



OAKLAND
COMMUNITY
COLLEGE®

SIGN LANGUAGE INTERPRETER PROGRAM

CURRICULUM

REVIEW

SELF-STUDY REPORT

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Major Highlights

- Seven Associate in Applied Science degrees have been awarded since the inception of the Sign Language Interpreter (SLI) Program in 2004-05.
- In 2007-08 the SLI Program generated a historical high of 2,585 credit hours.
- The credit hour trend ratio continues to indicate enrollment growth.
- The percentage of minority students has been steadily growing over the past four years and is nearing the college-wide average of 29%.
- Students and adjunct faculty are generally satisfied with the SLI Program and its direction.
- The college employed the first full-time faculty member/Program Coordinator 2007-08.
- Lab fees were instituted in 2008-9, allowing for increased resources for classrooms.
- Topics courses have been established for the 2009-10 academic year, allowing for greater elective education opportunities for students and working interpreters.
- The college has approved the SLI Program's request to begin the accreditation process through the Commission on Collegiate Interpreter Education in the 2009-10 academic year.

Sign Language Interpreter Program Curriculum Review Narrative

The Sign Language Interpreter (SLI) Program, established in 2004-05, is growing steadily.

In reviewing curriculum, the following areas were examined:

- Course descriptions
- Credit hours
- Prerequisites
- Program description
- Syllabi requirements
- Enrollment trends and student retention
- Program needs and resources
- Input from internal and external community
- Comparable courses/programs and trends
- Program outcomes assessment

As outlined on the previous page, this curriculum review revealed many highlights of our SLI Program to date. The college employed its first full-time faculty member in the discipline in 2007-08, the percentage of minority students is close to the college average, students and adjuncts are generally satisfied with the program, lab fees were instituted in 2008-09, topics courses were added, and the college has awarded seven Associate in Applied Science degrees in this major. The SLI Program also has some continued challenges: student recruitment and retention, strategic scheduling (to reduce the number of sections either cancelled or filled below capacity), the establishment of an advisory board, the completion of an articulation agreement with at least one four-year institution, and further curriculum revisions to align the program with national interpreter education standards.

CATALOG COURSE DESCRIPTIONS AND PROGRAM REVIEW

Both minor and major revisions are recommended. Many of the recommendations are simple language changes in course descriptions. Some recommendations call for prerequisite adjustments or additions. However, there are a few major adjustments that should be completed in the 2009-10 academic year in order to prepare for the accreditation process. Major adjustments include credit hour changes to two courses; addition of another Interpreting and Transliterating course created from those credit hours; and proposed entry requirements for the second year of the program, including minimum grade requirements. These revisions can potentially be completed and presented to the Curriculum Committee as early as fall 2009.

Appendix A contains the detailed minor course description revisions. There are only four course descriptions (SLS 1040, 1045, 2100 and 2900) requiring no revisions at this time. The anticipated timeframe required to make the minor course revisions is by the end of fall 2009. Three minor prerequisite revisions or additions are also recommended.

SLS 1100, Fingerspelling and Number Use in ASL, is the first of the prerequisite adjustments. The current prerequisite for this class is SLS 1030 (ASL 4) which ideally can be changed to SLS 1010 (ASL 2). Students completing two courses in American Sign Language have a basic fluency and by completing earlier focused studies in fingerspelling (which is a difficult skill to master), can enter the more advanced classes with a foundation of proper technique and practical skill. Another critical prerequisite addition proposed is adding ENG 1510 and 1520 to the prerequisite listing for SLS 2050, the foundational interpreting course. We have strongly recommended that students complete these courses prior to entry into SLS 2050; however, formally adding those courses (which are also required supportive courses for the SLI Program) would ensure that all students entering SLS 2050 would have equivalent foundational knowledge. A third proposed prerequisite addition pertains to SLS 2800, Interactive

Interpreting. It is critical to also require SLS 2250, Interpreting/Transliterating (or the proposed new course discussed below, SLS #TBD). The rationale for this addition is that SLS 2800 combines the previously isolated skill sets of sign-to-voice and voice-to-sign, instructing students in techniques necessary for interpreting exchanges between two (or more) people. As it stands now, students can enter SLS 2800 without the necessary expressive interpreting ability. In addition to the above minor revisions, there are several recommendations for major course and program revisions.

In revisiting the program plan, two areas should be addressed. The first area is the gap in expressive interpreting instruction, illustrated in Figure 1.1, which occurs during the summer of the second year (the 6th semester of study). The second is to exchange the credit hours for the final two courses of the program to allow for more instruction time in SLS 2800. To clearly explain the gap, some background on curriculum and course sequencing is necessary.

Figure 1.1 Comparisons of Voice-to-Sign and Sign –to-Voice Instruction

Semester	Fall 1, 2nd Year	Spring 2nd Year	Summer 2nd Year	Fall 2 2nd Year
Voice-to-Sign (Expressive) Interpreting Instruction	SLS 2050	SLS 2250	-----	SLS 2800 SLS 2900
Sign-to-Voice (Receptive) Interpreting Instruction	SLS 1150	SLS 1550	SLS 2150	(Integration of Expressive and Receptive Interpreting Instruction)

SLS 2050, Principles of Interpreting, is necessarily a foundational course, introducing theory, concepts, and codes of conduct critical for both fieldwork and certification written exams. It addresses some pre-interpreting activities, provides regular practice in consecutive interpreting, and does briefly introduce transliterating practice in the final three sessions, but it does not in itself provide enough voice-to-sign, also called expressive, practice for students. The proposed solution to this gap is to add a summer course, SLS #TBD (possibly 2450) entitled Interpreting and Transliterating 2 or Advanced Interpreting and Transliterating. To make this change without adding to the total number of credits required for the program, credits can be adjusted for several of the other courses.

The revision would remove one credit hour each from SLS 2250 and SLS 2150. These are currently 4 credit-hour courses. The design of these courses could be easily adjusted to 3 credit-hours each. In doing so, this would allow for creation of SLS #TBD (suggested 2450), Interpreting and Transliterating 2 (or Advanced Interpreting and Transliterating) as a required 2

Figure 1.2 Addressing the Gap in Voice-to-Sign and Sign-to-Voice Instruction

Semester	Fall 1, 2nd Year	Spring 2nd Year	Summer 2nd Year	Fall 2 2nd Year
Voice-to-Sign (Expressive) Interpreting Instruction	SLS 2050	SLS 2250	SLS #TBD	SLS 2800 SLS 2900 (Integration of Expressive and Receptive Interpreting Instruction)
Sign-to-Voice (Receptive) Interpreting Instruction	SLS 1150	SLS 1550	SLS 2150	

credit-hour course. Another option would be to replace SLS 2100, Advanced Fingerspelling and Number Use in ASL, with that same proposed course. However, one course in fingerspelling may not be sufficient for student achievement, especially given that the average sign language program has two fingerspelling courses. Whichever means is used to accomplish this, the outcome is extended acquisition time for voice-to-sign interpreting skill. This third expressive course would be offered concurrently with SLS 2150 in the summer semester, providing continuity in skill-building across the second year of the program, as shown in Figure 1.2.

The second major revision is of SLS 2800, Interactive Interpreting. This is an intensive practical course, and two hours are insufficient instructional time for this purpose. The goals of SLS 2900, Internship, on the other hand, are accomplished primarily outside of the scheduled class time in internship placements. SLS 2900 is currently 3 credit hours and it could be reduced to 2 credit hours. SLS 2800 could be increased to 3 credit hours.

These changes will also more closely align the curriculum of the Sign Language Interpreter Program with the national standards established by the Commission on Collegiate Interpreter Education (CCIE), which is the national accreditation body for Interpreter Education. The program has received college approval to seek this accreditation in 2009-10 and, as previously stated, revisions to our curriculum prior to that process will help support that endeavor (see appendix H for more information).

The overall program description is current and appropriate; however, in order to better support student success, the program should establish requirements for entrance to the second year of the program. Students who are seeking a career as an interpreter must possess an excellent command of English as well as a solid foundation in American Sign Language, critical thinking skills and excellent working memory. Other comparable programs in Michigan, such as the Interpreter Programs at Lansing Community College and Mott Community College, already have such requirements in place. Ideally, requiring application and acceptance to the program

would provide the most assurance that students entering the program would possess the minimum qualifications necessary for a successful academic experience and employability upon graduation.

Requirements could be as follows: Completion of all prior SLS courses with a "C" or better; completion of ENG 1510 and 1520 with a "C" or better; completed application; and submission of a portfolio of all ENG 1510 and 1520 written work with instructor evaluation and SLS 1020 and 1030 videotaped work with instructor evaluation. The program coordinator, English faculty members, and a team of adjunct instructors could review materials.

An alternative to this would be to require a "C" or better grade in all courses in the major, including general education requirements, and to set as a prerequisite for SLS 2050, Principles of Interpreting, successful completion of ENG 1510 and 1520 at a "C" or better. This option would be the least complex solution as the dashboard data indicate that a great number of students complete courses at that grade level. In fact, in the second year courses, most students are highly motivated to achieve and receive excellent marks. As it stands now, a student could conceivably complete the SLI Program having received no better than a "D" in all major courses in the curriculum. That student would arguably not be employable as an entry-level interpreter, and would have little ability to pass the certification exams required to become employable. Setting a requirement for "C" or better grades would eliminate the possibility of such a scenario.

It is also highly recommended that students registering for second year courses change their home campus to Highland Lakes (because the SLI Program is based out of Highland Lakes), and declare the SLI major as a requirement to enroll in second year classes.

SYLLABI REVIEW

The syllabi all contain the mandated items, and many of the suggested and/or optional items (See Appendix B). Revisions to syllabi are relatively easy to achieve, due to using a template format for all courses in the SLI Program. At this time, all adjuncts are utilizing the template, and can tailor the syllabi to fit their particular teaching style and preferences, such as in revising the required major and minor graded activities and course outlines.

One minor future revision noted is changing the FERPA notification to the Senate approved FERPA statement in 2009-2010, and moving it to a prominent position on the syllabi. The ADA notification, while included in all syllabi, could also be moved to a more prominent position.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW

While the SLI Program is doing very well in two areas, percentage of minority students and student course completion rate, the sections filled to capacity have consistently fallen below the college-wide standard (see Appendix C). Offering fewer sections and offering certain classes less often will be the major factor in increasing sections filled to capacity. Efforts to stabilize this area will also include advising students in the early courses in preparation for enrollment in the second year of the program, and counseling prospective students on the aptitudes necessary to be successful as an entry-level interpreter.

Additionally, consistently marketing the program to current and prospective students by attending college fairs, visiting classrooms to inform current students of program and

employment opportunities, developing targeted mailings to prospective students, and community outreach efforts will help in enrollment and retention of students.

DISCIPLINE/PROGRAM NEEDS AND RESOURCES SUMMARY

The general consensus among SLI Program adjuncts and faculty was that the program needs to continue to acquire equipment and materials (see Appendix D). One program need is supportive materials in the library; these materials include books and videos for student use and practice. Another need mentioned is hardware and software that would allow for classroom language practice utilizing technology, and the possibility of also providing extracurricular practice time using the same equipment. The third need is for continuing education for our adjunct instructors.

The Program Coordinator recognizes the lack of materials in the library and has been working with the library faculty to add to these resources; our program has purchased and donated multiple items, and has sent a list of proposed items for the library to consider purchasing.

Webcams and headsets have been purchased for use in Woodland Hall 24, a computer classroom, and classroom experiences have been designed to provide limited classroom instruction utilizing technology. A more formal language instruction technology system, similar to the one that Madonna University provides for their students, would be ideal for improving classroom instruction. The Communications/Humanities Department supports this endeavor and is in the process of investigating such an expenditure.

Adjuncts would like to be given financial support to attend American Sign Language Teacher's Association workshops, but that is not a usual budget item. However, it is possible to provide continuing education of this sort in-house, either by providing a workshop presented by an external expert, or a peer-to-peer instructional workshop on pedagogical methods for ASL

classes. This would be relatively easy to implement and would enhance standardization of instruction across the ASL classes.

INPUT FROM INTERNAL & EXTERNAL COMMUNITY

The sign language interpreter program is clearly meeting the expectations of the one full time and several adjunct faculty (see appendix E). They are generally satisfied with the quality of instruction, course offerings, and their communication to and from the Program Coordinator. In addition, the faculty generally agrees that the courses prepare students for the workforce and that students are well prepared for the rigors of the program. Thirteen percent are satisfied with the direction of the program based on student feedback, while sixty-two percent are satisfied with the direction of the program because it does prepare students for the workforce. They see a strong commitment to student success throughout the program. However, the faculty and adjuncts were neutral on the academic challenges for students in the program, and to the program itself being more competitive with similar programs offered by other institutions.

