | 2013 |  |   |   |  |
| ITP 213 | 2015 | 2020 |  |   |   |  |
| ITP 214 | 2008 | 2013 |  |   |   |  |
| ITP 215 | 2008 | 2013 |  |   |   |  |
| ITP 216 | 2008 | 2013 |  |   |   |  |
| ITP 217 | 2016 | 2021 |  |   |   |  |
| ITP 289 | 2008 | 2013 |  |   |   |  |

*Articulation:*

Most of the ASL courses, with the exception of ITP 289 Special Topics, transfer to all three Arizona State Universities as either equivalent courses or elective credit. The ITP courses transfer to Northern Arizona University (NAU) and the University of Arizona (UofA) as either electives or as a specific equivalent course. Some ITP courses are non-transferrable to Arizona State University (ASU). These equivalencies are shown in Tables 4 and 5:

Table 4 Course Equivalencies for American Sign Language (ASL) Courses

|  |  |  |  |
| --- | --- | --- | --- |
| **Coconino Course****ush to toggle sorting order according to Course** | **ASU ush to toggle sorting order according to ASU** | **NAU ush to toggle sorting order according to NAU** | **UA ush to toggle sorting order according to UA** |
|

|  |  |
| --- | --- |
| ASL 101 (4) *American Sign Language I* | https://aztransmac2.asu.edu/images/CEGIcons/agec.pnghttps://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | SHS 101   | Elective Credit also satisfies: Cultural Understanding [CU]   | SERP 370A *Note: Carries lower-division credit only*  |
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| --- | --- |
| ASL 102 (4) *American Sign Language II* | https://aztransmac2.asu.edu/images/CEGIcons/agec.pnghttps://aztransmac2.asu.edu/images/CEGIcons/dual.png |

 | SHS 102   | Elective Credit also satisfies: Cultural Understanding [CU]   | SERP 370B *Note: Carries lower-division credit only*  |
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| --- | --- |
| ASL 110 (3) *Intro to Deaf Studies* | https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | Elective Credit   | Elective Credit   | SERP or SRPV Departmental Elective, Tier 1 & 2 Individuals & Societies (IS)   |
|

|  |  |
| --- | --- |
| ASL 201 (4) *American Sign Language III* | https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | SHS 201   | Elective Credit also satisfies: Cultural Understanding [CU]   | SERP 431A *Note: Carries lower-division credit only*  |
|

|  |  |
| --- | --- |
| ASL 202 (4) *American Sign Language IV* | https://aztransmac2.asu.edu/images/CEGIcons/agec.png |

 | SHS 202   | Elective Credit also satisfies: Cultural Understanding [CU]   | SERP 431B *Note: Carries lower-division credit only*  |
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|  |  |
| --- | --- |
| ASL 203 (4) *American Sign Language V* |  |

 | Elective Credit   | Elective Credit also satisfies: Cultural Understanding [CU]   | SERP 431B *Note: Carries lower-division credit only*  |
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|  |  |
| --- | --- |
| ASL 211 (3) *Fingerspelling & Numbers* |  |

 | Elective Credit   | Elective Credit   | Elective Credit   |
|

|  |  |
| --- | --- |
| ASL 298 (1) *Special Topics* |  |

 | Non Transferable   | Elective Credit   | Elective Credit   |

Table 5: Course Equivalencies for Interpreter Training Program (ITP) Courses

|  |  |  |  |
| --- | --- | --- | --- |
| **Coconino Course ush to toggle sorting order according to Course** | **ASU ush to toggle sorting order according to ASU** | **NAU ush to toggle sorting order according to NAU** | **UA ush to toggle sorting order according to UA** |
|

|  |  |
| --- | --- |
| ITP 210 (3) *Intro to Prof Interp & Ethics* |  |

 | Non Transferable   | Elective Credit   | SERP 452 *Note: Carries lower-division credit only*  |
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| --- | --- |
| ITP 213 (4) *Consecutive Interpreting* |  |

 | Non Transferable   | Elective Credit   | SERP or SRPV Departmental Elective   |
|

|  |  |
| --- | --- |
| ITP 214 (4) *Simultaneous Interpreting* |  |

 | Non Transferable   | Elective Credit   | SERP 453 *Note: Carries lower-division credit only*  |
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| --- | --- |
| ITP 215 (3) *Transliterating* |  |

