

American Sign Language Interpreter Preparatory Program

Student Manual

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ASL Interpreter Preparatory Program

Program Description and Summary

The Sign Language Interpreter Preparatory Program offers degree and certificate programs designed to provide students with a strong foundation of knowledge, skills, and practical experience to become successful working interpreters. Courses teach theoretical, ethical, cultural, and practical knowledge of the interpreting field, as well as cognitive processing skills to effectively interpret to prepare students for entry-level sign language interpreter positions or to transfer to a four-year college or institution.

Students will develop expressive skills in American Sign Language and expand on their English written and oral skills, as well as experience a variety of learning environments, including classroom work, laboratory practice, and field placement. Students will be required to have both in-class and out-of-class experiences with members of the Deaf community to further develop ASL fluency and cultural competency.

Students can pursue either:

Associates of Applied Science

The A.A.S. degree program is ideal for students who want to become ASL interpreters and do not already hold a degree. This program prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard-of-hearing and hearing people.

or

Certificate

The certificate program is ideal for students who want to become ASL interpreters but already hold a degree. This program prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard-of-hearing and hearing people.

Program Goals

- Apply theoretical, ethical, cultural, and practical knowledge of the interpreting field needed to pass the Center for Assessment of Sign Language Interpreting (CASLI) knowledge exam.
- Demonstrate understanding of major linguistic features of ASL and English and the major cultural features of D/deaf and non-deaf communities.
- Possess cognitive processing skills to effectively interpret between English and American Sign Language and to transliterate between spoken English and a signed form of English.
- Distinguish different modes of interpreting/transliterating (i.e. consecutive and simultaneous) and choose the appropriate mode in a given setting/situation.
- Provide an accurate and appropriate transfer of a message from a source language into a target language (English to American Sign Language or other form of signed English and American Sign Language or other form of signed English to English) with consideration for style, culture, and the linguistic needs of the consumers.

ASL IPP Faculty Lead

Program Sequencing & Plan of Study

The ASL Interpreter Preparatory Program follows a specific progression of ASL Interpreting courses beginning with basic foundational skills to more advanced linguistic skills. The program progresses students through skill-based education specific to ASL/English interpreting and working within the D/deaf and/or hard-of-hearing community.

The Associates of Applied Science (A.A.S) ASL Interpreter Preparatory Program also includes general education courses necessary to support an individual's ability to work and communicate with the public. Since ASL/English Interpreters have to operate in a business world, collaborate with various groups of people, and educate the public we hope that our students expand their knowledge by taking additional elective courses in the following areas: business/personal management, critical thinking, public speaking, sociology/psychology, and computer technology.

Please note that the ASL Interpreter Preparatory program requires full-time participation. Students must register for all the courses in a semester unless an alternative schedule is approved by the Faculty Lead.

Course Name	Course Number	Credits
Semester 1		
Introduction to Deaf Community & History	ASLS 124	3

ASL V	ASLS 225	4
Introduction to Interpreting	INTP 104	3
Foundations of Interpreting	INTP 112	3
English Composition	ENGL 101	3
Total credits for semester		16
Semester 2		
ASL VI	ASLS 226	3
Introduction to the Structure of ASL	ASLS 232	3
Consecutive Interpreting	INTP 114	3
Cognitive Processing & Translation in Interpreting	INTP 116	3
Mathematics Elective Recommended: Statistics	MATH 120	3
Total credits for semester		15
Semester 3		
ASL to English Interpreting I	INTP 212	3
English to ASL Interpreting I	INTP 214	3

Interpreting Environments	INTP 228	1
Arts & Humanities Elective Recommended: English Language Studies OR Public Speaking	ENGL 231 COMM 103	3
Biological & Physical Sciences Elective Recommended: Lecture & Lab (4 credits)		3 (4)
Total credits for semester		13 (14)
Semester 4		
ASL to English Interpreting II	INTP 222	3
English to ASL Interpreting II	INTP 224	3
Internship Seminar & Interpreting Environments	INTP 230	1
Deaf Culture & Oppression	ASLS 230	3
Social & Behavioral Sciences Elective Recommended: General Psychology OR Introduction to Sociology	PSYC 101 SOCY 101	3
Total credits for semester		13
Semester 5 (The specific session this is taken in is dependent on student skills, and internship placements)		
Practicum	INTP 250	3

Total credits for semester	3
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- *Note: Course descriptions and course learning outcomes can be found in Appendix A.*

Cost of Program

Costs will vary based on previous credit achieved by the student for general education courses, county residence, and credits taken per semester. Additional costs associated with the ASL Interpreter Preparatory program outside of FCC's tuition and fees are estimated below:

Books per course NOTE: Books are subject to change, as well as prices.	ASLS 225 - \$57.95 (1 digital book) INTP 104 - \$121.99 (1 book) INTP 112 & 116 - \$263.80 (4 books) ASLS 124 - \$166.78 (4 books) ASLS 232 - \$83.24 (1 book) INTP 214 - \$85.00 (1 book) INTP 228 - \$139.10 (2 books)
GoReact software	\$34.75/per course (10 required) or \$149.99 (5-year unlimited option)
Student RID membership	\$40
Optional Mentoring	\$15-20/hour
Community Events	Free - \$20
Travel for Practicum	Approx. 15-30 miles one way
CASLI Knowledge Exam	\$325

Program Admissions & Academic Standards

Admissions

In addition to the admissions requirements of Frederick Community College, the ASL Interpreter Preparatory Program has additional requirements for students who are interested in the program. Students must have completed ASL IV with a 'B' or better or receive confirmation from an ASL language proficiency exam that they meet the learning outcomes defined in ASLS 224 (ASL IV). Frederick Community College ASL Interpreter Preparatory Program uses a selective admissions process to select a maximum of 16 students for each cohort.

ASL Interpreter Preparatory Program faculty and the student work together to ensure the student has met the skill requirements prior to starting the practicum portion of the program. See Practicum expectations for these requirements.

Practicum sites may have certain requirements that must be met before providing interpreting services. A practicum site has the right to request a student to meet participation expectations. A clinical site may refuse to accept or remove a student if requirements are not met (vaccinations, clothing requirements, background checks, etc.).

Program Expectations

Attend Class. Go to each of your classes each time it meets. Be on time and stay for the entire class session. If you must miss class because of illness or emergency, check your course syllabus to know the instructor's attendance policy. Make up any missed work promptly. (It is vitally important that you read each course syllabus! It contains what you need to know to be successful in that class). If a student is unable to attend class, they must notify their instructor as soon as possible via email or other forms of communication established by the instructor.

Do the Work. Read each assignment. Turn in your homework when it is due. Turning in assigned homework on time supports the student's growth within each lesson/module set forth in each course. Lessons are scaffolded to best support student learning. When homework is not completed in a timely manner, this creates foundational gaps. Please refer to the "Late Work Policy" for more guidance in Appendix B.

Ask for Help. If you are having problems with a class or an assignment, help is available. See the instructor. Go to the Learning Commons for a tutor. Form a study group with classmates. Meet with the Faculty Lead.. But don't wait until it is too late!

Respect Others. Respect also means treating others as you would like to be treated; insulting, humiliating, judging, or ignoring another person hurts feelings. Shouting and cursing are always inappropriate in a learning environment.

Be Responsible. We trust that you meet all obligations that are part of attending college. You must read all notices given to you or posted for you to read and show up for all classes and practical skill assessments.

Support the ASL Interpreter Profession. We expect all students to become student members of the Registry of Interpreters for the Deaf (RID), as well as present themselves in public spaces in a professional manner.

Ethical adherence: Abide by the Registry of Interpreters for the Deaf Code of Professional Conduct (CPC), which can be found here: <https://rid.org/programs/ethics/>

Give Back to the Community and/or College. We often do not have money to give to our favorite charities, but we do have time that we can donate to organizations. Community collaboration and involvement is a core value of the college, so the ASL Interpreter Preparatory program expects students to participate in one community service volunteer event per semester to give back to the community.