Those two areas, academic challenges, and competing with other programs, could be addressed by examining the curriculum in order to institute changes necessary to increase both of these areas. In addition, targeted marketing of this relatively new program, as it is a relatively new program, would help to increase brand recognition. Addition of the accreditation provided by the Commission on Collegiate Interpreter Education would also increase that recognition and ability to compete with other programs.

Adjuncts suggested requiring office hour availability, and frankly, this is an area that the college could better address by providing adjunct offices and making the expectation of office hours a standard for both adjuncts and faculty. This would be a great benefit for students, as well.

Overall, students are also very satisfied with the program. Students clearly perceive their instructors to be very knowledgeable, qualified, and committed to their success; in addition, they are satisfied that the program is meeting their needs, preparing them for the workforce, and are satisfied with their course of study. They also generally agree that they receive adequate information about the program.

In the open-ended responses, students indicated that they don't always receive consistent information from counselors. The Program Coordinator has been working with the counseling departments on all campuses via regular meetings, presentations, and updates to program information, which should remedy some of the issues students have reported.

Students would like to see improvements in course scheduling, course offerings, and more courses offered at other campuses. Students often expressed a desire to see the upper level courses at other campuses; however, as previously discussed, the key courses of the second year of the program will remain at Highland Lakes. Some of the new topics courses might be offered at other campuses. Should program growth indicate need, we will reevaluate course offerings.

Students report that some course goals are not as clearly defined as they would like, and that some instructors are less organized than others. Student satisfaction with specific courses and instructors is gathered each semester using course evaluations, and that information is used to initiate conversations with adjuncts on strengths and areas for improvement.

Students clearly want help in finding support through mentoring and tutoring; having consistent tutors available at each campus should assist them in this need. The coordinator will work with the ASC and ACCESS offices on each campus to ensure that qualified tutors are employed as necessary to meet student demand. The second year program has a mentoring component, and students are introduced to professionals and community members through a variety of means.

Students would like to be able to prepare for the several certifications available, and this is indeed being instituted, although the entry-level interpreter is usually not ready to take an exam other than the Michigan Quality Assurance, which provides them with initial qualifications necessary for employment. However, the recently added topics courses will be used to provide additional education in preparation for the other major certification exams.

Students also expressed interest in having language-learning technology, such as a language lab, available for their use. Again, the department is pursuing this.

Some students expressed dissatisfaction with the tracking nature of SLS courses; many of the second year courses are only offered once per year. However, this is typical of an interpreter education program (and indeed, many other programs of study), in which the courses progress over the second year in a linear fashion, and has been recently reinforced by the Program Coordinator. This will allow for increased sections filled to capacity, and a dependable schedule. Dissatisfaction with this aspect of the program will most likely decrease as this change becomes status quo.

The SLI program has well-established, strong relationships with the external community. The program instructors, adjunct and faculty, are a diverse mix of Deaf people (members of the Deaf community) and certified sign language interpreters. They are known and respected for their commitment to volunteering for professional associations, government work groups and advisory boards, community organizations, and social events. Some serve on committees and board of directors at the state and national level. The SLI Program has an excellent working relationship with other Michigan interpreter programs, agencies and organizations, and several interpreter programs around the country. Students in our program are often invited to participate in these volunteer activities, as well. Due to the deep commitment and strong relationships OCC's SLI Program has with the community, identifying candidates to staff an

advisory board (a critical component for a program) will be a relatively easy process and a task that can be accomplished in the near future.

COMPARABLE COURSES/PROGRAMS AND TRENDS

The following universities accept SLI Program courses as transfer courses to varying degrees (see appendix F for particulars):

Central Michigan University

Eastern Michigan University

Ferris State University

Michigan State University

Oakland University

Saginaw Valley State University

Wayne State University

While none of these universities has a four-year interpreter program, the sign language studies credits transfer in a variety of ways; some transfer directly, while others are transferred as elective credits. Michigan State University, for example, allows those credits to be used as foreign language credits; others do not. Students can transfer to Michigan State University to pursue a degree in Deaf Education, and while not all of the courses apply to that degree directly, they do benefit the student who needs a high degree of fluency in American Sign Language as one of the requirements of that particular degree.

In addition, Oakland Community College has an articulation agreement with Oakland University for the Associate in Applied Science degree that allows those students to complete a General Studies Bachelor's degree.

Another area of critical importance to the SLI program is completing articulation agreements with universities that have a four-year interpreting program. Our interpreter program

could better serve students by setting up formal articulation agreements with colleges and universities that would allow our students to receive a bachelor's degree in interpreting or a related field. The Program Coordinator is in talks with Madonna University, the only four-year sign language studies program in Michigan, on how to best accomplish a 2 + 2 agreement that will serve our students. In addition, Siena Heights University has a 3 + 1 agreement with Lansing Community College, and is interested in pursuing the same with other interpreter programs as well. The Program Coordinator will follow up with Siena Heights University to inquire about the possibility of establishing an articulation agreement with their institution.

Clearly, many courses do transfer to Michigan four-year institutions, and we have one general articulation agreement with Oakland University. However, the program is limited the ability of our students to transfer into a four-year program of study in interpreting or a related field. This will be a major focus of the program over the next year as the SLI program aggressively pursues articulation agreements with four-year institutions. Additionally, Registry of Interpreters for the Deaf, Inc., will be phasing in degree requirements for interpreter certification that make it imperative for the SLI Program to complete these agreements within the next three years. On another note, students and working interpreters will seek continuing education in order to study for certification exams. Topics classes will assist students in preparing for exams at the national level and in the educational arena. In addition, these topics classes will be used to further educate students in specialty areas such as video relay, community, and educational interpreting. Evidence that interpreters are in demand across Michigan is available from the 2006 report on interpreter demand by the Michigan Department Labor and Economic Growth/Division on Deaf and Hard of Hearing, and Michigan Department of Education (MDLEG/DDHH and MDE).

In reviewing labor market trends, the Office of Assessment & Effectiveness found that:

- The latest labor market data indicates that the Sign Language Interpreter and Translator occupation is projected to see little growth over the next five years in the Southeast Michigan region. The occupation is expected to experience stagnancy (sic) in this time frame, with less than 30 new and replacement job openings projected.

While this does focus on Oakland County, the report from the MDLEG/DDHH and MDE (2006) states "the supply of interpreters for the deaf and hard of hearing is not large enough to meet current demands, and that this shortage will continue for the next 20 years" (p. 85, See Appendix I for excerpt). This report encompasses the State of Michigan, not just Oakland County. It indicates need for interpreters in K-12 and postsecondary education, community (medical, legal, professional, and theatrical) interpreting, and the newest addition to our field (in the last eight years), video relay interpreting (MDLEG/DDHH and MDE, 2006). Students have many opportunities for employment upon graduation and successful achievement of credentials through certification exams.

K – 12 educational interpreting continues to be an area of need; deaf and hard of hearing students are often placed in public schools and require interpreters. This is often the first level of employment for an interpreter program graduate, and a certification has been developed for the K-12 interpreter (MDLEG/DDHH and MDE, 2006). Students can choose to study for this certification and upon graduation, gain employment in the public school system.

The rapid spread of video relay services continues to provide employment opportunities in Michigan and elsewhere (MDLEG/DDHH and MDE, 2006). Sorenson Communications established two new call centers in Rochester Hills and Okemos within the last year, and that indicates growth in this specialty area of interpreting. While there may not be intense growth in

this county, there are employment opportunities here and in the tri-county area for our graduates.

Mandates at the national and state level are changing the profession. The national professional and certifying body for sign language interpreters, Registry of Interpreters for the Deaf, Inc., has instituted a policy of requiring an associate's degree by June 2009 and a bachelor's degree by July of 2012 in order to sit for any national certification. Additionally, the State of Michigan recently amended "The Deaf Person's Interpreter Act", PA 204, amended 2007, to require interpreters to possess proper credentials in order to be legally employed as an interpreter.

PROGRAM OUTCOMES ASSESSMENT

The findings from program assessment are described by the Office of Assessment & Effectiveness as follows (also see Appendix C):

- In terms of assessing student learning, the Sign Language Interpreter program has articulated five learning outcomes and five benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet.
- During 2008, all five benchmarks were assessed as scheduled and four out of the five benchmarks were attained. For the benchmark that was not met, the proposed changes included modifications to the learning outcome, the benchmark, and the assessment method. These modifications are expected to be a more accurate measure of the percent of graduates who attain the benchmark.

The benchmark that was not met was a measure of graduate success on the Michigan Quality Assurance Screening Exam. Not all graduates go on to take this exam, but the initial report was one that included the students who did not take the exam, which caused the results

to fail to meet the benchmark. It was determined after review and discussion with the Office of Assessment & Effectiveness that the benchmark assessed should be limited to those graduates taking this screening exam, not all graduates. In making that revision, it will provide a more accurate picture of the number of students attempting the exam and the number of those students passing that exam.

All benchmarks will continue to be assessed regularly. The Program Assessment Plan itself is relatively new (1.5 years old) and modifications will occur as the assessment results indicate. However, no major adaptations to this plan other than the benchmark modification mentioned above) are necessary at this time. After gathering data for a minimum of one year, but preferably two years, we may begin to see trending that suggests further major revisions or additions.

Classroom assessment is ongoing; summative and formative assessments are utilized regularly. Summative assessments include those that test for effective communication, such as expressive and receptive exams or achievement exams. Formative assessments include student self-evaluation and instructional evaluations; future formative assessments include plans to utilize an immediate feedback system called "clickers". Clickers allow students to follow a lecture and answer questions (using a "clicker" device) on specific learning pieces, immediately informing instruction. In these ways, the program can continually work towards student success in effective communication, which is one of the general education outcomes, and effective interpreting skills, the major goal of the second year of the program.

In examining general education requirements, currently only one course in the program is on the General Education List: SLS 1030. Due to the recent transition from Attributes to Outcomes, the detailed information used to complete those documents will be used in the 2009-10 academic year to assess the outcome attached to SLS 1030, which is "Communicate Effectively". However, when the SLI Program, in conjunction with the Office of Assessment &

Effectiveness, established the five official assessment benchmarks in 2007-08, student scores in SLS 1030 was used as one of those five measures, and the benchmark, 70% of students scoring a "C" or better, has been met. Plans to propose adding SLS 1000, 1010, and 1020 to the general education distribution list (with other world languages) are under consideration.

Conclusion

The SLI Program should focus on increasing sections filled to capacity by ensuring class offerings are responsive to demand. The program also must:

- establish an advisory board
- establish articulation agreements with four year institutions
- Revise curriculum and course descriptions to meet national interpreter education standards
- Improve scheduling
- Improve counseling
- Continue to work cooperatively with the Academic Support Centers on each campus in provision of tutoring
- Continue to foster great relationships with the Deaf community, interpreter agencies, and other interpreter programs

This program, a relatively new one, is headed in the right direction. Students and adjuncts are satisfied, the program continues to grow, and the necessary supportive equipment and materials are steadily increasing. Program Assessment provides continual feedback for examination of effectiveness, communication between the SLI Program, students, and other critical support areas, such as Counseling, continues to improve, changes will be made to scheduling in order to reduce issues with section capacity, and the program will seek accreditation in 2009-10.

Appendices

Appendix A: Catalog Program, Course Descriptions, and Data Collection Forms

SIGN LANGUAGE INTERPRETER**Associate in Applied Science (SLI.AAS)**

In this program, leading to an Associate in Applied Science Degree in Sign Language Interpreter, the student will gain knowledge of the Deaf community, culture and language, with emphasis on interpretation. The program is designed to train students to be qualified and certified interpreters for people who are Deaf and Hard of Hearing. Successful completion of the program requirements qualifies the student to take exams for the formal State of Michigan certification.