 | Elective Credit   | Elective Credit   | SERP or SRPV Departmental Elective   |
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| --- | --- |
| ITP 216 (3) *Educational Interpreting* |  |

 | Non Transferable   | Elective Credit   | Elective Credit   |
|

|  |  |
| --- | --- |
| ITP 217 (3) *Interpreting Seminar* |  |

 | Non Transferable   | Elective Credit   | Elective Credit   |
|

|  |  |
| --- | --- |
| ITP 289 (1) *Internship I* |  |

 | Non Transferable   | Elective Credit   | Elective Credit   |

As mentioned above, we work closely with the CCC2NAU program and highly recommend that students completing the Interpreter Training Program who do not have a bachelor’s degree at the time of graduation enroll at either Northern Arizona University (NAU) or another accredited university to earn the bachelor’s degree required to become certified through the National Registry of Interpreters for the Deaf, Inc.

*If applicable, is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of your most recent accreditation.*

Although the program isn’t officially overseen by a programmatic accrediting agency, the curriculum is designed to prepare students for certification by national agencies. The National Registry of Interpreters for the Deaf, Inc. currently administers the nationally recognized certification for ASL interpreters. Candidates for the test must possess a bachelor’s degree. Students seeking employment in the K-12 system may obtain a credential entitled Educational Interpreter Proficiency Assessment (EIPA) with a two-year degree, provided they obtain a 3.5 rating on the EIPA test.

*Teaching Loads:*

The one full time Faculty is responsible for teaching courses, developing curricula, and assessing learning outcomes in the assigned discipline. He/she is responsible for overseeing the implementation and growth of the ASL Interpreting degree program and for teaching American Sign Language (ASL) Interpreting Training Program (ITP) courses. He/she is also responsible for providing assistance and academic advising to students outside of regularly scheduled class time. Teaching assignments may include alternative delivery methods including web and ITV, day, evening and weekend classes, and may be at multiple sites. This is a full-time, benefits eligible, interim (temporary one-year) position.

Essential Duties and Responsibilities

1) With students:

a) Teaches 20 load hours per year.

b) Oversees ASL and ITP for 10 load hours per year.

c) Formally evaluates student performance

*SECTION3 – Staff, Resources, Facilities, and Funds*

*Internal factors:*

*What do you see as internal strengths of the program?*

This is a popular language program. Table 6 provides a comparison to all other language courses taught at Coconino Community College. The total enrolment as shown on Table 6 for the same period as shown in Table 3 for ASL ITP was 249. Enrollment in ASL ITP exceeds all enrollments in other language courses offered at Coconino Community College.

**Table 6 Enrolment day 10 for each semester.**

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | CODE | Fall 2015 | Spring 2016 |
| French | FRE | 18 | 15 |
| German | GER | 19 | 8 |
| Italian | ITA | 13 | 8 |
| Japanese | JPN | 25 | 13 |
| Spanish | SPA | 101 | 104 |
| TOTALS | **176** | **148** |

*What do you see as internal weaknesses of the program?*

The greatest internal threat is a lack of comprehension as to the importance of this Program to Coconino Community College.

*List the recommendations from your last program review and any recommendations from Program Advisory Committees (if applicable).*

This is the first program review conducted for this program.

**SECTION 4—ANALYSIS AND RECOMMENDATIONS**

**Description**:

In order to consider a career as an American Sign Language Interpreter, a candidate must have native like fluency in both English and American Sign Language. To master any language takes time and commitment, and a minimum of five years of study. The next training component involves the ethical tenets germane to the profession and how they translate into practice when intertwined with a consumer’s private life. Imagine for a moment that each time you saw your doctor, attended a lecture, participated in a meeting at work, you needed to rely on a third person to access the information being discussed and to accurately convey your thoughts and feelings. Now consider the idea that your language and culture are not that of mainstream society. This third party must understand your world view, and the majority culture world view, and then function as a bridge allowing the two parties to share the same understanding. There is a great degree of trust the Deaf community puts in Interpreters. They trust that we will remain confidential, and that we will not add our own thoughts or feelings into their message or the message of the individual(s) they are conversing with. We are a neutral party, there to convey information and facilitate information, all the while being very aware that our very presence will have an effect on the interaction. The CCC American Sign Language Interpreter Training Program (ASL ITP) strives to prepare students for jobs in medical settings, educational programs, and any venue where Deaf individuals are present and requesting ASL as a vehicle to access information. Once students have achieved fourth semester ASL proficiency, they begin the work to acquire the skills necessary to interpret between the two languages and cultures.