Attendance and Tardiness Policy

Attendance is mandatory for all classes, lectures, laboratory/skill-based practice, pro-bono, practicum sites, and exam days. Prompt and regular attendance is required to meet all course objectives and make satisfactory progression through the program. Therefore, students are expected to schedule all personal appointments outside of class time and internship/practicum experiences.

Excused absences more than 10% of class time or greater may result in a decrease in their course grade and the program will require the student to provide proof of the necessity of their absence. Extenuating circumstances will be addressed on an individual basis with the instructor and Faculty Lead.

Absences for classes, and practicum assignments are excused in the following circumstances:

1. Illness or injury of the student or any dependent
2. Death in the family

3. Court order
4. Recognized religious holiday
5. Military commitment
6. Parental leave
7. Any other extenuating circumstances

An unexcused absence is any absence that does not meet one of the above criteria. Excessive unexcused absences may impact your ability to be successful. Class attendance is necessary for language development and interpreting skill development.

Arriving late is considered tardy and unprofessional behavior and can impact your learning. Students who leave class (regardless of lecture or skill-based work) early must notify their instructor before their departure.

Practicum attendance is mandatory. Students must complete 100% of the assigned number of hours at the assigned site unless the site cannot provide the expected hours (this will be addressed on a case-by-case basis). Absences from illness or other extenuating circumstances will be dealt with on an individual basis. The student (or someone acting on their behalf) must notify the site coordinator and the Faculty Practicum coordinator as soon as possible. Failure to notify both coordinators as directed (based on the practicum site absence notification expectations) will result in a 10% reduction in the student's overall grades for each absence for that experience. If a student completes the required number of hours early within the practicum experience, they must continue to attend the experience in its entirety, as scheduled and committed. All missed practicum hours need to be made up in order to complete the internship education experience.

Steps to take if absence from class

It is the responsibility of the student to notify the instructor because they were absent from class. Absence will only be considered excused if you notify the instructor by the start of class time (unless there is an emergency).

If the student misses a day of class, the following requirements must be completed by the student:

1. Contact each individual instructor by the start of class (via email, voicemail, or text if available)
2. When you return to class:
 - a. Contact the appropriate faculty member to determine what steps are needed to make up for the lost time and any missed assignments.
 - b. Obtain any notes or information on missed material from classmates.

- c. Submit any assignment the instructor may require.
- d. Be prepared to take any tests you miss.

Class Cancellation

In the absence of an announcement, Frederick Community College (FCC) is open and operating under normal schedule. FCC does not follow the same schedule as Frederick County Public Schools (FCPS) or county government. When FCC is closed due to inclement weather, hazardous road conditions, emergencies, or on-campus incidents, FCC is committed to notifying all students and employees as quickly as possible. The best way to receive up-to-date information about college closings, or emergencies, is to subscribe to FCC Alerts- users will receive a text message or email notification. Register at [FCC Alert Sign Up](#).

Please view FCC's [Inclement Weather/College Closing Policy and Procedure](#).

Weather conditions can deteriorate unexpectedly; therefore, students and staff should check the FCC website www.frederick.edu for the latest information before coming to the campus. If FCC needs to close the campus during the day, FCC will notify students through all communication channels as quickly as possible.

If a class is canceled by an instructor, an announcement will be made via the class's Blackboard announcement system, which prompts an email to be sent to each student's FCC email. An instructor will attempt to notify students with as much advanced notice as possible. An instructor may either reschedule a missed class, provide a recorded lecture to substitute the class, or provide instructions on activities that align with the course's outlined topics for learning that given week.

Internship sites do not follow the same policies and closures as FCC. Please discuss closure policies with your internship site upon arrival. All missed internship time needs to be made up in order to successfully complete the Internship educational experience (see above policy on Attendance and Tardiness Policy).

Appearance/Dress Code

In class, students should be comfortable but wear appropriate school attire (i.e. no sweats, pajamas, or clothing that displays inappropriate language or promotes discrimination/hate/dangerous content). It is suggested that the student dress in "nice casual attire". On occasion, students may be asked to wear professional attire in alignment with the field of ASL/English interpreting during class due to the presence of a special visitor or guest lecturer. Faculty reserve the right to ask a student to leave due to the nature of their attire or change to meet the expectations set forth above.

As far as appearance and dress code at internship sites, a student should seek expectations from the internship site regarding dress codes and appearance expectations. If a site doesn't have guidelines, students are expected to abide by the standard business/business casual dress code guidelines. See dress code examples below.

Casual: Casual dress code refers to clothing that is informal and comfortable, yet clean and professional. It's best to go with nicer casual wear and avoid the baggy items you wear around the house. (Ex. of settings are birthday parties, sports events/practices, outdoor gatherings).

Female	Male
Sundress	Khaki or good jeans (clean, no holes)
Long or short skirt	Cargo or Bermuda shorts
Shorts (depending on occasion and climate)	Plain t-shirt (no slogans), polo shirt, turtleneck
Plain t-shirt (no slogans), polo shirt, turtleneck	Casual button-down shirt and/or sweater
Causal button-down blouse	Loafers, sneakers (with or without socks), sandals
Dress flats, sandals (no flip-flops)	

Business Casual: Casual business attire is pretty ambiguous, but generally means slacks, khakis, or a skirt with a dress shirt, blouse, or polo. Dresses and seasonal sports coats fall into this dress code as well. (Ex. of settings are: business meetings, on-call assignments, traditional meetings).

Female	Male
Skirt, khakis, or pants	Seasonal sport coat or blazer with slacks or khakis
Open-collar shirt, knit shirt, or sweater (no spaghetti straps)	Dress shirt, casual button-down shirt, open-collar or polo shirt
Dress	Optional tie
Flats, heels, or boots	Loafers or loafer-style shoes, and socks

Business/Business Formal: A business formal dress code is characterized by a suit jacket with matching pants or a skirt. The darker the suit, the more formal. There are seasonal variations as well as matching accessories to personalize your look, but they should not be a distraction in any way. (Ex. Of settings are: conferences, platform interpreting, legal settings).

Female	Male
Suit	Dark business suit
Business-style dress	Matching vest (optional)
Dress with a jacket	Dress shirt
Stockings (optional in summer)	Conservative tie
Heels, low or high	Leather dress shoes and dark dress socks

Grading

The objectives of the FCC ASL Interpreter Preparatory Skills courses are to engage interpreting students in reflective practice. Interpreters will sometimes work in isolation and are ultimately the only person in each interpreting setting with access to both languages and thus the ability to determine the effectiveness of an interpretation. For this reason, it is critical that interpreting students be able to *self-assess* their interpreting work both in the moment and after the fact. The ability to self-assess, reflect, and improve performance are the foundational underpinnings of our skill-focused courses.

Assessment is not about picking out a specific sign or a specific mistake, but rather a reflective examination of *patterns of behavior* with specific examples to support such observations, as well as identifying reasons for those patterns. Reflecting on those patterns to determine causes and then revising the interpreting work (aka redoing it) to improve the interpreted product. The instructor’s role in your academic journey is to provide you with ample opportunities with a variety of different texts to practice, but to also guide you as you develop your assessment skills. Thus, when we are examining your interpreted products, we are not looking for areas of strengths or weaknesses in the interpretation per se, rather we are looking for the efficacy of your self-assessment.

HOMEWORK: 10,000 hours of practice. That’s what it takes to become an expert (Ericsson, 2001). This may sound like a joke, but it is far from it. Though you will not be able to obtain those hours of practice here, we emphasize the need to practice and practice again and continue to practice.