Major Requirements		Credits
<u>SLS 1000</u>	American Sign Language (ASL) I	3
<u>SLS 1001</u>	Orientation to Deafness	2
<u>SLS 1010</u>	American Sign Language (ASL) II	3
<u>SLS 1020</u>	American Sign Language (ASL) III	3
<u>SLS 1030</u> •	American Sign Language (ASL) IV	3
<u>SLS 1050</u>	Linguistic Principles of ASL	3
<u>SLS 1100</u>	Fingerspelling and Number use in ASL	2
<u>SLS 1150</u>	Beginning Sign to Voice	3
<u>SLS 1211</u>	Non-Manual Communication	2
<u>SLS 1501</u>	Deaf Culture and History	3
<u>SLS 1550</u>	Intermediate Sign to Voice	3
<u>SLS 2050</u>	Principles of Interpreting	3
<u>SLS 2100</u>	Advanced Fingerspelling and Number Use in ASL	2
<u>SLS 2150</u>	Advanced Sign to Voice	4
<u>SLS 2250</u>	Interpreting and Transliterating	4
<u>SLS 2800</u>	Interactive Interpreting	2
<u>SLS 2900</u>	Sign Internship/Independent Study	3

Required Supportive Courses		Credits
<u>ENG 1510</u> •	Composition I	3
<u>ENG 1520</u> •	Composition II	3

Recommended Electives*		
<u>ANT 1540</u> •	Introduction to Cultural Anthropology	3
<u>MED 1103</u>	Medical Terminology	3
<u>PSY 2510</u> •	Introduction to Psychology	3
<u>SLS 1040</u>	American Sign Language (ASL) V	3
<u>SLS 1045</u>	American Sign Language (ASL) VI	3
<u>SLS 2910-2919</u>	Topics in Interpreting	1 - 3
<u>SOC 2510</u> •	Sociology	3

See degree requirements for an associate in applied science degree.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number SLS 1000	<u> X </u>	<u> </u>
Course Number SLS 1001	<u> X </u>	<u> </u>
Course Number SLS 1010	<u> X </u>	<u> </u>
Course Number SLS 1020	<u> X </u>	<u> </u>
Course Number SLS 1030	<u> X </u>	<u> </u>
Course Number SLS 1040	<u> </u>	<u> X </u>
Course Number SLS 1045	<u> </u>	<u> X </u>
Course Number SLS 1050	<u> X </u>	<u> </u>
Course Number SLS 1100	<u> X </u>	<u> </u>
Course Number SLS 1150	<u> X </u>	<u> </u>
Course Number SLS 1211	<u> X </u>	<u> </u>
Course Number SLS 1501	<u> X </u>	<u> </u>
Course Number SLS 1550	<u> X </u>	<u> </u>
Course Number SLS 2050	<u> X </u>	<u> </u>
Course Number SLS 2100	<u> </u>	<u> X </u>
Course Number SLS 2150	<u> X </u>	<u> </u>
Course Number SLS 2250	<u> X </u>	<u> </u>
Course Number SLS 2800	<u> X </u>	<u> </u>
Course Number SLS 2900	<u> X </u>	<u> X </u>

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Many of the course descriptions need revisions, and some adjustments to prerequisites are necessary. In addition, adjustments to credit hours of the following courses: SLS 2150, 2250, 2800 and 2900 are necessary to provide students with the appropriate amount of class time to gain practical experience in sign language interpreting. The name of SLS 1211 Non-Manual Communication should be changed to Features of ASL Non-Manual Signals. The name of 2250 should be changed to Principles of Interpreting 2. Developing an additional class, Principles of Interpreting 3, by taking 2 credit hours (1 from each of 2250 and 2150) will allow students to have more time to build the necessary expressive abilities to be successful entry level interpreters. These changes will also more closely align the curriculum of the Sign Language Interpreter Program with the national standards established by the Commission on Collegiate Interpreter Education (CCIE), which is the national certifying body for Interpreter Education. The program has received approval to seek this accreditation starting in 2009-10 and revisions to our curriculum prior to that process are critical.

Proposed Curriculum Revisions**Minor Course Revisions**

Course Number SLS 1000	Revise Course Description
Course Number SLS 1001	Revise Course Description
Course Number SLS 1010	Revise Course Description
Course Number SLS 1020	Revise Course Description
Course Number SLS 1030	Revise Course Description
Course Number SLS 1050	Revise Course Description
Course Number SLS 1100	Revise Course Description, change prerequisites
Course Number SLS 1150	Revise Course Description
Course Number SLS 1211	Change Name; edit description
Course Number SLS 1501	Revise Course Description
Course Number SLS 1550	Revise Course Description
Course Number SLS 2050	Revise Course Description; add prerequisites
Course Number SLS 2250	Change Name to Principles of Interpreting 2
Course Number SLS 2800	Revise Course Description and add prerequisite

Major Course Revisions

Course Number SLS 1000	Add to Gen Ed Distribution
Course Number SLS 1001	Add to Gen Ed Distribution
Course Number SLS 1010	Add to Gen Ed Distribution
Course Number SLS 1020	Add to Gen Ed Distribution
Course Number SLS 2150	<i>Reduce to 3 Credit Hours</i>
Course Number SLS 2250	<i>Reduce to 3 Credit Hours</i>
Course Number SLS TBDX	<i>New Course - Possibly 2450; Interpreting and Transliterating 2</i>
Course Number SLS 2800	<i>Increase to 3 Credit Hours</i>
Course Number SLS 2900	<i>Reduce to 2 Credit Hours</i>

SLS 1000

3 Credits

American Sign Language (ASL) I

The student will study basic sign language, fingerspelling, interpreting and reverse interpreting to achieve basic proficiency in sign language communication with the hearing impaired. The student will also study the needs and problems of the hearing impaired in the context of a philosophy of total communication.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1000

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Course description includes information related to interpreting; however, this is a beginning language course that doesn't yet introduce beginning interpreting skills and thus the course description needs to be revised to read: "This course provides an introduction to American Sign Language (ASL), including basic grammar, vocabulary, fingerspelling, and number use. Students will attain a basic proficiency in expressive and receptive ASL. American Deaf culture topics will also be introduced."

Also suggested is to put this course on the General Education Distribution List. Rationale: Other beginning world language courses are on the General Education Distribution List. American Sign Language is a valid option for students in fulfilling language requirements.

Please return to _____ at _____ by _____
Name Campus Date

SLS 1001

2 Credits

Orientation to Deafness

This course provides an overview of deafness, with an emphasis on the impact of deafness on the individual and the family, social patterns of the Deaf community and culture, and historical and changing attitudes toward disabled persons.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1001 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

In the final sentence, description should be modified to read "persons with disabilities" as appropriate in person-centered language.

Please return to _____ at _____ by _____
Name Campus Date

SLS 1010

3 Credits

American Sign Language II

Prerequisite: SLS 1000.

The student will study American Sign Language at the intermediate level: finger spelling, interpreting, and reverse interpreting to communicate with the hearing impaired.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1010 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Course description includes information related to interpreting; however, this is a beginning language course that doesn't yet introduce beginning interpreting skills and thus the course description needs to be revised to read: "This course builds on the introduction to American Sign Language (ASL) provided in SLS 1000. Course will continue vocabulary building and mastery of basic grammar. American Deaf culture topics will also be introduced."

Also suggested is to put this course on the General Education Distribution List. Rationale: Other beginning world language courses are on the General Education Distribution List. American Sign Language is a valid option for students in fulfilling language requirements.

Please return to _____ at _____ by _____
Name Campus Date

SLS 1020

3 Credits

American Sign Language III

Prerequisite: SLS 1010, or consent of instructor.

This course provides instruction in vocabulary building and mastery of grammar through rigorous receptive and expressive language activities. American Sign Language (ASL) skills development with application to complex grammatical structures is continued. Topics discussed in ASL III include the location and description of items in rooms and buildings, complaints, making suggestions, and making requests. Notes on Deaf cultures are also discussed.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1020 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

The final sentence should be revised to read: "American Deaf culture topics will be discussed."

Also suggested is to put this course on the General Education Distribution List. Rationale: Other beginning world language courses are on the General Education Distribution List. American Sign Language is a valid option for students in fulfilling language requirements.

Please return to _____ at _____ by _____
Name Campus Date

SLS 1030

3 Credits

American Sign Language IV

Prerequisite: SLS 1020, or consent of instructor.

General Education Outcome: Communicate Effectively

This course provides vocabulary building and mastery of grammar through rigorous receptive and expressive language activities. American Sign Language (ASL) skills development with application to complex grammatical structures is continued. Topics to be discussed in ASL IV build from those covered in the ASL III course (descriptions, complaints, suggestions, requests, Deaf culture).

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1030 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

The final sentence should be revised to read: "American Deaf culture topics will be discussed."

Please return to _____ at _____ by _____.
Name Campus Date

SLS 1040

3 Credits

American Sign Language V

Prerequisite: SLS 1030, or consent of instructor.

This course provides vocabulary building and continued mastery of grammar through rigorous receptive and expressive language activities. American Sign Language (ASL) skills development with application to complex grammatical structures is continued. Topics to be discussed in ASL V build from those covered in the ASL IV course (specialized vocabulary).

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

This course provides vocabulary building and continued mastery of grammar through rigorous receptive and expressive language activities. American Sign Language (ASL) skills development with application to complex grammatical structures is continued. Topics to be discussed in ASL VI build from those covered in the ASL V course (specialized vocabulary).

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1045 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please return to _____ at _____ by _____
Name Campus Date

SLS 1050

3 Credits

Linguistic Principles of ASL

Prerequisite: SLS 1030 or consent of departmental designee.

This course will provide an overview of the linguistic organization of ASL, including a linguistic perspective on how ASL is learned and how it is (and is not) influenced by English. Topics relevant to interpreting, such as language variation and translation, will be emphasized.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1050_____

Students will develop beginning receptive and expressive fingerspelling and number use based on work with phrase recognition and expression. The course objectives for the students are to demonstrate receptive and expressive knowledge and recognition of specialized terms in specific contexts, demonstrate receptive and expressive skills in vocabulary without vocabulary lists.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1100_____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

The final sentence should be revised to read:

“Students will demonstrate receptive recognition of and expressive production of fingerspelled words and numbers in context.”

Also, the prerequisite for this course should be changed to SLS 1010; students possessing a basic understanding of American Sign Language can benefit greatly by taking this course prior to or concurrently with SLS 1020.

Please return to _____ at _____ by _____.
Name Campus Date

SLS 1150

3 Credits

Beginning Sign to Voice

Prerequisite: SLS 1030 or consent of departmental designee.

This course is designed to increase the student's receptive skills in conversational sign language, focusing on comprehension of the various manual communication systems utilized by Deaf/Hard of Hearing persons. Sign-to-voice techniques and practice will be introduced through use of prepared videotapes.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1150 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Course description should be revised to read:

"This course will provide an introduction to American Sign Language (ASL) to English voice interpretation via lecture, textbook readings and practical activities utilizing video materials."

Please return to _____ at _____ by _____.
Name Campus Date

SLS 1211

2 Credits

Non-Manual Communication

Prerequisite: SLS 1030, or consent of instructor.

This course focuses on synthesizing grammatical elements of American Sign Language (ASL) and using them in an expressive mode. It creates awareness of conversational behaviors used by the Deaf community and provides practice of those behaviors in classroom and other settings.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1211_____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

The name of this course, Non-Manual Communication, is imprecise; it causes one to think of Nonverbal Communication, which is an entirely different subject. This course actually focuses on specific facial manipulations that are actually essential grammatical components of American Sign Language such as lexical, morphological and syntactical non-manual signals formed by the mouth, cheeks, eyes, eyebrows, head, and shoulders. Therefore, the course should be renamed and course description revised as follows:

SLS 1211 2 Credits Features of ASL Non-Manual Signals

This course focuses on specific facial manipulations that are essential grammatical components of American Sign Language such as lexical, morphological and syntactical non-manual signals formed by the mouth, cheeks, eyes, eyebrows, head, and shoulders. Expressive and receptive activities designed to increase awareness and use of these features will be provided.

SLS 1501

3 Credits

Deaf Culture and History

Prerequisite: SLS 1030 or consent of departmental designee.

This course will allow students to compare prevailing American values, beliefs and institutions with those of the Deaf community in the United States. The course objectives for the students are to be able to understand/recognize Deaf culture's values, rules of social interaction, language and tradition, group norms, and identity by Deaf people, to understand and become familiar with the pioneers in the field of deafness, to appreciate Deaf history and to comprehend the current issues/events of the Deaf community.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1501 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Final sentence should be revised as follows:

An examination of the history of the American Deaf community from 1700 – present will provide information about important milestones, technological advances, and influential figures. Subjects covered will include Deaf people’s contributions to American culture and the values, identities, group norms, social mores, literature, art, and traditions of the Deaf community.

Please return to _____ at _____ by _____.
Name Campus Date

SLS 1550

3 Credits

Intermediate Sign to Voice

Prerequisite: SLS 1150 or consent of departmental designee.

This course is designed to develop and refine necessary basic skills and fluency in receptive sign language and for voicing all levels of communication of Deaf individuals. Techniques taught

include interpreter task analysis, listening, attending, internal message formulation, vocabulary search and monitoring output.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 1550 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:
Course description should be revised as follows:

A continuation of SLS 1150, this course will provide additional instruction in American Sign Language (ASL) to English voice interpretation via practical activities utilizing video materials.

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2050

3 Credits

Principles of Interpreting

Prerequisites: SLS 1030 or consent of departmental designee.

This course is an introduction to interpreting principles. Emphasis will be on English-to- ASL and ASL-to-English skills. This course is built around the theory of interpretation and a sequencing of drills and exercises.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2050 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

This course is the foundational course in the second year of the Sign Language Interpreter Program. The course description is inaccurate and should be revised as follows:

This course provides a foundation in the principles of sign language interpretation including an overview of historical and current milestones in the field. Course will include introduction to and application of the NAD-RID Code of Professional Conduct for sign language interpreters to specific settings and situations. Practical activities in pre-interpreting skills, such as text translation, short term memory improvement, and language processing, will be introduced.