**Assessment:**

Rubrics developed by the National Consortium of Interpreter Education Centers are utilized to assess work products submitted in either English or American Sign Language. Students produce videos for assessment on a weekly basis. Assessments include both instructor and student ratings. By the third semester, students begin to practice their work in “live” settings on campus e.g. Study Skills workshops offered to all students. During the fourth semester, they embark on an internship experience with onsite supervision as well as monitoring from CCC ASL ITP faculty.

A Rubric was developed to aid in assessing program outcomes. This rubric is provided in Table 7.

***Table 7: Performance Rubric for ASL Interpreting***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **Sign production & vocabulary** | **Grammar** | **Use of Space** | **Affect** | **Pacing and Pausing** |
| **Excellent control** | High level of equivalence between SL and TL; produces signs accurately, both structurally and conceptually; wide range of well-chosen vocab | ASL syntax successfully conveys a wide range of grammatical structures (T/C, conditionals, RHQs, etc.); ability to use complete and complex sentences | Signing space is appropriate; clear establishment and use of referents; excellent use of spatial aspects of expansion features | High level of equivalence between source text and target text | Smooth and fluid production; few to no hesitations; pausing where appropriate |
| **Good control** | Produces most signs accurately, both structurally and conceptually; good range of vocabulary | ASL syntax conveys a range of grammatical structures (T/C, conditional, RHQs, etc.); mostly complete sentences that are complex, with few errors | Clear establishment and use of referents with few errors; limited command of spatial aspects of expansion features | Mostly successful representation of source text affect | Production is relatively smooth but contains some hesitation and unevenness. |
| **Adequate control** | Produces signs inaccurately, structurally and/or conceptually; limited range of vocabulary; source text is retrievable | Source text rendered faithfully with occasional lapses and elisions  | Establishment and use of referents are not clear, but meaning of source text is retrievable | Offers fair representation of source text | Production is frequently hesitant and jerky |
| **Weak (or no) control** | Structural and/or conceptual clarity of signs is lacking; limited vocabulary…rendering the source text irretrievable | Limited range of grammatical structures; incomplete sentences that obscure meaning | Establishment and use of referents are not clear and rendered message is not retrievable | Affect is largely absent | Production is slow and choppy; excessive pauses make comprehension of the source text difficult |

***Challenges:***

As a result of evaluating the program, we realize we face certain challenges. The challenges we face are:

1. Small Deaf population in Flagstaff. As students work to gain more fluency in ASL, they have few opportunities outside of class to use ASL in a natural setting. The program builds in field trips, monthly socials, guest speakers, and an on campus ASL Club to aid in the language development.
2. Recruitment and retention of qualified ASL part-time faculty. Gainful employment is a challenge for a Flagstaff resident who can hear and speak English. Add the layer of Deafness, and the job prospects become leaner. While CCC is a viable option for qualified individuals, the reality exists that one cannot sustain themselves on a part-time teacher load of 1 – 3 classes. Hence, we continue to strive for consistency in delivery of the ASL curriculum.

We know we need to increase the enrollment in some of sections. To meet this largest single challenge, we will :

• Continue to do presentations about the ASL ITP in classes of all ASL levels at CCC.

• Update the webpage to include more dynamic information regarding the field of interpreting.

***Summary of ASL Interpreter Training Program:***

One of only three program in Arizona, CCC’s American Sign Language Interpreter Training Program (ASL ITP) is unique in that it serves a very rural portion of the state. Students are highly sought after upon completion of the program. Working closely with the Arizona State Schools for the Deaf and Blind (ASDB) North Central Regional Cooperation in Flagstaff , the Flagstaff Unified School District, and other community organizations represented on the advisory board is key to the continued success of the program and of our graduates.

We offer both an AAS degree and certificate options for students interested in the ASL ITP. The vast majority of all courses in the degree transfer to Arizona universities as elective credit or better through the AZtransfer system. ITP courses are designed to prepare students to take exams to become nationally certified as interpreters, and the program uses rubrics to assess student learning that were developed by the National Consortium of Interpreter Education Centers. Enrollment in American Sign Language courses at CCC exceeds the total enrollment in all other language courses. Proficiency in ASL is required in order to begin the Interpreter Training Program. One full-time instructor teaches in the ITP program and oversees both the ASL courses and the ITP program (Table 8).