Practice is homework. Deliberative practice (activities designed for the sole purpose of effectively improving specific aspects of an individual's performance) is an essential element to developing expertise (Ericsson, 2001, 1993; Hoffman, 1997; Pochhacker, 1994; Patrie, 2004). “Expert performers can reliably reproduce their performance any time when required” (Ericsson, 2001, p. 192).

For every one-hour in class students must spend 3 hours outside of class. While this mantra may not be true for all courses you will take, it is very much true for language acquisition and interpreting skills classes. Homework is heavy but needed – remember it takes 10,000 hours of practice to become an expert. For every 3-credit skill course, we typically meet for 2.5 hours per week. This means you will have approximately 7.5 hours of homework per week. This means you will be required to *interpret* for 30 minutes per weekday. The remaining 7 hours should be spent reviewing your in-class and homework interpretations, back translations, reflection, locating new source material, fixing specific errors, and reinterpreting material. While these hours may seem heavy, the payoff is large. Students who commit to this type of homework regimen become *great interpreters* and get hired. Those that choose not to, don't. Deliberative practice recursively follows the cycle below. Generally, any text will suffice, however, on occasion, specific homework tasks will be assigned, however, you are also expected to self-select material to recursively work on.

Assessment methods resulting in the assignment of a grade are determined by the Core Learning Outcomes of the course, learner characteristics, and setting. The number and types of assessments, the value assigned to each assessment, and grading scale are included on the course syllabus. Faculty members are required to assign a letter grade to each student according to the following tables and adhere to the final grade submission.

GRADE	PERCENTAGE VALUE
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	< 60%

GRADE	EVALUATION	QUALITY POINTS
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0

FNA	Failure due to non-attendance/participation	0
I	Incomplete	0
W	Withdrawal	0

Homework submission Expectations

Re-Do's

- Any assignment can be re-done **one time (1)** to increase the total score for the assignment. Students are eligible to earn up to half of the missed assignment points.
 - For example, if the assignment is worth 10 points, and you receive a 5-point score on your first attempt, a redo attempt can earn up to an additional 2.5 points (half the total missed points).
 - For example, if the assignment is worth 20 points on your first attempt, and you receive a 19-point score, then a redo attempt can earn up to an additional .5 points (half the total missed points).
- Re-Do's are **due one (1) week** after the grade has been posted. Timestamps are notated to when assignments are graded and re-submitted. The re-do attempt is due by 11:59p.
 - For example, if the grade is posted on Wednesday (at any time), then the re-do attempt is due the following Wednesday at 11:59p.
 - For example, if the grade is posted on Sunday (at any time), then the re-do attempt is due the following Sunday at 11:59p.

Note: Re-Do's exclude quizzes, mid-term and final. No exceptions will be made.

Late Work Policy

- Assignments will **not** be accepted more than **one (1) week** after the due date.
 - For example, if an assignment was due Sunday at 11:59p, students will have until the following Sunday until 11:59p to complete and turn in the assignment.
- No explanation is needed if an assignment will be late and can be completed within the one (1) week policy, however NOTE the following:
 - All late work will be docked **one (1) point** per assignment for being submitted after the original due date, if submitted within the one (1) week policy.

- If no work is submitted, or work is submitted after the one (1) week policy, the grade given will be a zero (0).

Exceptions will be made on a case by case basis for **extenuating circumstances only** for late work exceeding **one (1) week** beyond the due date. Students are responsible for communicating with the instructor(s) regarding extenuating circumstances and asking for an extension. Communication is the key to success.

Unexcused absences: Only students with excused absences are afforded makeup quiz and exam opportunities. A ZERO will be recorded on all non-excused absences.

Due Date: A student who misses a test must make appropriate arrangements with the course instructor for a make-up test (if allowed) by the end of the day he/she returns to school. Late points will be deducted and/or makeups on exams or quizzes granted depending on the absence reason. Make-up tests and assignments may vary from the original. A grade of ZERO (0) will be recorded if the student has not made appropriate arrangements for make-up tests, quizzes, or assignments.

Extra Credit Opportunities

Students are eligible to earn extra credit via the following criteria:

- Attending interpreting workshops, interpreting conferences and live or interactive interpreting webinars only will qualify for extra credit opportunities.
- Each extra credit opportunity needs prior approval from the instructor(s). Email and request approval, include any and all details about the training/event at least **one week** in advance in order to allow enough time for the approval process.
- Upon completion, students are required to provide a certificate of completion (provided by the host of the event) or complete an FCC interpreting program signature form which is required to be signed by the presenter (provided by FCC, see attached forms).
- All extra credit is due on the last Sunday two weeks prior to finals at 11:59p for each class.
- For every hour of attendance, one point will be awarded. This standard approach follows the Registry of Interpreters for the Deaf (RID) Continuing Education Units (CEU's) standards. 1 hour = 1 Point (RID protocol: 1 hour = .1 CEU).
- Students cannot "double dip". Which means you can only earn extra credit once per event. Therefore, the same extra credit event is not permitted to be submitted multiple times to different courses.
- Extra credit will not be awarded for any class that has any incomplete assignments.

What to do when unsuccessful

Interpreting truly requires being a lifelong learner. Sometimes students require additional support and learning before moving onto their next course or internship. A plan can be advised and/or required by the Faculty Lead. Plans are intended to provide extra support to a student who may need to continue to develop their skills to demonstrate the level of pre-professional mastery needed to succeed.

The goal of an interpreter training program is to prepare aspiring interpreters for entry into the profession. We want you to be successful in the future. The professional development plan is provided to strengthen and develop your interpreting skills. Plans are unique to each student and are based on areas of continued development. Your goal, as a student, is to focus on how this plan can help address specific areas for improvement and to understand that the plan is a supportive tool designed to prepare you for success in the interpreting field.

Areas that a plan would typically address are:

- Language Development
- ASL Grammatical Features and Structure
- English Grammatical Features and Structure
- ASL to English Interpreting
- English to ASL Interpreting

Requirements for Program Progression

General Education Courses

Each IPP student must have a 'C' or higher in general education courses to progress in the Interpreter Preparatory Program. The student must repeat any general education courses in which he/she/they receive less than a 'C'. Depending on the general education course content and its sequence in the program the student may or may not be allowed to progress with the IPP specific courses at that time and may have to defer progression in the program and may have to apply for reinstatement.

Skill-Based IPP Courses

A minimum grade of a 'B' is required in each skill-based course, those courses designated with an INTP and ASLS that fall within the IPP curriculum pathway, to be eligible to graduate from the IPP program. Skill-based courses are built on each other, and students must take them in a specific order. If a student received less

than a 'B' in a skill-based course they will be removed from the program. Students can apply for reinstatement next time the course comes around if they follow the reinstatement policy. Please see the [Reinstatement Policy](#) below for details.

Practical Exams and Skill Checks: Practical exams and skill checks are assessments of a student's ability to demonstrate competency in an interpreting skill. All skill checks and practical exams must be demonstrated honestly and following the parameters of the assessments, as well as effectively satisfying the requirement for passing the course and progressing to the student's practicum. If a student fails any critical interpreting skillset during a skill check or practical exam, they must retake it. A student is offered 1 retake on any one skill check to pass successfully. A completed and passing skill check form must be presented to the instructor to access the practical examination. See individual course syllabus and rubrics for each skill check and grading assessment.

A student must achieve an 80% on each practical exam to pass. If the student does not receive an 80%, they will be given one additional opportunity to pass the practical exam after meeting with a Program contact and engaging in a catch-up plan to prepare the student for a successful examination. If a student obtains a score above 80% on a retake practical examination, a maximum score of 80% will be used for final grade calculation. Failure to achieve a satisfactory performance for any given lab practical on the final attempt will result in dismissal from the course and a deferment from the program. Please see the section titled Course Assessments under Academic Difficulties.