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2100

2 Credits

Advanced Fingerspelling and Number Use in ASL

Prerequisite: SLS 1100 or consent of departmental designee.

This course provides the student with advanced, concentrated instruction and practice in both expressive and receptive fingerspelling skills.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2100 _____

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2150

4 Credits

Advanced Sign to Voice

Prerequisite: SLS 1550 or consent of departmental designee.

This course is an advanced class in skill development and fluency in voicing for all communication levels of Deaf persons. Techniques taught are voice projection, breathing and relaxation, analysis of sign information, anticipation and prediction, closure, modality switching, image search, decalage, and pacing.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2150 _____

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain any **NO** answer:

Course description should be revised to read:

This course will provide advanced instruction in American Sign Language to English voice interpretation. Techniques taught include register, processing time, anticipation and prediction, closure, analyzing dialect and modality variation, pacing, and voice projection. Activities utilizing video materials and guest speakers will provide practical experience.

Course should be reduced to three credit hours; this program includes three sign to voice courses and only one in which students truly focus on expressive voice to sign interpretation. One credit hour of this course and one credit hour of SLS 2250 should be used to create a course entitled **SLS XXXX (suggest 2450) Principles of Interpreting 3.**

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2250

4 Credits

Interpreting and Transliterating

Prerequisites: SLS 2050 or consent of departmental designee.

This advanced course concentrates on the continued development of English-to-ASL-to-English and transliteration skills. Students will have the opportunity to use these skills as they role-play employment situations. Role-play and lab exercises will explore the various settings and circumstances in which an interpreter may find themselves.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2250

Course Number

Coordinator: *Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain any **NO** answer:

Course name, credit hours and description should be revised as follows:

SLS 2250 3 Credits Principles of Interpreting 2

This course concentrates on the development of English to American Sign Language consecutive and simultaneous interpretation and transliteration skills through simulated interpreting situations, vocabulary review, activities and practical exams.

Course should be reduced to three credit hours; this program includes three sign to voice courses and only one in which students truly focus on expressive voice to sign interpretation. One credit hour of this course and one credit hour of SLS 2150 should be used to create a course entitled **SLS XXXX (suggest 2450) Principles of Interpreting 3.**

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2800

2 Credits

Interactive Interpreting

Prerequisite: SLS 2250 or consent of departmental designee.

This course provides an opportunity to review the various methods used by interpreter evaluation organizations. Use of written tests, discussion of ethics applied to a variety of situations, modeling, panel interviews, and interaction with working interpreters who hold state and national certification will assist students in preparing for professional testing. Course/Lab Fees.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2800

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clear	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Current	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please Please explain any **NO** answer:

return

Credit hours, prerequisites (should be the same as those for 2900) and description should be revised as follows:

SLS 2800 3 Credits Interactive Interpreting

Prerequisites: SLS 2100, SLS 2150, and SLS XXXX (new course, Principles of Interpreting 3) or consent of departmental designee

This course provides a review of and preparation for the various methods of assessment for certification. Activities include practical application of voice to sign and sign to voice skills gained from prerequisite courses via interpreting for simulated interactive situations, such as interviews or appointments.

Rationale for prerequisite requirement: This course focuses on practical skill application using both sign to voice (receptive) and voice to sign (expressive) principles developed in previous courses. Lacking expressive interpreting abilities will severely hamper a student's ability to succeed in this course.

In addition, the number of credit hours is incredibly limiting to a very heavily practical course; it is difficult to allow each student to have a turn interpreting every class session. The course should be increased to 3 credit hours by removing one credit hour from SLS 2900, Internship.

to _____ at _____ by _____
Name Campus Date

SLS 2900

3 Credits

Sign Internship

Prerequisite: SLS 2100, SLS 2150, and SLS 2250 or consent of departmental designee.

This course provides an opportunity to participate in the interpreting process in work situations and to assist with agency duties.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2900

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please explain any **NO** answer:

This course does not need 3 credit hours as most of the student's work is outside of the classroom in internship placements; one credit hour could be taken from this course and added to SLS 2800.

Please return to _____ at _____ by _____.
Name Campus Date

SLS 2910-2919

1-3 Credits

Topics in Interpreting

Prerequisite: SLS 2900 or approval by departmental designee

These courses will provide instruction on advanced topics in specialized areas of sign language interpreting for advanced interpreting students and working interpreters. Courses could include certification test preparation (state and national). Instructional methods will include lecture and practical activities; courses may also include internship opportunities or field trips as

appropriate. Students should check the Schedule of Classes for topic and contact the instructor for a detailed description. Course/Lab fees.

DATA COLLECTION

CORE REVIEW

CATALOG COURSE DESCRIPTION

FOR: SLS 2910-2919

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please explain any **NO** answer:

Please return to _____ at _____ by _____.
Name Campus Date

Appendix B: Syllabi Data Collection

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1000(COURSE NUMBER)

INSTRUCTORS ➔	DANS	FOX	SKOWZGIRD	SWARTZ					
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X	X	X	X					
Course Goals	X	X	X	X					
Grading Standards and Practices	X	X	X	X					
Tentative Schedule of Assignments and Tests	X	X	X	X					
Recommended Items (per Academic Senate)									
Course Name and Number	X	X	X	X					
Instructor, Office Location, Method of Contact	X	X	X	X					
Office Hours	X	X	X	X					
Available Assistance	X	X	X	X					
Course Catalog Description with Prerequisites	X	X	X	X					
General Education Attributes (where pertinent)									
Required Books and Supplies	X	X	X	X					
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X	X	X	X					
Attendance Policy	X	X	X	X					
Safety Instructions	NA	NA	NA	NA					
Disclaimer Allowing for Reasonable Revisions	X	X	X	X					
Optional Items									
Semester Meeting Times & Room	X	X	X	X					
Teaching/Learning Strategies	X	X	X	X					
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X	X	X	X					
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X	X	X	X					
Student Bill of Responsibilities	X	X	X	X					

DATA

COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1001(COURSE NUMBER)

INSTRUCTORS ⇨	LEE	BAILEY							
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X	X							
Course Goals	X	X							
Grading Standards and Practices	X	X							
Tentative Schedule of Assignments and Tests	X	X							
Recommended Items (per Academic Senate)									
Course Name and Number	X	X							
Instructor, Office Location, Method of Contact	X	X							
Office Hours	X	X							
Available Assistance	X	X							
Course Catalog Description with Prerequisites	X	X							
General Education Attributes (where pertinent)									
Required Books and Supplies	X	X							
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X	X							
Attendance Policy	X	X							
Safety Instructions	NA	NA							
Disclaimer Allowing for Reasonable Revisions	X	X							
Optional Items									
Semester Meeting Times & Room	X	X							
Teaching/Learning Strategies	X	X							
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X	X							
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X	X							
Student Bill of Responsibilities	X	X							

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1010(COURSE NUMBER)

INSTRUCTORS ⇨	DANS	FOX	SKOWZGIRD	SWARTZ					
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X	X	X	X					
Course Goals	X	X	X	X					
Grading Standards and Practices	X	X	X	X					
Tentative Schedule of Assignments and Tests	X	X	X	X					
Recommended Items (per Academic Senate)									
Course Name and Number	X	X	X	X					
Instructor, Office Location, Method of Contact	X	X	X	X					
Office Hours	X	X	X	X					
Available Assistance	X	X	X	X					
Course Catalog Description with Prerequisites	X	X	X	X					
General Education Attributes (where pertinent)									
Required Books and Supplies	X	X	X	X					
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X	X	X	X					
Attendance Policy	X	X	X	X					
Safety Instructions	X	X	X	X					
Disclaimer Allowing for Reasonable Revisions	X	X	X	X					
Optional Items									
Semester Meeting Times & Room	X	X	X	X					
Teaching/Learning Strategies	X	X	X	X					
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X	X	X	X					
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X	X	X	X					
Student Bill of Responsibilities	X	X	X	X					

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1020(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES	KLOCK	SAMONA	DANS					
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X	X	X	X					
Course Goals	X	X	X	X					
Grading Standards and Practices	X	X	X	X					
Tentative Schedule of Assignments and Tests	X	X	X	X					
Recommended Items (per Academic Senate)									
Course Name and Number	X	X	X	X					
Instructor, Office Location, Method of Contact	X	X	X	X					
Office Hours	X	X	X	X					
Available Assistance	X	X	X	X					
Course Catalog Description with Prerequisites	X	X	X	X					
General Education Attributes (where pertinent)									
Required Books and Supplies	X	X	X	X					
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X	X	X	X					
Attendance Policy	X	X	X	X					
Safety Instructions	NA	NA	NA	NA					
Disclaimer Allowing for Reasonable Revisions	X	X	X	X					
Optional Items									
Semester Meeting Times & Room	X	X	X	X					
Teaching/Learning Strategies	X	X	X	X					
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X	X	X	X					
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X	X	X	X					
Student Bill of Responsibilities	X	X	X	X					

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1020(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES	KLOCK	SAMONA	DANS					
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X	X	X	X					
Course Goals	X	X	X	X					
Grading Standards and Practices	X	X	X	X					
Tentative Schedule of Assignments and Tests	X	X	X	X					
Recommended Items (per Academic Senate)									
Course Name and Number	X	X	X	X					
Instructor, Office Location, Method of Contact	X	X	X	X					
Office Hours	X	X	X	X					
Available Assistance	X	X	X	X					
Course Catalog Description with Prerequisites	X	X	X	X					
General Education Attributes (where pertinent)									
Required Books and Supplies	X	X	X	X					
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X	X	X	X					
Attendance Policy	X	X	X	X					
Safety Instructions	NA	NA	NA	NA					
Disclaimer Allowing for Reasonable Revisions	X	X	X	X					
Optional Items									
Semester Meeting Times & Room	X	X	X	X					
Teaching/Learning Strategies	X	X	X	X					
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X	X	X	X					
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X	X	X	X					
Student Bill of Responsibilities	X	X	X	X					

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1040(COURSE NUMBER)

INSTRUCTORS ⇨	KATCHER									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)										
Required Books and Supplies	X									
List of Supportive Materials (where available)										
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1045(COURSE NUMBER)

INSTRUCTORS ⇨	KATCHER									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)										
Required Books and Supplies	X									
List of Supportive Materials (where available)										
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1050(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)										
Required Books and Supplies	X									
List of Supportive Materials (where available)										
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1100(COURSE NUMBER)

INSTRUCTORS ⇨	LEE									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)										
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1150(COURSE NUMBER)

INSTRUCTORS ⇨	KLOCK								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1211(COURSE NUMBER)

INSTRUCTORS ⇨	STEWART								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1501(COURSE NUMBER)

INSTRUCTORS ⇨	SAMONA								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 1550(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2050(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								X
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2100(COURSE NUMBER)

INSTRUCTORS ⇨	FOX								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)	X								
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2150(COURSE NUMBER)

INSTRUCTORS ⇨	BAILEY								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								X
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2250(COURSE NUMBER)

INSTRUCTORS ⇨	FLORES								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)	X								
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2800 (COURSE NUMBER)

INSTRUCTORS ⇨	FLORES								
Mandatory Items (per FMA and Federal Law)									
ADA Notification	X								
Course Goals	X								
Grading Standards and Practices	X								
Tentative Schedule of Assignments and Tests	X								
Recommended Items (per Academic Senate)									
Course Name and Number	X								
Instructor, Office Location, Method of Contact	X								
Office Hours	X								
Available Assistance	X								
Course Catalog Description with Prerequisites	X								
General Education Attributes (where pertinent)									
Required Books and Supplies	X								
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies	X								
Attendance Policy	X								
Safety Instructions	NA								
Disclaimer Allowing for Reasonable Revisions	X								
Optional Items									
Semester Meeting Times & Room	X								
Teaching/Learning Strategies	X								
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog	X								
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism	X								
Student Bill of Responsibilities	X								