The main challenges in the ASL ITP program are the small Deaf population in Northern Arizona, the ability to recruit and maintain ASL instructors from within the Deaf community, and the number of students and graduates in the ITP program. Communication and networking strategies are being developed and expanded in order to meet these challenges.

|  |
| --- |
| ***Table 8 Certification Requirements for ASL and ITP Instructors.*** |
| ASL | Bachelor's degree and industry certification | Transcripts from regionally accredited institution and ASLTA (ASL Teachers Association) Provisional Level Certification upon hire. |
| ITP | Master’s degree and industry certification | Transcripts from regionally accredited institution and current RID (Registry of Interpreters for the Deaf) certification. |

# ***Appendix A Examples of Course Syllabi***

***ASL 101 – American Sign Language (4 credit HRS) CRN: 13149***

***Spring 2016***

**Days**: Monday & Wednesday                           **Contact Information:**

**Time:**  6:30 pm – 8:20 pm                               Email through Canvas

**Instructor**: **Nicole Moots** Text: 602 653 3049

**Required Materials:**

1. **Signing Naturally (SN) Level 1 Student Workbook and DVD**by Lenz, Mikos, Smith; Dawn Sign Press, 2008 ISBN-13: 978-1-58121-210-5
2. **Computer Access**

**Description:**
Principles, methods, and techniques for acquiring basic skills using American sign
language, with emphasis on developing visual/receptive skills and basic
communication. General Education: Options. Four lecture. May be taken for S/U
credit with instructor approval.

**Course Goals:**
Acquaint students with American Sign Language and to develop visual acuity as well as
building comfort with the use of the body/facial expressions to convey information. To
provide students with an understanding of basic aspects of the deaf culture.

**Course Outcomes:**
Outcomes are consistent with those identified in the three skills of production, reception,
and culture by the Arizona Language Articulation Task Force. Students will:
 1. Explain the basic history of ASL
 2. Recognize and identify the signer’s use of space from their perspective
 3. Exchange personal information, i.e. give names, tell where live, talk about their families and routine activities.
 4. Discriminate between different, basic finger spelled words
 5. Demonstrate ability to fingerspell basic words
 6. Use appropriate facial expressions and other non-manual grammar used in ASL
focusing on: yes/no questions, wh- questions and negation
 7. Demonstrate ability to follow and give basic directions.
 8. Use correct handshapes for possessive pronouns
 9. Recognize and produce numbers 1-30
 10. Produce and recognize basic time signs: past, present and future

**Assessment of Course Outcomes:**
Will include:
1. Written and signed exams.

**Signing Naturally Approach**

This curriculum parallels what we know about language development and second language learning. We focus on introducing language in context and reinforcing what is learned through various interactive activities. A conversational curriculum requires students to be active learners. You need to come prepared to sign with the instructor and other classmates. Classes are conducted in ASL from the second class on.

**Classroom Conduct**

* **Classroom Language Use**
	+ As individuals learning a second language, or improving their first language, it is the expectation that students follow the language policy established by classroom teachers as stated in their syllabus and supported by administration. Failure to comply with this expectation can lead to students being asked to leave class, losing points for the day, and being eventually dropped from the course with a failing grade.

Learning a new language includes learning about the culture as well. The Deaf community views itself as a language minority, rather than a disability group. Being such, American Sign Language (ASL) is their primary means of communication. In order to gain entrance to the Deaf community, or even to be welcomed at community events, the mainstream English-speaking auditory community needs to strive to master ASL as native users demonstrate it. Speaking English when a Deaf individual cannot hear you is viewed as rude and disrespectful. All students must embrace an ASL mindset when entering the ASL classroom and use only visual means to communicate. This is the most effective way to succeed as an ASL student and in communications with the Deaf community and foster acceptance into that community.