- Many of the Interpreting courses include Assessment components. Skills are assessed via practical examinations and skill checks. In addition to receiving an overall "B" or better in any Interpreter Preparatory Program course, students must also pass specific final practical exams with a score of at least 80% and pass all assessments in order to pass each course.
- Students are encouraged to participate in at least five (5) volunteer or service events per semester that allow them to engage in D/deaf and interpreting communities.
- Students are encouraged to participate in 10 hours of tutoring per semester. Tutoring schedules can be found in the [Learning Center & Tutoring Services](#).
- Students are required to meet expectations on Professional Behaviors in order to progress in the program.

- Students must abide by the expectations set forth in the Internship Handbook (see Appendix I). A student can be dismissed from an internship if they fail to abide by the Program and/or Internship requirements or Unethical Conduct.

Requirements for Practicum Progression

Student Competence to progress to Practicum

Processes are in place to ensure students are prepared to progress to practicum education. For a student to progress onto a practicum education experience, a student must pass all general education courses with a 'C' or better and all program-specific courses (INTP & ASLS) with a 'B' (80%) or better. Within each program-specific course, the students must pass the final practical exam with a score greater than or equal to 80% in the skill-based courses.

Other considerations for preparedness for practicum education experiences by faculty include but are not limited to the following: Professional Behavior Status, prior or current probationary status, previous practicum/pro-bono experience, skill-based assessments, and demonstration of RID's Code of Professional Conduct. All core faculty (Interpreter Preparatory & ASL) will meet before a student is allowed to register for their practicum course to review student skills and readiness for practicum. All core faculty must agree that the student is competent in skills required to proceed onto practicum education (Please see Skills Learned for Practicum Education Experience) in the appendix of the Practicum Education Manual for the complete list of skills in which students must demonstrate competency (see Appendix V).

If a student does not receive a unanimous vote and does not pass at this level, they are not allowed to participate in the practicum education experience. The collective core faculty determines if the deficiency can be remediated if the student needs to repeat a course, or if they should be dismissed from the Interpreter Preparatory Program.

Determination of Satisfactory Progress of Practicum Experience

The final decision as to whether the student passes the practicum experience is made by the Practicum Faculty member. This decision is a professional judgement based upon the following:

1. Scores for the final evaluation on the Practicum. (See ASL Interpreter Preparatory Program Practicum Handbook)
2. The minimum criterion grade/score to consider the practicum experience passed. See above.

3. Problems or concerns raised by the site supervisor and student during the clinical experience and whether or not these were effectively resolved.
 - a. How the problems affect consumer access and consumer safety.
 - b. How the problems affect the student's chances of performing at entry level by graduation and during a probationary period on their first job.
 - c. Whether or not the problems fit a pattern of problems and concerns that were evident during the student's academic period (enrollment in the program).
 - d. The uniqueness or complexity of the internship site.
4. Internship Faculty Coordinator consultation with the student's advisor, and Faculty Lead. of the Interpreter Preparatory Program based on the overall student performance, evaluation reports, feedback and guidance from all parties involved.
5. The most effective manner in which the deficiencies and/or problems can be remediated.
6. Whether or not all outcomes on the course syllabus have been met.

If it is determined by faculty and the Internship Faculty Coordinator that the student did not meet the objectives in the course and will not be prepared for the next clinical education experience or entry level practice upon graduation, the student will need to repeat the practicum experience or may be dismissed from the program if remediation is not deemed appropriate by the Internship Faculty Coordinator, Interpreter Preparatory Faculty Lead., and Dean. A student will be allowed only one opportunity during the Interpreter Preparatory Program to be considered for a practicum remediation. The student will have to wait till the course is run again depending on the availability of internship sites and follow reinstatement policies (See Internship Education manual).

Dismissal, deferment with reinstatement, or withdrawal from the Interpreter Preparatory Program will all result in the student not progressing forward in the Practicum portion of the program.

Failure to progress in the practicum can occur due to several reasons:

- Academic dishonesty
- Academic difficulties
- Unsafe practice at an internship site/experience
- Unethical conduct (Not abiding by the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct)
- Failure to meet professional business behavior expectations

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- Administrative withdrawal or student self-withdrawal

Unsafe Practice at an Interpreting Site

If, in the opinion of an Internship Faculty member, a student presents behavior that conflicts with safety essential to the Interpreting field during an internship, the student will be removed from the internship site by the Internship Faculty member. The Faculty Lead, and the Internship Coordinator will immediately be notified of such action by the Internship Faculty member. The Internship Faculty member will gather data from appropriate sources to determine the specifics of the incident, and whether the documented behavior is considered unsafe.

Graduation Requirements

Associate of Applied Science (A.A.S.) Degree

To be eligible to receive the associate of applied science degree, students must:

- Successfully complete a prescribed curriculum as approved by the college.
- Complete a core of at least 20 credit hours of general education courses that will include at least one three-or four-credit course from each of the following areas:
 - English 101; Arts, Humanities, & Communications; Social & Behavioral Sciences; Biological & Physical Sciences; and Mathematics
 - Complete one course designated as a course in Cultural Competence (ASLS 124: Introduction to Deaf Community & History)
 - Participate in expected volunteer/service hours
 - Take the Center for Assessment of Sign Language Interpreters (CASLI) National Interpreter Certification (NIC) Knowledge Exam
 - Take the ASL Proficiency Interview (ASLPI) and achieve a score of 3.0
 - Submit a graduation application

Diplomas are issued at the completion of the Interpreter Preparatory Program in May, August, or December. The Interpreter Preparatory Program holds a special Iris Ceremony in December and the official college ceremony is held annually in May.

Academic Difficulties

Students must meet academic and attendance standards to progress in the program (see information Requirements to Progress and Attendance and Tardiness Policy). Failure to meet these standards may result in dismissal or deferment from the program. However, all faculty at FCC are here to help the students achieve success and dismissal or deferment due to academic difficulties is our last action. We encourage students to seek out those resources provided to them through the college including tutoring centers on campus, through Blackboard, peer tutoring, ASL tutoring, and faculty office hours. If the student feels they are not receiving the necessary help required for success, please contact the ASL Interpreter Preparatory Faculty Lead.

Unethical Conduct

.All interpreting students are subject to all college-wide policies, including the Code of Student Conduct Policy and Procedure. The policy covers behavioral and academic integrity. Also, students are required to be student members of the Registry of Interpreters for the Deaf (RID) during their last semester and their internship and are therefore held to the RID's Code of Professional Conduct. If a student does not uphold these standards, they may be dismissed or required to retake the course from the program.

A process will be undertaken to discuss the student's conduct and whether the student should continue in the program. This process will include:

- A full or part-time faculty member or Internship Site Coordinator who identifies any problems or concerns shall thoroughly document those concerns for the student's records and notify the Interpreter Preparatory Faculty Lead.. If the conduct is noticed during the practicum, the Internship Faculty member will document using the student's advising record.
- The student will have a meeting with the Faculty Lead., and other members (such as the Internship faculty member, Dean of Liberal Arts, or other program instructors) as appropriate
- The Interpreter Preparatory Faculty Lead. will confer with the Associate Vice President/Dean of Liberal Arts and any other Interpreter Preparatory Program involved with the student to determine if the conduct warrants dismissal or remediation. If they feel remediation is possible, an action plan will be created and implemented to help the student correct the conduct. The student must follow and complete the plan or action and then apply for reinstatement (See Reinstatement Policy).
- If remediation is not considered possible, the student will be dismissed from the program.

Failure to meet Professional Behavioral Expectations

Specific “Professional Behaviors” are assessed throughout the Interpreter Preparatory Program curriculum. Faculty will provide both oral and written feedback regarding professional behaviors at the end of every Fall and Spring semester. Copies of this feedback will be placed in the student’s file. Students are expected to change unsatisfactory behaviors after receiving feedback from faculty, and faculty will discuss any concerns about professionalism as soon as concerns arise.