DATA COLLECTION
CORE REVIEW

B. SYLLABUS REVIEW
FOR: SLS 2900 (COURSE NUMBER)

INSTRUCTORS ➡	FLORES									
Mandatory Items (per FMA and Federal Law)										
ADA Notification	X									
Course Goals	X									
Grading Standards and Practices	X									
Tentative Schedule of Assignments and Tests	X									
Recommended Items (per Academic Senate)										
Course Name and Number	X									
Instructor, Office Location, Method of Contact	X									
Office Hours	X									
Available Assistance	X									
Course Catalog Description with Prerequisites	X									
General Education Attributes (where pertinent)										
Required Books and Supplies	X									
List of Supportive Materials (where available)	X									
Evaluation/Testing System & Policies	X									
Attendance Policy	X									
Safety Instructions	NA									
Disclaimer Allowing for Reasonable Revisions	X									
Optional Items										
Semester Meeting Times & Room	X									
Teaching/Learning Strategies	X									
Applicable Forms Pertinent to Course										
Reference to Student Policies in OCC Catalog	X									
Policy on Use of Computing Resources										
Description of Required Computing Skills										
Policy on Plagiarism	X									
Student Bill of Responsibilities	X									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1000	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100%
Course Goals	4	100%
Grading Standards and Practices	4	100%
Tentative Schedule of Assignments and Tests	4	100%
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	100%
Office Hours	4	100%
Available Assistance	4	100%
Course Catalog Description with Prerequisites	4	100%
General Education Attributes (where pertinent)	4	0%
Required Books and Supplies	4	100%
List of Supportive Materials (where available)	4	100%
Evaluation/Testing System & Policies	4	100%
Attendance Policy	4	100%
Safety Instructions	4	0%
Disclaimer Allowing for Reasonable Revisions	4	100%
Optional Items		
Semester Meeting Times & Room	4	100%
Teaching/Learning Strategies	4	0%
Applicable Forms Pertinent to Course	4	0%
Reference to Student Policies in OCC Catalog	4	100%
Policy on Use of Computing Resources	4	100%
Description of Required Computing Skills	4	0%
Policy on Plagiarism	4	100%
Student Bill of Responsibilities	4	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1001	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	2	100%
Course Goals	2	100%
Grading Standards and Practices	2	100%
Tentative Schedule of Assignments and Tests	2	100%
Recommended Items (per Academic Senate)		
Course Name and Number	2	100%
Instructor, Office Location, Method of Contact	2	100%
Office Hours	2	100%
Available Assistance	2	100%
Course Catalog Description with Prerequisites	2	100%
General Education Attributes (where pertinent)	2	0%
Required Books and Supplies	2	100%
List of Supportive Materials (where available)	2	100%
Evaluation/Testing System & Policies	2	100%
Attendance Policy	2	100%
Safety Instructions	2	0%
Disclaimer Allowing for Reasonable Revisions	2	100%
Optional Items		
Semester Meeting Times & Room	2	100%
Teaching/Learning Strategies	2	0%
Applicable Forms Pertinent to Course	2	0%
Reference to Student Policies in OCC Catalog	2	100%
Policy on Use of Computing Resources	2	100%
Description of Required Computing Skills	2	0%
Policy on Plagiarism	2	100%
Student Bill of Responsibilities	2	100%

DATA ANALYSIS
CORE REVIEW
B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1010	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100%
Course Goals	4	100%
Grading Standards and Practices	4	100%
Tentative Schedule of Assignments and Tests	4	100%
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	100%
Office Hours	4	100%
Available Assistance	4	100%
Course Catalog Description with Prerequisites	4	100%
General Education Attributes (where pertinent)	4	0%
Required Books and Supplies	4	100%
List of Supportive Materials (where available)	4	100%
Evaluation/Testing System & Policies	4	100%
Attendance Policy	4	100%
Safety Instructions	4	0%
Disclaimer Allowing for Reasonable Revisions	4	100%
Optional Items		
Semester Meeting Times & Room	4	100%
Teaching/Learning Strategies	4	0%
Applicable Forms Pertinent to Course	4	0%
Reference to Student Policies in OCC Catalog	4	100%
Policy on Use of Computing Resources	4	100%
Description of Required Computing Skills	4	0%
Policy on Plagiarism	4	100%
Student Bill of Responsibilities	4	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1020	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100%
Course Goals	4	100%
Grading Standards and Practices	4	100%
Tentative Schedule of Assignments and Tests	4	100%
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	100%
Office Hours	4	100%
Available Assistance	4	100%
Course Catalog Description with Prerequisites	4	100%
General Education Attributes (where pertinent)	4	0%
Required Books and Supplies	4	100%
List of Supportive Materials (where available)	4	100%
Evaluation/Testing System & Policies	4	100%
Attendance Policy	4	100%
Safety Instructions	4	0%
Disclaimer Allowing for Reasonable Revisions	4	100%
Optional Items		
Semester Meeting Times & Room	4	100%
Teaching/Learning Strategies	4	0%
Applicable Forms Pertinent to Course	4	0%
Reference to Student Policies in OCC Catalog	4	100%
Policy on Use of Computing Resources	4	100%
Description of Required Computing Skills	4	0%
Policy on Plagiarism	4	100%
Student Bill of Responsibilities	4	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1030	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	4	100%
Course Goals	4	100%
Grading Standards and Practices	4	100%
Tentative Schedule of Assignments and Tests	4	100%
Recommended Items (per Academic Senate)		
Course Name and Number	4	100%
Instructor, Office Location, Method of Contact	4	100%
Office Hours	4	100%
Available Assistance	4	100%
Course Catalog Description with Prerequisites	4	100%
General Education Attributes (where pertinent)	4	0%
Required Books and Supplies	4	100%
List of Supportive Materials (where available)	4	100%
Evaluation/Testing System & Policies	4	100%
Attendance Policy	4	100%
Safety Instructions	4	0%
Disclaimer Allowing for Reasonable Revisions	4	100%
Optional Items		
Semester Meeting Times & Room	4	100%
Teaching/Learning Strategies	4	0%
Applicable Forms Pertinent to Course	4	0%
Reference to Student Policies in OCC Catalog	4	100%
Policy on Use of Computing Resources	4	100%
Description of Required Computing Skills	4	0%
Policy on Plagiarism	4	100%
Student Bill of Responsibilities	4	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1040	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1045	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1050	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1100	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1150	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1211	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 1501	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

<i>Course Number SLS 1550</i>	<i>Number of Sections</i>	<i>Percent of Inclusion</i>
<i>Mandatory Items (per FMA and Federal Law)</i>		
<i>ADA Notification</i>	<i>1</i>	<i>100%</i>
<i>Course Goals</i>	<i>1</i>	<i>100%</i>
<i>Grading Standards and Practices</i>	<i>1</i>	<i>100%</i>
<i>Tentative Schedule of Assignments and Tests</i>	<i>1</i>	<i>100%</i>
<i>Recommended Items (per Academic Senate)</i>		
<i>Course Name and Number</i>	<i>1</i>	<i>100%</i>
<i>Instructor, Office Location, Method of Contact</i>	<i>1</i>	<i>100%</i>
<i>Office Hours</i>	<i>1</i>	<i>100%</i>
<i>Available Assistance</i>	<i>1</i>	<i>100%</i>
<i>Course Catalog Description with Prerequisites</i>	<i>1</i>	<i>100%</i>
<i>General Education Attributes (where pertinent)</i>	<i>1</i>	<i>0%</i>
<i>Required Books and Supplies</i>	<i>1</i>	<i>100%</i>
<i>List of Supportive Materials (where available)</i>	<i>1</i>	<i>100%</i>
<i>Evaluation/Testing System & Policies</i>	<i>1</i>	<i>100%</i>
<i>Attendance Policy</i>	<i>1</i>	<i>100%</i>
<i>Safety Instructions</i>	<i>1</i>	<i>0%</i>
<i>Disclaimer Allowing for Reasonable Revisions</i>	<i>1</i>	<i>100%</i>
<i>Optional Items</i>		
<i>Semester Meeting Times & Room</i>	<i>1</i>	<i>100%</i>
<i>Teaching/Learning Strategies</i>	<i>1</i>	<i>0%</i>
<i>Applicable Forms Pertinent to Course</i>	<i>1</i>	<i>0%</i>
<i>Reference to Student Policies in OCC Catalog</i>	<i>1</i>	<i>100%</i>
<i>Policy on Use of Computing Resources</i>	<i>1</i>	<i>100%</i>
<i>Description of Required Computing Skills</i>	<i>1</i>	<i>0%</i>
<i>Policy on Plagiarism</i>	<i>1</i>	<i>100%</i>
<i>Student Bill of Responsibilities</i>	<i>1</i>	<i>100%</i>

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2050	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2100	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2150	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2250	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2800	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS
CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number SLS 2900	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	1	100%
Course Goals	1	100%
Grading Standards and Practices	1	100%
Tentative Schedule of Assignments and Tests	1	100%
Recommended Items (per Academic Senate)		
Course Name and Number	1	100%
Instructor, Office Location, Method of Contact	1	100%
Office Hours	1	100%
Available Assistance	1	100%
Course Catalog Description with Prerequisites	1	100%
General Education Attributes (where pertinent)	1	0%
Required Books and Supplies	1	100%
List of Supportive Materials (where available)	1	100%
Evaluation/Testing System & Policies	1	100%
Attendance Policy	1	100%
Safety Instructions	1	0%
Disclaimer Allowing for Reasonable Revisions	1	100%
Optional Items		
Semester Meeting Times & Room	1	100%
Teaching/Learning Strategies	1	0%
Applicable Forms Pertinent to Course	1	0%
Reference to Student Policies in OCC Catalog	1	100%
Policy on Use of Computing Resources	1	100%
Description of Required Computing Skills	1	0%
Policy on Plagiarism	1	100%
Student Bill of Responsibilities	1	100%

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

Due to using a template format for all courses in the Sign Language Interpreter Program, any inconsistencies in format or inclusion of required items can be easily remedied and sent to the adjunct instructors via new templates. One item noted is that the FERPA notification will need to change to the senate approved FERPA statement in 2009-2010, and moved to a prominent position on the syllabi. The ADA notification, while included in all syllabi, could also be moved to a more noticable position.

Other than the above two items, cleaning up some grammatical errors and some repetitive language will make the syllabi more concise and clear.

Appendix C: Enrollment Trends, Student Retention and Dashboard Data

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Annually, the number of credit hours has been steadily increasing. This is due in part to the relative youth of this interpreter program. Continued communication with current and prospective students will be critical in maintaining the growth in this area.

One critical weakness is that we have a clear issue with percent of sections filled to capacity. More appropriate scheduling of courses, and consideration of which courses should have multiple sections, should begin to address this issue.

Enrollment growth, which grew in past years, is experiencing a decline in rate. This area will need to be addressed by better advertising the program to current and prospective students, and may in part be influenced by the current economy.

Program Highlights:

Since 2000-01, the annual number of credit hours has been increasing and in 2007-08, the program generated a historical high of 2,585 credit hours. This places Sign Language as the 35th largest curriculum in the college in terms of credit hours. Moreover, since the Sign Language Interpreter program's inception in 2004-05, there has been a total of 7 Associate Degrees awarded, six of which were in 2007-08.

The overall composite dashboard score for this program has remained consistently high over the past four years, ranging between 9.10 and 9.40. With a dashboard score of 9.24 in 2007-08, the program ranked 30th highest out of all curriculum at OCC.

Among the seven dashboard measures, only one, "the percent of sections filled to capacity", has consistently fallen below the established benchmark trouble score of 75%, as well as below the college-wide average of 85.6%. Meanwhile, a second measure, "credit hour trend ratio", continues to indicate enrollment growth; however the rate of growth has been declining over the past four years. This trend should be closely monitored and appropriate steps taken in order to stabilize the rate of decline.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

The program is doing well in this area; we can continue to encourage and support minority students seeking interpreter education by identifying and being responsive to their needs. Recruitment of students from all socioeconomic levels and cultural backgrounds will be continued.

Program Highlights:

The percent of minority students has been steadily growing over the past four years and at 23% in 2007-08, it's nearing the college-wide average of 29%.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The percent of withdrawals over the past four academic years is at 9.3, nearly two-thirds of the trouble score of 15%. However, this does indicate a need to properly counsel students at all stages of their progress through the program. If students are informed of the requirements of the courses well in advance, and understand the skills and knowledge necessary to support their interpreter education, then fewer students would find the need to withdraw from courses.

Percent of Incompletes is at 0.08%, one-third of the trouble score of 3.0%. The program has seen a decrease in the number of incompletes given to students, due in part to better education of the adjunct faculty on the use of such scores. However, this area must be monitored in order to keep the number of incompletes at an appropriate level.

A major highlight of this program is the student course completion rate, with 83% completing courses with a "C" or better. The college average is 67%. This indicates high student motivation, especially in the second year courses, where students tend to be highly committed to achievement. However, it also indicates a need to continue benchmarking student completion rates in order to determine if curriculum in some courses requires adjustment to be more challenging.

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

While the program is doing very well in two areas, percentage of minority students and student course completion rate, the sections filled to capacity have consistently fallen below the college-wide standard. Efforts to stabilize this area will include offering fewer sections of some courses, communicating with students in the early courses to encourage them to continue into the second year of the program, and better counseling of students on the aptitudes necessary to be successful as an entry level interpreter.

Additionally, consistently marketing the program to current and prospective students by attending college fairs, visiting classrooms to provide education and counseling on the program and prospective employment opportunities, developing targeted mailings to prospective students, and community outreach efforts, will help in enrollment and retention of students.

**See electronic PDF documents entitled
“SLS Dashboard 2007-08 “**

**”SLSg” and “SLSt”
printed copy of narrative report from the Office of Assessment & Effectiveness**

Appendix D: Data Collection Forms and Summary

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

Establish a language learning lab (or instructional system) similar to the one that Madonna University has made available to their students. A suggestion was made that if a lab is available for extracurricular use, it be staffed by a Deaf or Hard of Hearing person in order to allow students natural language exposure in ASL.