* **No Voice Policy**
	+ We insist on maintaining a signing environment at all times in the classroom for two reasons: First, it is considered rude to talk (voicing in English) in front of a Deaf person – you are restricting their access to the information you are discussing.  Many of your teachers in the future will be Deaf and your goal is to get to know Deaf people in the community – thus it is imperative that you develop the habit of signing when Deaf people are present. Second, this is an immersion class, which means only the target language of ASL will be used. Using only ASL helps you to develop both your comprehension skills and your expressive skills more quickly. The use of spoken English disrupts this process and delays your language development. **Please refer to pages ix, xiv, and 33 in your Signing Naturally Book for more information on this topic.**
* **Mobile Phone Policy**
	+ **All mobile phones must be put away and turned off or muted during class.** If your phone rings/vibrates during class or you are caught talking / texting during class, you will receive one warning for the semester. If it happens again, you will be asked to leave the class for the day. This is a strict policy out of respect for the instructor and your fellow students who will have their learning disrupted by your phone. If you have a special circumstance or emergency where you will be required to receive / take a call or text at some point during the class, please clear it with your instructor before the class begins.
* **Class Attendance & Participation** –
	+ Attendance will be taken in this class. If you fail to attend the first week of class, you will be counted as absent, and you will be dropped. Financial Aid students that exceed the number of absences for a class will have financial aid reduced and/or revoked due to non-attendance, and will owe money to the College. Students may also be suspended from receiving Financial Aid in future semesters for failure to attend classes in the current semester. It is especially important that Financial Aid students attend all classes so that this does not happen. Regardless of whether or not you are a Financial Aid student, if you are going to be absent from a class, you need to inform your instructor that you will be absent. Failure to notify the instructor could lead to being dropped from class and/or your financial aid being reduced or cancelled.
	+ Students will not be penalized for missing class for a religious observance, jury duty, military duty or other mandatory civic duty, representing the College in an official capacity, or participating on field trips for another class, if they have notified me one week prior to the absence.
	+ Attendance is expected at all classes.  If you cannot attend, you are required to notify the instructor prior to the scheduled class time, and must complete all assignments as required.
	+ If a student misses three classes, regardless of the reason, they will be dropped from the course on the fourth absence.
* **Videotaping Protocol**
	+ Setting
	1. If possible, video tape yourself in the ASL Lab with a solid background (dark curtain available in lab).
	2. If you produce your videotape off campus:
	 a. find a location that has minimal distraction for you e.g. quiet, no interruptions
	 b. select an area with limited background interference e.g. solid walls are best
	 c. position the camera at eye level so that you are not looking down or up, unless that is part of the production.
	 d. stand or sit, whichever is most comfortable for you. If you sit, use a chair without arms so that you do not rest your arms on the chair. Do not sit back on a couch.
	+ Attire
	1. Wear solid colored clothing that contrasts to your skin color, and to the background color. Black clothing against a black background is not good.
	Stripes or patterns on clothing make it harder to see signs.
	2. For individuals with long hair, or bangs, keep your hair out of your face. Grammar is expressed on the face in ASL so it is important that your face be visible.
	3. Limit use of jewelry, particularly on your hands.
	+ Other
	1. Do not chew gum.
	2. Turn phone off or on silent.

**Homework** -- Homework will consist of (but not be limited to): watching the DVD in student workbook, completion of activities in the workbook; reading and response assignments.

**Late Work**– Late work **will not** be accepted.  If you want to turn the assignment in later, you will receive zero points, but will receive feedback and assessment, if you wish.

**Final Exam -** CCC requires mandatory attendance for final exams or projects. Under no circumstances should students make travel, work, or other plans during the scheduled final exam periods. If the college is closed due to inclement weather during our scheduled final exam periods, the final will be rescheduled at a later date.

**Grading** - There are**865 points** possible in this class.

Signing Naturally Workbook Homework 6 Units @ 10               60

5 Expressive Presentations                                                       150

2 Deaf Event @ 40 each 80

Unit 1&2 Test                                                                         75

Unit 3&4 Test                                                                       100

Unit 5 Test 100

Final Receptive Exam                                                             100

Final Expressive Exam 100

Unit 6 Childhood Story 100

**Grading Scale**:

90-100% A

80 – 89% B

70 – 79% C

60 – 69% D

Below 60   Failing

**Plagiarism:**Plagiarism will not be tolerated.  The college’s policy on plagiarism will be strictly adhered to if plagiarism occurs.  Please refer to the student handbook at www.coconino.edu/handbook/handbook.htm, if you have any questions on this policy or would like further definitions on what plagiarism means, please see the instructor.  If any plagiarism occurs, you will receive zero point on the assignments.  If it happen the second time, you will receive a F as your final grade in class.

**Modification Statement:** The instructor reserves the rights to make additions, deletions, and modifications to the syllabus and course requirements with reasonable and timely notification to the student(s).