If a student is not demonstrating professional behaviors at an appropriate level at the end of each semester, the student will be placed on probation or dismissed from the program.

Administrative Withdrawal

Administrative withdrawal is used by the to involuntarily withdrawal a student from the college when a withdrawal is deemed to be necessary to protect the health, safety, or integrity of the learning environment. Procedures for administrative withdrawal are located within [Student Withdrawal Policy and Procedures](#). Students are not allowed reinstatement with an administrative withdrawal.

Reinstatement Policy

Students dismissed due to academic dishonesty or administrative withdrawal will not be allowed to re-enter the program. To be eligible for reinstatement a student must meet the following criteria:

- The student participated in an exit interview prior to leaving the program.
- The student may be reinstated into the program only once.
- If there was an action plan while the student was in the program, the student must have successfully completed the plan and is able to provide supporting evidence to that effect.
- If the student is provided with an action plan to complete during the deferment period, the student must have successfully completed the plan and is able to provide supporting evidence to that effect.
- Be reinstated within one year of the withdrawal or deferment at the beginning of the same semester of the program which the student stopped progressing.

When a former ASL Interpreter Preparatory Program student applies for reinstatement, he/she must:

- Consult with the Faculty Lead..

- Submit a formal letter of desire for reinstatement to the Faculty Lead. within one week of the semester of withdrawal or deferment.
- Perform all skill checks from prior completed courses to demonstrate competency in previously learned skills or audit previous courses, where they would then still need to complete all prior skill checks. Skill checks and practical exams will be performed by the primary faculty teaching the course and must be arranged by the student before reinstatement.

Reinstatement into the program is based on space availability and previous academic performance. In any given semester, if multiple students are applying for reinstatement will be ranked based on their academic performance and those students with the highest GPAs will be given priority for reinstatement.

Student Self Withdrawal

A student may withdraw due to poor academic performance, illness, or personal reasons. A student who wishes to withdraw from the Interpreter Preparatory Program should schedule an exit interview with the Faculty Lead.. To receive a “W” grade, all withdrawals must be completed prior to the scheduled date of the last day to withdraw, according to the current academic catalog. Students are cautioned that Interpreter Preparatory program courses are only offered in the semester and time identified in the plan of study. If a student withdraws from an Interpreter Preparatory course, the student may complete the remaining courses in that semester with the exception of pro-bono hour requirements. The student will not be allowed to advance to the next semester in the plan of study. The student can request reinstatement into the Interpreter Preparatory Program when the course is offered again.

Essential Functions

FCC’s ASL Interpreter Preparatory Program requires students to demonstrate essential functions expected of all ASL Interpreters while participating. The required “Essential Functions” for an ASL Interpreter should also serve as a guideline for professional expectations once the student is employed as an Interpreter. These essential functions include, but are not limited to, the following:

Communication skills: Sufficient to facilitate communication between English and American Sign Language, hearing and D/deaf consumers.

Physical ability: Accept pro-bono and internship assignments that align with your physical abilities. Do not accept assignments that could cause harm to yourself or others.

Cognitive abilities: Students are required to have the cognitive abilities to facilitate and interpret communication, as well as culturally mediate between hearing and deaf consumers, as well as between English and ASL.

Appendix I: Practicum Handbook

Frederick Community College

ASL Interpreter Preparatory Program Practicum Handbook

Faculty Contact: Dr. Leslie Puzio

lpuzio@frederick.edu

ASL Interpreter Practicum Expectations

Frederick Community College offers an A.A.S. degree and certificate in American Sign Language Interpretation. The program is ideal for students who want to become ASL interpreters and do not already hold a degree. This

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program prepares students to work as an entry-level sign language interpreter to facilitate and mediate communication between Deaf/hard of hearing and hearing people.

Students will develop receptive and expressive skills in American Sign Language and will experience a variety of learning environments, including classroom work, laboratory practice, and field placement. Students will be required to have both in-class and out-of-class experiences with members of the Deaf community to further develop ASL fluency and cultural competency.

Students are required to take a 3-credit practicum course. This equates to 135 hours. Student internship hours are expected to be “hands-up”, which means that their internship hours are to be completed as a working interpreter. A working interpreter is also considered to be a part of a team. As long as an intern is working on an assignment with a qualified interpreter, they are able to count those hours as part of their internship.

Interpreters have conducted multiple interpreter observations and pro-bono work (minimum of 15 hours during the 4th academic semester (or as determined by the Faculty Lead.) before their internship semester. Certain circumstances will be approved for an intern to observe based on the content of the assignment and those circumstances count as required practicum hours. Prior discussion between the intern, site supervisor/mentor, and faculty member must occur before approval of observation hours can be granted towards a student's internship.

Depending on the student’s pre-determined outcomes and observations made by the site supervisor/mentor, professional development workshops may be approved. These will be on a case-by-case basis depending on student skill needs and site supervisor recommendations.

Employers

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How Employers Benefit from Practicum Students

Employers can:

- Get assistance with work tasks
- Give back to the community by developing a student for the next generation of your profession
- Try someone out before considering them for future employment
- Build a partnership with FCC career programs, which educate current and prospective employees
- Help improve FCC courses and degree programs by offering feedback

Job Postings

Employers can post internship/job opportunities through the FCC recruiting platform, [College Central Network](#).

Internship Program Employer Workbook

The Internship Program Employer Workbook provides important information about the FCC Internship Program and serves as a helpful tool for employers navigating the internship process.

[FCC Internship Program Employer Workbook](#)

FAQs

- **Do I pay an intern/practicum student?**

The employer decides whether an intern is paid or not. Internships at FCC are considered an integral part of certain college programs; therefore, internships are required or offered to students as an educational experience. Students learn by doing, and their work should benefit employers. Employers are expected to educate interns beyond usual supervision. Some employers find that offering pay is an enticement to prospective interns.

- **Do I treat the intern/practicum student as a student or as an employee?**

The answer is both. Employers should expect interns/practicum students to accept and perform work, work every assigned day, be on time, and follow other requirements of employees. Employers should also expect interns to ask many questions and seek opportunities to learn beyond their assigned duties. For example, employers invite interns to meetings or arrange job shadowing so they can learn about the organization, its work processes, and the general industry.

- **Who do I contact at FCC if I have a problem?**

Recruiting issues: Contact the FCC Internship Program & Apprenticeship Coordinator at 301.624.2724.
Issues pertaining to an intern: Contact the practicum student's faculty advisor; if unknown, contact the FCC Internship Program & Apprenticeship Coordinator at 301.624.2724.

- **Am I expected to hire an intern/practicum student after graduation?**

Employers have no obligation to hire interns/practicum students. Your primary obligation is to further develop a student's skills and provide opportunities for gaining experience that complement the student's college program. Some employers benefit from internships by being able to evaluate potential employees first-hand. Many interns are, of course, interested in employment after graduation.

Practicum Students

How Students Benefit from a Practicum Experience

Students gain:

- Experience by applying what they have learned at FCC
- New skills and knowledge
- Experience to help them transition from college to an entry-level career
- Valuable resume-building experience

Eligibility:

Before applying for an internship/practicum experience, students must:

- Be enrolled in, and an active student in the ASL Interpreter Preparatory Program
- Have a minimum 3.0 grade point average
- Be approaching the last 15 credits in their program of study
- Satisfy the 25% residency requirement
- Approval from the Faculty Lead. The approval is based on the student's skills and adherence to program expectations.

Internship Program Student Workbook

The Internship Program Student Workbook provides an overview of student internship procedures and requirements, as well as assignment descriptions and activity worksheets. It will also be used to assist internship worksite supervisors and faculty internship advisors in evaluating students' learning and workplace competencies.