Funding to allow ASL instructors to attend the American Sign Language Teachers Association (ASLTA) conferences and workshops for continuing education.

Trainings on the pedagogy within books used in the sign language classes (Signing Naturally 1, 2 and 3).

Require the book *Journey into the Deaf-World* for SLS 1501, Deaf Culture and History.

Increase library resources for sign language and interpreting students. Order DVDS, CD-ROMs, and texts on the subjects of deaf culture, audism, interpreting skills, storytelling, and practice materials for students in the second year courses.

Make funding available for the Sign Language Interpreter Program to host workshops for students and working interpreters at least once per semester if not once per year, as a strategy to showcase the program and OCC, and recruit students.

Ensure that tutors are available at all campuses for students.

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Guest speakers

Field trips

Offer advanced level classes at the orchard ridge campus.

Add courses as follows:

Require a new class, Introduction to Sign Language Studies before SLS 1001, Orientation to Deafness, and SLS 1000, ASL 1.

Deaf literature

Deaf drama

Deafness and community resources (related state and federal law, ADA, systems such as education, vocational rehabilitation services, community mental health programs for deaf persons, service agencies and etc).

Deaf/blind

Hospital/medical

Religious

Field experience

Advanced sign language vocabulary course

Educational interpreting course

Senior seminar class

**DISCIPLINE/PROGRAM NEEDS AND RESOURCES
REVIEW SUMMARY:**

Our department is currently working on purchasing a language instruction and lab system that would allow for both enhanced classroom instruction and for the use of the classroom extracurricularly as a language lab. We do not currently have funding (nor do I anticipate being given funding) for adjunct continuing education outside of the use of the PDTC. However, I do believe we could provide training on teaching the courses in the program, either by providing a workshop presented by an external expert, or a peer to peer instructional workshop on pedagogical methods. This would be relatively easy to implement and would enhance standardization of instruction across the ASL classes.

The program coordinator recognizes the lack of materials in the library and has been working with the library faculty to add to these resources; our program has purchased and donated multiple items, and has sent a list of proposed items for the library to consider purchasing.

Materials related to specific courses can always be updated or changed upon consultation with the program coordinator.

The program instituted lab fees in 2008-2009, and thus, guest speakers can be engaged for any course in the program. Field trips can also be planned according to college rules, and funded via lab fees as appropriate. The program coordinator will educate the adjunct faculty on the processes for both of the above requests.

Offering advanced level courses at other campuses is an idea that can be revisited from time to time; presently, all of the required advanced level courses will continue to be scheduled at Highland Lakes, but some of the elective topics courses might be offered at other campuses based on student request and adjunct availability.

In addressing the courses suggested, some can and will clearly be offered via the newly instituted elective Topics courses. Three course suggestions, addition of an introduction to sign language studies, field experience, and senior seminar, would be duplications of already instituted structure. For example, Orientation to Deafness is satisfactory as an introduction to the field; field experience is covered formally in SLS 2900, Internship, and also as a part of the curriculum in courses SLS 1550, 2050, 2150 and 2250. Senior Seminar is traditionally a course in a 4-year institution and beyond the scope of the 2-year interpreter program; however, students do complete projects in SLS 2050, 2250, 2800 and 2900 that could be considered portfolio or capstone experiences. Formalizing a portfolio project that ties together the first and second years of the program is a project the coordinator will consider.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

It would be quite helpful to send the ASL instructors to ASL TA (that has training course which would probably given the instructor an communized sign languages- some have been changed due to the "political correction/ or objective signs (that is probably older sign in the past)

Books such as Natural signing would be enhanced if we can have some kind of connections with those authors with some understanding of the materials (some are not quite clear to me?) and would enhance our teaching skills. (Some examples shown on those teacher manual aren't quite clear)

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Pretty much same as above- however, having additional mentors (for instance Auburn Hills) for those who needed additional assistances (some are unable to go to HL campus).

Having additional deaf individuals coming to our class for demonstrations/skills enhancements, and also having additional trips to events (such as deaf coffee event, theatres, youth training programs- some students needs to be "motatived")

Please return to Kelly Flores at Highland Lakes Campus by 1/19/2009.
 Name Campus Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

I used the Deaf Culture and History class that book called, "Journey into the Deaf- World" because it helped me to find a lot of information about the current century. The Deaf heritage is a good book for old century that we can share to class. The students need to know what was happened in 1700's century and current century. That's why I used it both of the books and the students will benefit to learn from both of them. I tended to make the copy the book that I had and handed to students.

We might need to order the poetry as Peter Cook, Rose Lee and other actors if you decide to add the class- ASL drama or ASL literature.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

NEED to have Text Paragraph for GLOSS because I don't have a time to teaching the gloss, it is take lot of time to teaching them to step by step. I couldn't to do during the ASL 1-6 because there is a lot of information they need to learn to cover the course by requirement. I am trying to my best to teaching GLOSS during the class but it wasn't an enough time to teaching them. I already concerned my time to teaching the vista books and GLOSS by end of semester.

I think students need to take the class Introduction to Sign Language Studies while they took ASL 1. They need to learn emphasis on Sign Language structure, history, and usage. Discussion o a social cultural perspective o deaf people including reading from anthropology, sociology, linguistic, education, and American attitude toward Deaf culture and language. It will nice to take Introduction to SLS before the class- Orientation to deafness.

Students can elective the classes for their interesting- DEAF LITERATURE, DEAF DRAMA, DEAFNESS and COMMUNITY RESOURCES (related State and Federal law, ADA, systems such as education, vocational rehabilitation services, community mental health programs for deaf person, service agencies and etc.

Since you told me that the department approve the TOPIC- I think it will be add to the classes- Interpreting in Specialized Setting- which interpreters are expected to function. A range of interpreting settings and situations will be presented including: deaf/blind, hospital/medical, religious and others.

I think it will be to add the class- Field Experience (not teaching or mentoring) that students need to observation and/or practicum in Sign Language interpretation, instruction, community service agency, education program or related area. So they students need to add the maintenance of daily log and placement with on-site personnel. It will students improve their signs skills if they want to become an interpreting.

Suggestion to take seminar senior class (not full of classes- maybe 3 times a semester) before they graduate, so beginning of students will might like to listen their presentation about their experience.

Please return to Kelly Flores at Highland Lakes Campus by 1/19/2009

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

Library resources are needed. When students are given assignments to explore different areas of Deaf culture, they are limited to the internet most of the time. There are many well written books and DVDs available to add to what they are learning in the classroom. Often videos may be used in the classroom and then discussion takes place. Students will ask if the videos are available to review again on their own and they are not. This impedes the students who want to expand their knowledge of the Deaf community by limiting them to internet resources. Books and DVDs on Deafhood, Audism, etc. would be a wonderful resource for the students.

Stimuli materials for receptive and expressive practice are needed to assist students desiring to improve their skills. There are limited materials available for use in the library on campus. Students need to be able to check out these materials to take home to spend more time analyzing the content, videotaping themselves copying the models in the videos and critiquing their own work. Their ability to do this is restricted in the library or ASC environment.

Many materials were purchased for the SLS program with the grant dollars as the program was being established. These are available for instructors to use. To have additional copies plus even newer materials available for students to take home will strengthen their skills.

With these materials available, assignments outside of the classroom can be given to train students how to do independent studies, which will be a professional skill that will be beneficial when they are certified and are required to accrue CEUs.

Materials recommended can be found at www.harriscomm.com, www.signs-of-development.org and www.signmedia.com.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

I would like to see specialty workshops and/or Topics classes specific to different interpreting settings. Examples would include educational K-12, post-secondary education, VRS, medical, theatre, etc.

Mentoring has been successful to prepare students who have taken their certification test and have passed. This program needs to be continued and even enhanced to prepare students who graduate from OCC to become employed in the interpreting profession.

Please return to Kelly Flores at Highland Lakes Campus by 1/19/2009.
 Name Campus Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

A great resource for our program would be a Technology Lab similar to Madonna University's Sign Language Studies program. This lab consists of computers with web cams mounted on the top of the monitor. Students are able to record themselves signing and or voicing a lesson. They can send it to their instructor for feedback. Also, the student is able to see what themselves interpreting.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Offer advanced level classes at the Orchard Ridge campus.

Please return to Kelly Flores at Highland Lakes Campus by 1/19/2009
Name Campus Date

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

OCC desperately needs an ASL Lab for the ITP/SLS students and staff. The lab would serve as a resource area for the students and staff offering written and videotaped materials to be used as supplemental aids. In addition, the lab should have areas available where students could view visual tapes/DVDs or listen to audio tapes and be able to videotape themselves for class projects and individual development. Although smaller in scale than the computer labs on campus, it would be beneficial if it were "open" and available for use the same hours that the computer labs are open. There should also be a small area in the lab where students could network and mentor each other. I believe the ASL lab should be staffed by a Deaf/HOH individual so the students would have the opportunity and benefit of having a native language user available to answer questions concerning sign language vocabulary and Deaf Culture and as a role model/mentor.

I feel OCC's ITP needs to offer workshops once a semester, or even, once a year. There are many topics that would benefit the students and working interpreters in the Oakland County area. This would also showcase the Interpreter Training Program and OCC, encouraging individuals who are not currently students to register for classes.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

- Educational Interpreting course
- Advanced sign language vocabulary course/workshop(students keep requesting this...I think this would encourage working interpreters to enroll at OCC to keep current and advance their vocabulary knowledge)
- "New" in '09 workshop
 - ASL is an evolving language...current technology signs, political signs, new slang signs

Please return to Kelly Flores at _____
Name

Highland Lakes Campus _____
Campus

by 1/19/2009 _____
Date

Appendix E: Input from Internal & External Community

See PDF documents called

“AMERICAN SIGN LANGUAGE PROE REPORT FACULTY EVALUATION WINTER 2009”

“AMERICAN SIGN LANGUAGE PROE REPORT STUDENT EVALUATION WINTER 2009”

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.

Faculty Perceptions of Occupational Programs Analysis

The sign language interpreter program is clearly doing well in meeting the expectations of the one full time and several adjunct faculty. They are generally satisfied with the quality of instruction, course offerings, and their communication to and from the program coordinator in suggesting changes and receiving information. In addition, the faculty generally agrees that the courses prepare students for the workforce and that students are well prepared for the rigors of the program. Thirteen percent are satisfied with the direction of the program based on student feedback, while sixty-two percent are satisfied with the direction of the program because it does prepare students for the workforce. They see a strong commitment to student success throughout the program. However, the faculty and adjuncts were neutral on the academic challenges for students in the program, and to the program itself being more competitive with other similar programs offered by other institutions.

The final two areas, academic challenges, and competing with other programs, could be addressed by examining the curriculum in order to institute changes necessary to increase both of the above areas. In addition, targeted marketing of the program, as it is a relatively new program, would help to increase brand recognition; addition of the accreditation provided by the Commission on Collegiate Interpreter Education would also increase that recognition and ability to compete with other programs.

Some of the open-ended comments included suggestions related to materials used in the courses; this is an ongoing process. For example, the Signing Naturally series that we use recently published a new partial edition of the first book. We have purchased enough of those texts for the instructors in the SLS 1000 and SLS 1010 courses so that they can evaluate and integrate the new materials into their courses before we change the materials used.

Other comments discussed adding more elective courses, which was completed by the addition of a topics course series that can be used to provide education to students on specialty interpreting areas, and language/culture specific areas such as ASL arts and literature.

One suggestion was to install a language lab, or language instruction technology, similar to the one that Madonna University provides for their students. Our department is in the process of seeking approval for budget funding to do so and hope to have the project completed for the 2009-10 school year.

Aligning the curriculum with National Interpreter Education Standards through curriculum revisions is already in progress given the approval to begin seeking Commission on Collegiate Interpreter Education accreditation in the 2009-10 school year. Some of our adjuncts would like to see more full time positions in the Sign Language Interpreter Program. This is an item for future Communications/Humanities discussion as we evaluate the needs of the program. They also suggested office hours availability, and frankly, this is an area that the college could better address by providing adjunct offices and making the expectation of office hours a standard for both adjuncts and faculty.

Student Perception of Occupational Programs Analysis

Students clearly perceive their instructors to be very knowledgeable, qualified, and committed to their success; in addition, they are satisfied that the program is meeting their needs, preparing them for the workforce, and are satisfied with their course of study. They do not want to change their course of study or transfer to another institution due to dissatisfaction with the program. They also generally agree that they are informed about the program. Overall, they are very satisfied with the program.

In the open-ended responses, students indicated that they don't always receive consistent information from counselors. The program coordinator has been working with the counseling departments on all campuses via regular meetings, presentations, and updates to program information, which should remedy some of the issues students have reported.