***Coconino Community College***

***ASL Interpreter Training Program***

Consecutive Interpreting ITP 213

Spring 2016 4 Credits

Tuesday/Thursday 10:-- 11:50 AM

Instructor: Sarah Benton, MSW, NIC, NAD V

Contact Information: 928-226-4275 Voice; 928-225-3161 VP; sarah.benton@coconino.edu

Office Hours: By appointment, Room 416

Course Description:

Intensive practice of consecutive (following dialogue) ASL to English, and English to ASL using a variety of vocabulary and linguistic situations including source language analysis and application of appropriate techniques.

Course Goals:

To provide students with a thorough knowledge and practical experience of professional, consecutive ASL interpreting, including code of professional conduct, appropriate delivery techniques, language or dialectal differences, and source/target language analysis; to allow students to develop their own skills in various communication and interpretive settings (i.e. educational, theatre, video/remote).

Course Outcomes:

Upon completion of this course, students will:

1. Demonstrate further understanding of professional conduct for sign language interpreters.
2. Identify and discuss how to make split-second decisions required for consecutive

 interpreting.

1. Apply strategies for building and maintaining memory skills; note-taking if necessary.
2. Demonstrate knowledge of and ability to use technology appropriate to consecutive sign

 language interpreting.

1. Demonstrate ability to process in a timely manner and deliver accurate interpretation.

Course Content:

1. Code of professional conduct.

2. Interpreting situations; positioning, what to wear, decision making.

3. Language levels and register (everyday vs. professional use of language).

4. Colloquialisms, standards vs. slang

5. Accuracy of interpreting.

6. Consecutive interpretation practice and role playing.

7. Technology for ASL users as it pertains to consecutive interpretation, such as video relay.

8. Glossary and vocabulary building exercises.

9. A variety of interpreting venues, such as K-12, platform/stage, professional, health care.

10. Process time (lag time) in interpreting.

Prerequisite: ITP 210. Co requisite: ASL 203.

Required Materials:

1.Consecutive Interpreting from English, Carol J. Patrie

2 CANVAS

3. GoReact account

Instructors Education Philosophy:

*I expect students to attend classes, participate both in class and online, share ideas and thoughts, and complete assignments on time. In addition to increasing your ASL and English fluency, your progress will be measured by how well you demonstrate understanding of consecutive interpreting.*

Grading

Attendance/Participation (10 points per class) 150 points

Assignments: 700 points

(Homework=19x 25 points each; videotapes=9x25 points each)

Midterm 50 points

Final Exam 100 points

*\*Due to the sequence of the lessons and exercises, late assignments will not be accepted. Please follow due dates.*

Grading Scale

900-1000 pts. 90 – 100 A

800-899 pts. 80 – 89 B

700-799 pts. 70 – 79 C

600-699 pts. 60 – 69 D

Below 600 pts. 59 & below F

Attendance Policy:

Attendance will be taken in this class. If you fail to attend the first week of class, you will be counted as absent, and you will be dropped. Financial Aid students that exceed the number of absences for a class will have financial aid reduced and/or revoked due to non-attendance, and will owe money to the College. Students may also be suspended from receiving Financial Aid in future semesters for failure to attend classes in the current semester. It is especially important that Financial Aid students attend all classes so that this does not happen. Regardless of whether or not you are a Financial Aid student, if you are going to be absent from a class, you need to inform your instructor that you will be absent. Failure to notify the instructor could lead to being dropped from class and/or your financial aid being reduced or cancelled.

Students will not be penalized for missing class for a religious observance, jury duty, military duty or other mandatory civic duty, representing the College in an official capacity, or participating on field trips for another class, if they have notified me one week prior to the absence.

Attendance is expected at all classes. If you cannot attend, you are required to notify the instructor prior to the scheduled class time, and must complete all assignments as required.

If a student misses three classes, regardless of the reason, they will be dropped from the course on the fourth absence.

Attendance is worth 15% of your overall grade.

College Closures:

Please listen to local radio stations, check the college website, or call the college switchboard at 928-527-1222 for closure information. Daytime closures will be posted by 6 AM, and evening closures by 4 PM.

If the college is closed during the scheduled final exam, the exam date will be changed to allow students time to come in and take the test once campus reopens.

MODIFICATION: The Instructor reserves the right to add, delete, or modify the syllabus with reasonable written notification.