[FCC Internship Program Student Workbook](#)

FAQs

- **Do I have to register for credit to be an intern/practicum student through FCC?**

The FCC Internship Education Program is only for students in certain College programs that require or encourage internships. If you are in one of these programs, you are eligible to receive credit toward your program.

- **Can I do an internship/practicum experience with my current employer?**

With permission of the Practicum Coordinator and Faculty Lead., you may use a job you currently hold as an internship/practicum experience work assignment. You must be able to prove that additional, enhanced duties and/or knowledge will be gained during the internship experience. Credit will NOT be awarded for continuing to perform work tasks you have done in the past.

- **Can I be paid as an intern?**

The primary purpose of an internship/practicum experience is to learn and gain new experience. Most internships are unpaid. If an employer offers pay, that arrangement is between you and the employer.

- **Can I do an internship/practicum outside of Frederick?**

You may do an internship or practicum experience anywhere in the U.S. or foreign countries.

- **I can't find an internship/practicum worksite. Can you help?**

While the student is responsible for identifying a worksite, Career Services at FCC has developed a job search site where you can search for internship possibilities, choose to be included in employer searches, and where companies can search for students to fill their internship positions and jobs. Visit the Career Services for job search assistance.

- **Other Resources:**

- *Frederick County Chamber of Commerce website has job listings and a business directory.*
- *Volunteer Frederick has volunteer opportunities. To get in touch directly, call 301.663.5214, ext. 6.*
- *Your FCC Faculty Lead. may be able to advise you.*

- *Networking can be very helpful. Talk to friends and family and make new acquaintances in researching job opportunities.*

Intern Assignments

The Assignments for the FCC Interpreter Preparatory Program Internship are based on successful application of classroom learning to practical real-life experience. You are expected to review the assignments and reflect (provide answers or thoughts) on all the areas highlighted in red. Some of the assignments will not be able to be completed until after the internship is complete, but some need to be done prior to the start of your internship. Each assignment will note when it is to be completed.

Assignment 1 - Learning Outcomes

A. Core Learning Outcomes

The Core Learning Outcomes are:

1. Apply appropriate workplace behaviors in a professional setting. Appropriate workplace behaviors include:
 - a. Punctuality
 - b. Dependability
 - c. Teamwork
 - d. Effective interpersonal relationships
 - e. Initiative
 - f. Problem solving
 - g. Critical thinking
 - h. Appropriate professional appearance
2. Demonstrate content knowledge appropriate to job assignment. Are you able to apply what you have learned in the classroom to your internship assignment?

3. Describe the nature and function of the organization in which the Internship experience takes place. How is the organization structured to meet its goals? Can you describe the functions of each aspect of the organization?
4. Explain how your internship site fits into the broader career field for example: If your internship site is an accounting firm, how does the work at that site fit into the broader fields of accounting and business?
5. Evaluate the Internship experience in terms of personal, education, and career needs. How has your internship assignment fit in with your current and future personal, education, and career needs?

****You will address these Core Learning Outcomes in your final reflection video.**

B. Specific Learning Outcomes (Prior to start of first assignment)

1. Specific Learning Outcomes are a set of statements that you create that clearly and precisely describe what you intend to accomplish during your internship placement. These are outcomes that are specific to your internship assignment. You will design these outcomes at the beginning of the internship, in collaboration with your Faculty Internship Adviser and Worksite Supervisor.
2. The outcomes will be approved by your Faculty Internship Advisor. To develop your specific learning outcomes, start by carefully reviewing your internship job with your Faculty Internship Adviser and Worksite Supervisor, identifying areas in which you can:
 - a. Gain new skills
 - b. Increase your knowledge
 - c. Improve your attitudes or behaviors

It is important that you:

- a. Make your outcomes as specific as possible and avoid broad, general statements
- b. Confine your outcomes to those which can be accomplished during a single semester

Each specific learning outcome should contain four components:

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1. A statement of what you expect to achieve through your work experience.
2. An indication of the level of achievement which you expect to obtain. A clear statement of expected level of achievement reduces the effect of opinion and provides the basis for an objective evaluation.
3. Identification of the method of evaluation to be used, for example, “as judged by my supervisor.”
4. A connection to the Core Learning Outcomes. Note: A description of job duties does not constitute a learning outcome.
5. Each learning outcome must indicate some definite change in learning that will occur during this semester because of your work.

OUTCOME GOAL	HOW TO BE ACHIEVED	SUCCESSFUL ACHIEVEMENT

Assignment 2 – (Fill out during internship): Weekly Log of Work Activities

1. Keeping track of your on-the-job experiences will help you to:
2. Assess your progress in meeting Core Learning Outcomes and Specific Learning Outcomes.
3. Address areas of accomplishment or concern with your Faculty Internship Advisor and your Worksite Supervisor.
4. Gather information that will help you complete your Summary Project (or alternative final project).
5. The activity log will enable you to list your work activities and reflect on their importance to your learning. You will review your activity log when you meet with your Faculty Internship Advisor.
 - a. Use form provided by your Faculty Advisor via Google Docs.
 - b. Note your work activities as soon as possible after they occur.
 - c. Be sure to include your comments, reactions, and notes.

6. Review your up-to-date Activity Log during each meeting with your Faculty Internship Advisor.

*****NOTE: You do not need to do anything besides ensure the document is filled out weekly and confirmed by your site supervisor.**

Assignment 3 – (After internship hours are complete) - Summary Project

The Summary Project will be used to assist in evaluating the extent to which you have demonstrated achievement of the Core Learning Outcomes and Specific Learning Outcomes. Your Faculty Internship Advisor may suggest alternative formats for the Summary Project.

In the Summary Project, you will:

- Present detailed evidence of your achievement of the Core Learning Outcomes and the Specific Learning Outcomes.
- Evaluate your Internship experience.

Directions:

- You will provide a 20 video (signed) reflection covering your experience in the internship. The video should include #1-3 above.
- The video should be:
- Be presented in ASL structure
- Presented in a visually appealing format. Include work samples, if appropriate.

Use the following format in developing your Summary Project:

1. Review each of your Specific Learning Outcomes and:
 - a. Assess progress toward achievement, demonstrating clearly how you have achieved each objective.
 - b. Assess the degree of difficulty in achieving each objective.
 - i. How would you have changed the objectives?
 - ii. Would you have made them easier or more difficult?
 - iii. What have you learned about establishing work and learning outcomes?

2. Review each of the Core Learning Outcomes and:
 - a. Assess progress toward achievement, demonstrating clearly how you have achieved each outcome.
3. Evaluate your Internship site placement: To what extent did the site placement meet your needs for experience and learning? To what extent did your preparation at FCC prepare you for the work you did at your site placement?
4. Submit your completed video to your Faculty Internship Advisor on the agreed upon date via your Google folder.
5. You will work with your Faculty advisor and your site supervisor to schedule an assignment towards the end of your internship for the faculty advisor to observe your interpreting work. This observation will consist of a pre-discussion, interpretation observation, and post-debrief with intern, team interpreter, site supervisor and faculty advisor.

Assignment 4 – (Post- Internship): Performance Appraisals and Satisfaction Survey

1. Faculty Evaluation

Evaluation of your progress in a work and learning situation is an important element in your career growth. The Internship Performance Appraisal will help you build on your strengths, as well as help you to identify areas for improvement. Your Worksite Supervisor and Faculty Internship Advisor will both evaluate your progress. You will assess your own progress in your Summary Project. You will also evaluate the extent to which the internship experience has met your learning outcomes.

[Faculty Evaluation Form & Grade Sheet](#)

2. Internship Performance Appraisal and Employer Satisfaction Survey

Your Worksite Supervisor will evaluate your performance in terms of workplace behaviors (Core Learning Outcomes) and the extent to which you achieve Core Learning Objectives and Specific Learning Outcomes.