Students would like to see improvements in course scheduling, course offerings, and more courses offered at other campuses. The program coordinator has been working with the department chairperson to remedy some scheduling issues; however, as discussed above, the key courses of the second year of the program will remain at Highland Lakes although some of the new topics courses might be offered at other campuses. This will be reevaluated should program growth indicate the need.

They report that some course goals are not as clearly defined as they would like, and that some instructors are less organized than others. This clearly indicates the need to review and revise syllabi, and to provide support to adjuncts in the form of continuing education. Student satisfaction with specific courses and instructors is gathered each semester using course evaluations, and that information is used to initiate conversations with adjuncts on strengths and weaknesses.

Students clearly want help in finding support through mentoring and tutoring; having consistent tutors available at each campus should assist them in this need. The second year program has a mentoring component, and students are introduced to professionals and community members through a variety of means.

Class size was mentioned, and interestingly enough, declared to be too large. However, most courses in the program are 27 seat courses with only a very few holding 37 students, and they rarely fill to that capacity. I suspect that the issue was with a specific course, SLS 1150, which was indeed filled to capacity for the first time in years.

Educating students on the aptitudes necessary for success in the program, and providing some means for redirecting students who are unsuccessful was suggested. This could be instituted by not only education of students as discussed above, but also by requiring a certain grade in order to move forward in the program ("c" or better is often the benchmark mentioned and used by other programs at OCC and in other interpreter education institutions).

Students would like to be able to prepare for the several certifications available, and this is indeed being instituted, although the entry-level interpreter is usually not ready to take an exam other than the Michigan Quality Assurance, which provides them with initial qualifications necessary for employment. However, the newly instituted topics courses will be used to provide additional education in the other major certification exams.

Students also expressed interest in having language-learning technology, such as a language lab, available for their use. Again, the department is pursuing this.

They expressed dissatisfaction with the tracking nature of SLS courses; some courses are only offered once per year. However, this is typical of an interpreter education program (and indeed, many other programs of study), in which the courses progress

over the second year in a linear fashion, and has been recently reinforced by the program coordinator. This will allow for increased sections filled to capacity, and a dependable schedule. Dissatisfaction with this aspect of the program will most likely decrease as this change becomes status quo.

Students consistently asked for the higher level courses to be offered at other campuses; there is a perception of Highland Lakes being too inconveniently located. However, the program is at this time based out of Highland Lakes, and until program growth allows for multiple sections of the upper level courses, or the decision is made to move the program elsewhere, the upper level courses will continue at the Highland Lakes campus.

Students expressed dissatisfaction with the courses SLS 1001, Orientation to Deafness, and SLS 1150, Beginning Sign to Voice. The SLS 1001 curriculum will be examined to determine if changes are necessary. SLS 1150 is one of the beginning interpreting courses, and is historically (based on my experience in this and another program) a consistently difficult course for students because it requires them to not only comprehend their second language, but to process it for interpretation into English. It adds a layer of complexity that can be a challenge to students. While we are examining additions to this course curriculum that will support this transitional period, I suspect that it will continue to be one of the most challenging courses in the program.

Advisory Committee/Industry Perceptions of Occupational Programs Analysis

N/A – no advisory committee (in process)

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

Adjuncts and students are generally satisfied with the program. This program is lacking an advisory board, and action is being taken to institute the advisory board as soon as possible. Professionals, community resources, and students have been identified and will be invited to join the advisory board.

Appendix F: Comparable Courses/Programs and Trends

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Answer the following questions.

List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)

For all of the institutions below, see following listing of transfer equivalencies

Central Michigan University

Eastern Michigan University

Ferris State University

Michigan State University

Oakland University

Saginaw Valley State University

Wayne State University

List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

Oakland University - students who graduate with an Applied Science degree in Sign Language can transfer to receive a General Studies degree.

Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

- The latest labor market data indicates that the Sign Language Interpreter and Translator occupation is projected to see little growth over the next five years in the Southeast Michigan region. The occupation is expected to experience stagnancy in this time frame, with less than 30 new and replacement job openings projected.

Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

The Registry of Interpreters for the Deaf, Inc., has instituted a policy of requiring by June 2009 an associates degree, and by July of 2012, a bachelors degree, in order to sit for any national certification.

The State of Michigan has amended "The Deaf Person's Interpreter Act", PA 204, amended 2007, to require interpreters to possess proper credentials in order to be legally employed as an interpreter.

Additionally, the rapid spread of video relay services, in which interpreters use video phones to interpret phone calls between people who use American Sign Language and people who use English, continues to provide employment opportunities in Michigan and elsewhere. The establishment of 2 or 3 new call centers in Michigan is an indication of growth in this specialty area of interpreting.

Educational interpreting continues to be an area of need; deaf and hard of hearing students are often placed in public schools and thus require interpreters. This is often the first level of employment for an interpreter program graduate, and a certification has been developed for the K-12 interpreter. Thus, students can choose to study for this certification and upon graduation, gain employment in the public school system.

See PDF and Word Documents entitled:

CMU

EMU

FSU

MSU

OU

WSU

SVSU

G. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

Discuss how does your program serves transferring students.

Our interpreter program could better serve students by setting up formal articulation agreements with colleges and universities that would allow our students to receive a bachelor's degree in interpreting or a related field. The program coordinator is in talks with Madonna University, the only four-year sign language studies program in Michigan, on how to best accomplish a 2 + 2 agreement that will serve our students. In addition, Sienna Heights University has a 3 + 1 agreement with Lansing Community College, and is interested in pursuing the same with other interpreter programs as well. The program coordinator is also pursuing an agreement with Sienna Heights University. Students can transfer to Michigan State University to pursue a degree in Deaf Education, and while not all of the courses apply to that degree directly, they do benefit the student who needs a high degree of fluency in American Sign Language as one of the requirements of that particular degree.

Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.

The only formal articulation agreement is with Oakland University, and is a general acceptance of our Associate in Applied Science degree that allows students to pursue a General Studies Bachelor's degree. Clearly this is an area for focus and improvement in the near future (see above discussion).

Discuss employment opportunities for students in both the current and future job market.

While the industry might not have a large growth trend, there is a great shortage of interpreters due to the amount of specialized abilities involved in the profession including language fluency, interpreting skill, critical thinking and situational analysis, and business acumen. Interpreters are needed in K-12 and postsecondary education, community (medical, legal, professional, and theatrical) interpreting, and the newest addition to our field (in the last 8 years), video relay interpreting. Students have many opportunities for employment upon graduation and successful achievement of credentials through certification exams.

Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

Topics classes will assist students in preparing for certification exams at the national level and in the educational arena. In addition, these topics classes will be used to further educate students in specialty areas such as video relay, community, and educational interpreting. Our program will aggressively pursue articulation agreements with four-year institutions so that our students can achieve the degree they will need in order to achieve national certification.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

Clearly, many courses do transfer to Michigan four-year institutions, and we have one general articulation agreement with Oakland University. However we are greatly lacking in the ability of our students to transfer into a four-year program of study in interpreting or a related field. This will be a major focus of the program over the next year.

Appendix G: Outcomes Assessment Data Collection Form

OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.

How have you used the findings from your Program Assessment to improve your program?

From the program highlights:

- In terms of assessing student learning, the Sign Language Interpreter program has articulated five learning outcomes and five benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet.
- During 2008, all five benchmarks were assessed as scheduled and four out of the five benchmarks were attained. For the benchmark that was not met, the proposed changes included modifications to the learning outcome, the benchmark, and the assessment method. These modifications are expected to be a more accurate measure of the percent of graduates who attain the benchmark.

What revisions to your Program Assessment Plan would you suggest?

Given the relative youth of our Program Assessment Plan (1.5 years old), no revisions should be implemented currently; after gathering data for a minimum of one more year, but preferably two years, we may begin to see trending that suggests further assessment revisions or additions.

Discuss the SAGE findings that apply to the instruction in your Program.
Obtain these findings from the Office of Assessment & Effectiveness.

Only one course in the program currently satisfies general education requirements, SLS 1030. Given the recent transition from Attributes to Outcomes, the detailed information used to complete those documents will be used in the 2009-10 academic year to assess the outcome of "Communicate Effectively". Previous reporting on the attribute was not done during the current program coordinator's employment, although SLS 1030 is one of the courses on which a benchmark is established, and that assessment has been completed as scheduled.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

The program has instituted Program Assessment, examined findings, and altered assessment pieces and/or course materials as necessary for consistent student achievement. The program will also assess for General Education Outcomes in the 2009-10 academic year.

Appendix H: CCIE Information

See PDF documents entitled:

“[http__www.ccie-accreditation](http://www.ccie-accreditation)”

“National_Interpreter_Standards_%20Rubric”

Appendix I: Excerpt from Supply and Demand for Interpreters for the Deaf and Hard of Hearing in Michigan

Supply and Demand for Interpreters for the Deaf and Hard of Hearing in Michigan

Michigan Department of Labor and Economic Growth, Division on Deaf and Hard of Hearing

Michigan Department of Education June 2006

For full report, please visit the following link:

http://www.michigan.gov/documents/cis/Interpreter_Supply_and_Demand_Final_Report_185252_7.pdf**Conclusions and Implications**

This study is concerned with the current and future supply and demand for interpreters for the deaf and hard of hearing in Michigan and consideration of the impact changes in the requirements for interpreters for the deaf and hard of hearing may have for both the supply and demand in the future. Changes in the demographic characteristics of Michigan's deaf and hard of hearing population, the emergence of new technologies and the adoption of these technologies within the deaf and hard of hearing community, and the efforts of Michigan's officially recognized interpreter training programs (ITPs) are all important influences on the future supply and the future demand for interpreters for deaf and hard of hearing people in this state. Where appropriate, these factors are identified in order to help explain the trends that have been introduced in earlier sections of this report, and they will be used to help frame the implications for the deaf and hard of hearing community and the availability of interpreters for the deaf and hard of hearing in the future.

Conclusions

The results of this study lead to five major conclusions:

1. The demand for interpreters for the deaf and hard of hearing in Michigan will continue to grow over the next 25 years despite a slow decline in the number of school-age deaf and hard of hearing children in Michigan. Factors contributing to growing demand will include:

- The impact of the No Child Left Behind Act (NCLB), the Americans with Disabilities Act (ADA), and the Educational Interpreters Proficiency Assessment (EIPA) guidelines.
- The expansion of video relay service (VRS) and other new communication services for the deaf and hard of hearing.
- The aging of the deaf and hard of hearing population and the growing need for interpreters in health care settings.

2. Interpreters for the deaf and hard of hearing in the future will need to be better educated, more experienced, and have more specialized knowledge and skills, and they will be required to meet more stringent certification criteria than in the past.

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for the Deaf in Michigan**

3. There is a serious shortage of interpreters for the deaf and hard of hearing in Michigan, and it will take between 15 and 20 years for the supply of interpreters in Michigan to close the gap with demand.

4. Shortages of interpreters for the deaf and hard of hearing will continue to be greatest in the less densely populated rural and northern sections of Michigan.

5. Education programs for prospective interpreters for the deaf and hard of hearing will need to include more practical, "real world" experience as part of their training and their preparation for certification.

The initial conclusion is that the future demand for interpreters for the deaf and hard of hearing in Michigan will continue to grow for the foreseeable future. Despite the fact that virtually all of the population growth of deaf and hard of hearing individuals will be among adults and, in particular, older adults, the demand for interpreters working with children in K-12 education is also expected to grow. Even with flat or slightly declining numbers of deaf and hard of hearing children in Michigan schools in the future, increasingly stringent guidelines for educational progress among all students—including deaf and hard of hearing students—will require growth in the numbers of interpreters working with deaf and hard of hearing children in schools (and elsewhere) as well as more education and higher levels of certification for interpreters to qualify for work in the schools.

The growth of VRS and the aging of the deaf and hard of hearing population in Michigan will also contribute significantly to an expanded demand for interpreters beginning now and extending into the foreseeable future. VRS usage is currently only at about 10% of the deaf and hard of hearing market potential, and growth will continue as the freedom and flexibility this technology provides to sign language users within their everyday lives deaf and hard of hearing people in their everyday lives stimulates expanded usage. The lack of a fee to use this service is also helping to stimulate the use of this service and, hence, the need for growing numbers of highly qualified sign language interpreters who are available 24 hours per day, 7 days a week. The aging of the deaf and hard of hearing population and the predictable rise in the use of health care services of all sorts will also expand the demand for highly qualified interpreters as deaf and hard of hearing baby boomers age and become ill or infirm. Both of these stimuli, however, require highly qualified interpreters. The Federal Communications Commission allows only the

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most qualified interpreters to provide VRS, and the demands of health care not only require qualified interpreters but will also require that interpreters have the requisite knowledge of medical terminology and health care issues in order to meet the needs of both deaf and hard of hearing patients and their health care givers.