# ***Appendix B Job Description of Full Time Faculty***



|  |  |
| --- | --- |
| **Job Title: Full-Time Faculty /ASL Interpreting Program** | **Pay Grade: Salary placement on the Faculty Salary Schedule is based on education and experience. See the Faculty Salary Schedule for more information**. |
| **Department: Languages** | **FLSA: Exempt** |
| **Reports To: Department Chair**  | **Revision Date: 6/2011** |

**Summary**

Responsible for teaching courses, developing curricula, and assessing learning outcomes in the assigned discipline. Responsible to oversee the implementation and growth of the ASL Interpreting degree program and to teach American Sign Language (ASL) Interpreting Training Program (ITP) courses. Also responsible for providing assistance and academic advising to students outside of regularly scheduled class time. Teaching assignments may include alternative delivery methods including web and ITV, day, evening and weekend classes, and may be at multiple sites. This is a full-time, benefits eligible, interim (temporary one-year) position.

Essential Duties and Responsibilities

1. **With students:**
	1. Teaches 20 load hours per year.
	2. Oversees ASL and ITP for 10 load hours per year.
	3. Formally evaluates student performance.
	4. Prepares and implements syllabi in accordance with course outcomes and competencies.
	5. Works to recruit and retain students.
	6. Keeps and submits all essential instructional records according to the College calendar.
	7. Provides instructional assistance and academic advising outside of regularly scheduled class time.
	8. Maintains five posted office hours per week.
	9. Participates in developing standards for the admission, progression and graduation of students, specifically within the ASL/ITP degree and certificate.
2. **With colleagues:**
	1. Assists Dean in the evaluation of part-time faculty.
	2. Provides interpreting services or finds qualified individuals to provide deaf and hard of hearing access in compliance with Federal ADA requirements.
	3. Participates in finding qualified ASL and ITP instructors.
	4. Participates in department and college-wide meetings and serves on committees.
	5. Collaborates with faculty at other sites on course delivery and consistency as needed.
3. **Scheduling:**

Provides schedule building input and review as requested

1. **Budget:**
	1. Cooperates with the dean for fiscal responsibility of the department budget.
	2. Makes recommendations for and assists with departmental purchases and expenditures.
2. **Assessment and strategic planning**
	1. Promotes the mission, values, purposes, and strategic plan of the college and learning college philosophy
	2. Participates in the development, implementation, and assessment of programs, including the assessment of student learning outcomes, utilizing approved assessment methods.
3. **Curriculum:**
	1. Develops new or revises existing curricula using feedback such as (i) assessment data; (ii) ATF agreements; (iii) advisory board recommendations; (iv) community and other sources.
	2. Remains current in practices, trends, and research related to areas of assignment to include participation in ATFs or other statewide meetings.
	3. Responsible for maintaining discipline/course specific certifications and licensing where appropriate in order to fulfill teaching assignment.
	4. Assists in the building of programs through efforts such as recruitment and retention.
4. **Leadership:**
	1. Works collegially in a team environment.
	2. Participates in the operations and/or shared governance of the college through college committee assignments and faculty meetings.
	3. Fosters relationships in the community to create resources for programs and students. Actively participates in Advisory Councils and external boards. Coordinates community Advisory Council meetings and provides direction.
	4. Coordinates the building of the ASL ITP program through the recruitment, placement, and mentoring of students and developing collaborative partners for internships.
	5. Outreach and community service is a key element of this position.
	6. Works to develop website to reach out to the deaf and hard of hearing community.

**Knowledge, Skills and Abilities**

Ability to teach effectively. Knowledge of the subject area, computer and related technology. Ability to maintain professional ethics and confidentiality of students and staff. Ability to support and promote the mission, values, purposes, and strategic plan of the College. Ability to work in a culturally diverse and team environment. Ability to integrate subject area with other related curricula. Knowledge of the applicable state and federal laws, such as FERPA.

**Minimum Qualifications**

Master’s Degree in academic field, or Bachelor’s Degree and three years’ experience in occupational field, or any equivalent combination of education, experience and/or training to meet Coconino Community College credentialing requirements.

**Preferred**

 Recent experience teaching in a community college setting and more than three years’ experience as a professional interpreter for the deaf. Recent experience in teaching ASL or Interpreting in a community college setting, certification program management and development, supervision, and assessing student interpreters for certification. Experience working with a diverse student population. Ability to teach courses such as Social Work, based on college needs.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.While performing the duties of this Job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel and talk or hear. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision and ability to adjust focus.

**Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**NOTE: This job description is not intended to be all-inclusive. Employee may perform other related duties to meet the ongoing needs of the organization.**