3. Student Internship Evaluation

Students are required to provide a copy of the Internship Performance Appraisal and Employer Satisfaction Survey Form to their Worksite Supervisor near the end of the internship experience. Once

the form has been completed, the Worksite Supervisor will review with the student. Students are then responsible for submitting the forms to their Faculty Internship Advisors by the end of the academic session or semester.

[Student Evaluation Form](#)

To download the Internship Performance Appraisal and Employer Satisfaction Survey Form, please visit the following link: <http://www.frederick.edu/current-students/internshipprogram/evaluation.aspx>

Appendix II: Parental Consent Form

Parental Consent to a Minor's Participation as a Classroom Volunteer Patient

I, _____, am the mother/father/legal guardian of _____.

Parent or Guardian's Name a minor. The minor is _____ years old.

Name of Minor _____.

I hereby give consent for the above-named minor to participate as an intern in a practicum site for ASL/English interpretation.

Signature Printed Name Relationship to Student Date

Appendix III: Exit Interview

Exit Interview

Student: _____

Date: _____

Withdrawal _____ Termination _____

If termination – on what grounds:

If withdrawal – what is the reason:

Do you feel that the admission criteria and expectations prepared you adequately for this program?

Recommendations for program improvement:

Recommendations for self-improvement:

Other Comments:

Appendix IV: MOU

ASL Interpreter Preparatory Program Practicum Site

Memorandum of Understanding

1. Introduction

This Agreement establishes a basis for mutual understanding between _____ (Business) and Frederick Community College (the College) in the implementation of the ASL IPP Practicum, recognizing its benefits to the Student, Business, and College as joint partners in this relationship.

2. Objective of Practicum Experience

Practicum experience is an academic concept designed to strengthen a student's learning experience by integrating on-campus studies with closely related work experience.

3. Responsibilities

The College, Business, and Student interact to ensure that the academic and work experience goals of Internship Education are achieved to the mutual benefit of all parties.

A. The College agrees to:

1. Aggressively screen and match qualified students for referral to work experience opportunities identified by the cooperating employer.
2. Provide qualified students with access to Internship work experience and opportunities.
3. Provide employers with appropriate personal and academic information on qualified student applicants, upon written authorization by the student.

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4. Facilitate and coordinate the interview process as a service to both the student and business.
5. Award credit to participating students who have met the academic requirements of their program.
6. Inform students and employers of any actions which affect student-business relations.

B. The Employer agrees to:

1. Inform the College's Office of Internship Education of all work experience opportunities which have Internship Education potential.
2. Consider for employment all qualified students prescreened and recommended by the College's Office of Internship Education.
3. Participate with the College's faculty supervisor in the coordination of the student's work experience activities and scheduling.
4. Provide the student with an orientation to the work setting upon initiation of each new internship work experience, as appropriate.
5. Provide the student with meaningful work assignments which, within the confines of employer needs and time-tables, will enhance and complement the student's academic program at the College.
6. Assist the student in the development of specific learning objectives which coincide with the student's career goals and academic programs.
7. Provide students to the extent possible, an overview of all applicable aspects of the industry including organization and management structure, technical and production processes, and major industry, labor, health, environmental, and community issues impacting the business.
8. Evaluate the student's work performance at least once during each internship work experience period. Discuss the evaluation with the student and complete the internship evaluation forms.
9. Handle all personnel processing matters related to the student's employment.
10. Notify the College of any personnel actions taken which may affect the student's standing in Internship Education.
11. Whenever possible, pay the student a wage or salary commensurate with the student's responsibilities, education, experience level and career field.
12. Provide safe and healthful working conditions for the student and hold the College harmless for any injury, illness or damages resulting directly or indirectly from the student's employment activities.
13. Encourage the student to complete his or her academic program at the College.

C. The student agrees to:

1. Enroll in the practicum course, for at least one semester, upon accepting employment in a college-approved Internship placement.
2. Attend the initial internship orientation meeting.
3. Continue enrollment in an approved certificate or degree program at the College while participating in a college-approved internship work experience placement.
4. Maintain a minimum Grade Point Average of 3.0 while participating in an internship work experience placement.
5. Identify and write specific work performance and learning objectives relating the internship work experience to their academic studies, for each semester enrolled in an internship education course.
6. Keep a Weekly Log of work activities and submit it to the faculty supervisor at mid-term and prior to finals.
7. Participate in activities designed to provide an overview of all applicable aspects of the industry.
8. Prepare a final five-to-eight-page paper summarizing the work experience, or an alternative project approved by your Faculty Internship Advisor.
9. Participate in the student/employer evaluation process.
10. Turn in workbook and all other assignments to the faculty supervisor.
11. Approach responsibility to the business and College with dedication, enthusiasm, and maturity.

4. Permanent Employment

Neither the employer nor the student is bound by this agreement to offer or accept permanent employment, although this is often the outcome of an Internship Education relationship. Internship Education placements are not intended to displace current full-time permanent employees of the employer.

5. Equal Employment Opportunity Statement

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status,

mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

6. Insurance

A. The school shall secure maintain general and professional liability insurance, with policy limits of not less than \$1 million per claim/ \$3 million annual aggregate, covering the School and each student for any liabilities arising out of the acts or omissions of the School, the Faculty, and Students in connection with this Agreement. Such policy shall cover all such acts or omissions, regardless of when a claim is brought. To the extent the School maintains “claims-made” coverage, it shall, upon termination or expiration of this of this Agreement for any reason, either purchase an unlimited report endorsement (a expiration of this Agreement for any reason, either purchase an unlimited reporting endorsement (a “tail”), or continuously maintain coverage until the expiration of any applicable statutes of limitations.

B. The School will maintain workers’ compensation insurance for Faculty members in the amounts required by applicable law.

C. The School shall provide to the Facility a certificate of insurance evidencing the insurance coverage upon execution of the Agreement and shall provide current certificates upon request prior to a Student’s start date with the Facility.

7. Governing Law

This Agreement shall be construed under and enforced in accordance with the laws of the State of Maryland, and it shall be construed in a manner so as to conform with all federal, state and local laws and regulations.

I certify that I have read, understood and have received a copy of this Memorandum of Understanding.

Employer Representative

Faculty Internship Advisor

Student

Internship & Apprenticeship Coordinator

Appendix V: ASL Interpreting Competencies

- **Interpreting Profession**
 - Registry of Interpreters for the Deaf
 - Models of Interpreting
 - Professional standards
 - RID-NAD Code of Professional Conduct
 - Ethics
 - Cultural nuances

- **ASL to English Interpreting**
 - Register (lexical, space, and use of fingerspelling)
 - Semantic Equivalence
 - English grammar and sentence structure
 - Tone & Intonation
 - Convey appropriate affect
 - Convey main ideas
 - Convey details
 - Control of external processing
 - Self-correction/error correction
 - Message accuracy

- **English to ASL Interpreting**
 - Register (lexical, space, and use of fingerspelling)
 - Semantic Equivalence
 - Non-manual markers

- Depiction
- Use of space
- Convey appropriate affect
- ASL grammar
- Fingerspelling production
- Self-correction/error correction
- Control of external processing
- Message accuracy

- **Transliteration Interpreting**
 - (Sign to Speech)
 - English mouthing, and appropriate non-manual markers for transliteration
 - English grammar, followed English word order
 - Accurate semantic matches
 - Register (lexical, space, and use of fingerspelling)
 - Process time
 - Message accuracy
 - (Speech to Sign)
 - Spoken English grammar, followed English word order
 - Process time
 - Register (lexical, space, and use of fingerspelling)
 - Fingerspelling comprehension
 - Message Accuracy