The second major conclusion, therefore, is that all three trends that are leading to a need for more interpreters for the deaf and hard of hearing in Michigan are also leading towards interpreters who, typically, will have a better education, more experience, and more specialized skills than their predecessors.

The third, and perhaps most important, conclusion of this study is that the supply of interpreters for the deaf and hard of hearing is not large enough to meet current demands, and that this shortage will continue for the next 20 years. In the short term, the gap between the demand for interpreters and the supply of qualified interpreters in Michigan may be exacerbated somewhat as VRS providers in Michigan successfully compete for both more experienced and qualified certified interpreters as well as the most proficient newly graduated interpreters. Sorenson Communications, for example, is most eager to recruit interpreters with five to ten years of experience and who are RID (Registry of Interpreters for the Deaf, Inc.) certified to work in their Ann Arbor facility. Interpreters with Michigan QA II or QA III are also being recruited, according to informants who represent the company, and they are also hiring new graduates who they judge have a lot of potential. As mentioned earlier, Sorenson Communications provides extensive training to its employees in order to upgrade their skills and to prepare them for higher levels of certification.

Logic dictates that this recent demand for interpreters to work in a stable work environment in which interpreters are treated as professionals and are rewarded with good salaries and employee benefits will ripple through the ranks of interpreters working in other sectors of the economy, thus possibly creating even greater shortages in the schools and elsewhere. However, it should be pointed out that VRS employment in Michigan is located only in Ann Arbor and Flint at the present time, and both of these areas have relatively large numbers of deaf and hard of hearing people and fairly robust supplies of interpreters for the deaf and hard of hearing. In addition, as some key informants explained, interpreters for the deaf and hard of hearing who are employed

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as full-time interpreters in the schools—especially in southeastern Michigan—often typically have steady employment, are paid regular salaries with benefits, and often choose to work in education because of their devotion to deaf and hard of hearing children. Therefore, it does not appear that large numbers of the core group of interpreters in K-12 education are migrating from education to VRS.

This is not meant to imply that there are no supply shortages or that these shortages may not get worse before they are addressed properly. Key informants indicated that some of the most serious shortages of interpreters in southern Lower Michigan occur when school districts need to replace regular interpreting staff temporarily due to sick leave, childbirth, or other temporary absences. Highly qualified interpreters to fill in these temporary openings are usually reportedly very hard to find. Finally, it should also be pointed out that despite the rapid growth of VRS, their need for interpreters is not infinite. With greater market penetration, the growth of VRS will eventually slow down, and growth in the growing demand for additional highly qualified interpreters will also slow down. Growth in demand for VRS interpreters is also limited by the fact that some deaf and hard of hearing people do not use sign language, thus making this service irrelevant for them.

The fourth conclusion is that the shortages of highly qualified interpreters in the short run will continue to be felt most profoundly in the less densely populated northern sections of the state. Deaf and hard of hearing children are often isolated in these communities and school districts have had difficulty finding certified qualified interpreters to serve their needs. In some cases, this has led to hiring of paraprofessionals who are of less qualified, less certified, and less educated than required by current state guidelines to work in classrooms with deaf and hard of hearing children. With the imposition of more stringent NCLB guidelines regarding the availability of appropriate educational services for all children, regardless of their special needs, school districts throughout Michigan will need to find and be willing to pay for more qualified interpreters. The only alternative available should qualified interpreters not be available to deaf and hard of hearing children in out-state regions will be enrollment in centralized programs within their own intermediate school district or enrollment in the Michigan School for the Deaf (MSD). School districts that do not wish to be in violation of NCLB, ADA, or EIPA guidelines

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and that do not wish to lose the revenues associated with these children if they attend school elsewhere, will redouble their efforts to provide qualified interpreters.

The fifth conclusion of this study is that the future supply of qualified interpreters for the deaf and hard of hearing will have to be better educated and have more practical, "hands on" experience before they can be employed. The supply of interpreters will eventually catch up with the demand, but the elimination of this gap may take between 15 and 20 years at current rates of enrollment and graduation. As each of the directors of Michigan's ITPs pointed out, despite relatively large numbers of enrollees in their introductory classes, the increasing difficulty of higher-level courses and the need for students to immerse themselves into deaf and hard of hearing culture over time winnows those students down to only a small fraction by the end of their respective programs. A related concern among the directors of the three programs is that their graduates are not fully prepared to work as interpreters when they complete their two-year or four-year programs.¹⁸ Each of the program directors indicated a need for additional training and experience, especially experience that could be gained mainly through an internship or a work experience equivalent to student-teaching experience.

Implications

The preceding conclusions lead to several important implications for the overall health and welfare of Michigan's deaf and hard of hearing population and, in particular, the education of deaf and hard of hearing children in Michigan schools.

□ Interpreters have been important for full and equitable participation by deaf and hard of hearing people throughout American society for decades. The importance of interpreters for the deaf and hard of hearing, especially for deaf and hard of hearing students in K-12 education, will be more important than ever in the years to come. There are several reasons for this that came to light during the course of this study. Of immediate importance, but by

¹⁸ Although Madonna University offers a four-year degree in deaf studies that includes classes in American Sign Language and deaf culture, they do not offer a four-year degree in interpreting for the deaf and hard of hearing. Programs at Mott Community College and Lansing Community College lead to two-year degrees in interpreting for the deaf and hard of hearing.

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no means the only reason, is that NCLB guidelines for providing the most appropriate services for educating deaf and hard of hearing children will impose higher standards on the qualifications of interpreters for deaf and hard of hearing children in schools, and it is likely that the penalties for noncompliance will be much more stringent and more strictly enforced than ever before.

Beyond this is another factor that is partly the result of cultural changes but also partly the result of emerging technology. Key informants have made it clear that the career opportunities available to deaf and hard of hearing individuals and the career choices made by deaf and hard of hearing people today are considerably broader than in the past. One key informant, in fact, bemoaned the fact that fewer deaf and hard of hearing people are going into deaf and hard of hearing education than in the past as college-educated deaf and hard of hearing people are taking advantage of greater openness to hiring them in business, industry, the professions, and elsewhere. This is partly attributable to the ADA, but informants also attribute this largely to the advent of the Internet, cellular telephones, and the opportunities that have emerged with the availability of broadband communication.

VRS technology would not exist without broadband Internet connections, and VRS has reportedly allowed members of the deaf and hard of hearing community much greater freedom to conduct their own affairs and work with less dependence on the physical presence of interpreters for communication than ever before. Perhaps even more important is the availability of e-mail and text messaging using new broadband technologies. E-mail was mentioned by informants several times as, perhaps, the most important technological innovation that has contributed to integrating deaf and hard of hearing people into a variety of new work settings and industries. In addition to that, text messaging on mobile phones or personal digital assistants allows deaf and hard of hearing people the same flexibility to communicate without relying solely on a hard-wired communication devices. Mobile telephones with integrated QWERTY keyboards are becoming more prevalent and contribute to this phenomenon.

The ability to acquire employment in more diverse settings where these devices help deaf and hard of hearing people communicate more effectively and, ultimately, achieve the same levels of success as hearing people, however, requires greater educational preparation. For

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the majority of deaf and hard of hearing students in Michigan who do not and will not attend the MSD, a larger number of more highly qualified interpreters and more skilled interpreters within individual school districts or the intermediate school district will be needed if (1) the schools hope to remain in compliance with the new NCLB and EIPA guidelines, and (2) they are to fulfill their obligation to provide deaf and hard of hearing children with the same level of education they provide other children in order will need to qualify for college and employment.

□ The second implication is that interpreters for the deaf and hard of hearing will continue to be important intermediaries between deaf or hard of hearing people and hearing people despite the increasing availability of new technologies. Beyond the obvious need for additional interpreters to provide VRS interpreting at all times, VRI services that provide remote access to interpreting services on demand will likely require additional interpreters as this technology gains greater acceptance. In addition, there will still be a need for well-trained and highly skilled qualified interpreters to work on site in many settings where technology is not necessarily the best alternative or where more personal or intimate interpreting is required. Such settings include social and cultural events, sporting events, counseling and educational meetings with students and/or their parents, business meetings, and, as noted earlier, in the provision of health care services. The equal access provisions of the ADA require interpreting services be made available to hospital patients who are deaf or hard of hearing, and a few hospitals—including the University of Michigan and the University of Wisconsin—have responded to that requirement by establishing interpreting services for deaf and hard of hearing people with regularly employed staff members who provide interpreting services during regular business hours and who are on call to provide services during off hours. As explained by one hospital official, VRS and VRI services are not available in most hospital settings due to the lack of broadband connectivity in such important locations as the emergency department or the obstetrical department. In addition, some deaf and hard of hearing people and some health professionals indicated that VRI technology may not be practical or effective for people deaf patients who are in the process of childbirth or are exhibiting symptoms that may interfere with communication. Due to the importance of health care services for our aging baby-boom population, it is possible that health care

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delivery environments—including hospitals, physicians offices, and ancillary health services—may become a highly visible stage for promoting equal access to services for deaf and hard of hearing people and, thus, an important growth area for sign language interpreters.

□ The third implication of the findings presented throughout this study is that there is a critical need to expand and improve the education and training of interpreters for the deaf and hard of hearing in Michigan. Interpreter and deaf studies programs in Michigan currently produce about 65 graduates each year from an original pool of 700 interested freshmen.¹⁹ The current demand for interpreters and the supply and demand projections presented earlier indicate that it will take at least 20 years if the equivalent of 65 new interpreter and deaf studies interpreters graduates enter the workforce each year in order to bridge the gap between interpreter supply and demand, and this assumes that all of the graduates between now and 2011 have earned at least a two-year degree, and graduates from 2012 on have earned a four-year degree, and all of them have gotten additional training and experience that allow them to be certified at the Michigan QA II level or higher.

ASL is already being taught in a number of high schools in Michigan and in many of the two-year colleges and four-year universities, but this training is inadequate to the task. Classes in ASL and related topics are also being taught at Oakland Community College, but this program is not yet recognized by the State of Michigan as an interpreter training program. What will be needed over the next six years is the expansion of the existing three programs in Michigan to accommodate more students who may be interested in pursuing a career in sign language interpreting, or the establishment of at least one new state-approved interpreter program. In either case, this will only be a stop gap, as the requirement for all interpreters to have a four-year degree²⁰ in addition to a relatively high-level certification by the year 2012 will change the educational environment for educating interpreters. One educator suggested that all two-year programs be changed from terminal programs to feeder

¹⁹ As noted earlier, the four-year Deaf Studies Program at Madonna University is not an interpreter training program *per se*, but these graduates are included in these figures as they are required to learn American Sign Language (ASL) and some interpreting skills, and many of these students pursue careers in providing services to deaf and hard of hearing people.

²⁰ The requirement of a four-year degree does not specify that the degree be in deaf studies, interpreting for the deaf, deaf education, or the like. A degree in any subject matter will technically meet this criterion.

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programs for Michigan's one four-year program (at Madonna University). Others agree, but qualify this by indicating that the program at Madonna University also be upgraded to be a full-fledged four-year interpreter program. Regardless of the specific recommendations that are being made for Michigan's three recognized programs, the need for additional interpreters and the need to meet the four-year degree requirement by 2012 will require more faculty, larger facilities, and more funding in the very near future.

Suggestions for improving the education of interpreters for the deaf and hard of hearing that were provided by key informants almost universally indicated a need for more practical experience or more practice communicating with deaf and hard of hearing people. ITPs use video systems to assist students to learn and practice ASL, but informants emphasized that the time their students devote to communicating using ASL before graduating is neither long enough nor intense or "real" enough for most new graduates to be very effective or to achieve most certification standards. More than one educator suggested that all interpreting students be required to participate in an internship under the direct supervision of an experienced interpreter or that a semester similar to a student-teaching assignment be required of all interpreting students. Another educator suggested that interpreting students need to spend more time socializing with deaf and hard of hearing students so they can become more comfortable signing and communicating in natural, day-to-day settings and situations. Student experience in an "all-deaf" environment such as the MSD is another suggestion. It was noted that while some students in Michigan interpreting programs may visit MSD for a day. In contrast, interpreting students from Ohio routinely spend a week at MSD and immerse themselves in the activities and culture that is present there.

Regardless of the specifics, however, there is great consensus among the key informants that Michigan needs a greater number of and, more important, better qualified interpreters for the deaf and hard of hearing than ever before. Existing educational programs need to be expanded and improved in Michigan in order to graduate more interpreters and more highly qualified interpreters, and Michigan schools must be committed to hiring additional and better qualified interpreters if we are to provide equal access to education and, ultimately, equal opportunity for employment and economic advancement to all deaf and hard of hearing young people throughout the state. Moreover, the need for highly qualified interpreters will

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be even greater in future years if Michigan is going to encourage full and equal participation by deaf and hard of hearing people in all aspects of our society.

Appendix J: Faculty Sign Off Forms

Placeholder for Faculty Sign-off forms to be sent with paper copies of report.