Appendix VI: Course Video Guidelines

Videos & Recordings

Student Presentation

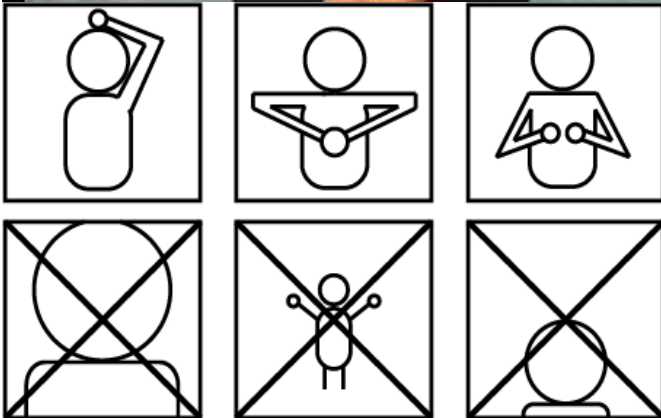
- Students must present themselves in appropriate interpreter attire and presentation during any recordings for homework assignments, mid-terms, and finals. Attire is to be contrasting to skin tone, solid, professional and appropriate. Hair should be kept out of the students face. For males, facial hair should be neatly trimmed and kept clean. Jewelry must be kept modest and not flashy, and nails must hold a neutral color in order to reduce distractions and eye strain for Deaf consumers. It is recommended that nails are kept to a shorter length to maintain correct signing parameters and fingerspelling production.
- ***5% of the total points will be deducted from any assignment, test or recording that does not meet the above outlined expectations, standards and requirements.***

Framing of Videos

Video Tips from GoReact (<https://help.goreact.com/hc/en-us/articles/360003481492-Recording-tips>)

- Framing (regardless of language modality) - Be sure your head, shoulders, and elbows are in the picture frame. You should allow a little space above your head, below your elbows and on the sides. This also ensures that your hands aren't cut off at the edges of the frame if you sign. (See pictured examples below)
- Background - Sit or stand in front of a solid colored background. Be aware that some cameras do not record bright white backgrounds very well. Remove clutter and make sure there is nothing inappropriate showing.

- Lighting - Make sure you have adequate lighting. Particularly, try to have more light in front of you than behind you. Otherwise, your face may be badly shadowed. Household lamps may help



- ***5% of points will be deducted from any assignment, test or recording that does not meet the above outlined expectations, standards and requirements.***

Title of Recordings

- General: Last name, assignment name
- For Re-Do's: Last name, assignment name, Re-Do

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- **5% of points will be deducted from any assignment, test or recording that does not meet the above outlined expectations, standards and requirements.**

Appendix VII: Email Etiquette

Standard email etiquette when emailing college professors

- **Have a clear subject line.** State which assignment and class number you are referring to and the class that you are. DO NOT leave the subject line blank.
- **Begin a new email for each new question and class type.** DO NOT have one long email chain/thread for the entire semester. It becomes confusing to know which assignments and courses you are referring to.
- **Always start the email with the appropriate title:** Professor/Dr/Mrs/Ms/Mr. Last Name.
- **Use salutations and signature** like Hello and Good Morning. End it with sincerely, your name.
- **Use your school email address.** Your school email is like your work email, you need to keep this separate from your personal emails.
- **Double, triple, quadruple check your spelling and grammar.**
- **Be courteous.**
- **Dr./Rev./Professor:** You know her professional credentials. If she has them, use them. Check her signature block or the internet. Do not use Mrs. or Miss as the default title. In fact, it's better to presume a woman to be a Dr. than to instead use Miss or Mrs. incorrectly
 - Ms.: You don't know her marital status (because it's really no one's business even though these titles make us think it is), and after some researching, you don't know her professional credentials. Or (this is important), she prefers this title over Mrs., Miss, or another professional title.
 - Mrs.: You know she's married, and (this is important) she prefers this title over Ms. or another professional title.
 - Miss: You know she's unmarried, and (this is important) she prefers this title over Ms. or another professional title. Actually, let's be real — no one prefers Miss. Let's just agree to strike it from our professional writing.
 - Also — it's ok to ask what title someone prefers. It's WAY better than assuming or neglecting someone's position in a professional setting.

Example:

Re: INTP(Course number) [Question about assignment #4]

Professor/Dr/Mrs/Ms/Mr. Last Name, (always use this approach unless a professor has given you permission to call them by their first name).

Hello, I am emailing you in regards to the homework assignment #4. I typed my write up, but I cannot figure out how to upload the document. I do not see the usual button to upload a document. I'm not sure if you or any of the other students are able to see it? If you could please make the adjustment on your end or let me know an alternative solution to submitting my assignment #4 I would appreciate it.

Thank you,
Student (name)

Note: For co-taught courses, both instructors must be emailed.

Appendix VIII: FCC Resources

The ASL Interpreter Preparatory Program follows the FCC Code of Student Conduct Policy and Procedures prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on college property or as part of any college activity. This includes the use of tobacco-based products on college property or during college-sponsored activities such as pro-bono interpreting or practicum hours.

Pro-bono interpreting and practicum hours are considered part of college activity. Students may be dismissed from the program if they participate in a clinical experience under the influence of alcohol, narcotics, any mood, and behavior-altering, or controlled dangerous substances. Also, some internship sites may require a student to undergo a drug screening or background check before granting access to their facilities. If a student is denied access to a site based on a drug screen or background check, the student will be dismissed from the program.

The ASL Interpreter Preparatory Program attempts to maintain privacy/confidentiality in the following manner:

- Assessments and exams are provided in a manner that does not expose the resulting grade.
- Grades will be posted in Blackboard.
- Immediate feedback is provided after all skill-based assessments and skill checks with only the participants and the instructor(s) present. When necessary or helpful (i.e. something from which the entire group of students may benefit), instructors will obtain permission to provide feedback in front of other students.
- It is expected that associated faculty (including Practicum site Coordinators/Mentors) will follow the same confidentiality and privacy policies that FCC and the ASL Interpreter Preparatory Program core faculty follow including those consistent RID.

Facilities

Lecture Classroom & Laboratory Classroom

Our Lecture classroom and laboratory classroom are combined and hold seating for 14 students. The classroom is equipped with a teacher console, overhead projector, multiple white boards, a camera to allow for remote students and printer. The room is set up in a way that a semi-circle of tables to allow students to engage in lecture and classroom application, as well as 14 customized computer stations equipped with headsets, webcams, standing/sitting desks, and curtains to ensure a seamless backdrop. This room is currently located in room 215.

Student Lab

Our student lab is set up right near the Lecture classroom and laboratory classroom. The student lab is equipped with a teacher console, overhead projector, whiteboard, and printer. The room has a smaller rectangular table to host small group meetings or tutoring sessions. There are 8 computer stations/cubicles equipped with headsets, webcams, standing/sitting desks, and sliding doors to ensure privacy for students when recording work. This room is currently located in room 217.

Programmatic Feedback

*The ASL Interpreter Preparatory Program engages in continuous and systematic evaluation and improvement. We welcome all comments, suggestions, ideas, and constructive criticism as part of that process. These are written policies and procedures for both students and employees (**No retaliation will occur by the college or program due to a complaint being filed**). Individuals in the community, practicum mentors, certified ASL/English interpreters, interpreting agencies, Deaf consumers, prospective students, or employers of graduates are welcome to provide comments according to the following policy. (**No retaliation will occur by the college or program due to a complaint being filed**).*

- *Comments must be provided in writing or ASL via video and signed by the author. Anonymous submissions will not be acknowledged, nor will written/ASL comments be provided on behalf of an anonymous source.*

Policies and Procedures

Academic Grievances: [Complaint Policy and Procedures for Students/](#)

Drugs, Alcohol, & Tobacco Policy: [Alcohol, Tobacco, Opioid, and Other Drug Use and Awareness \(ATODA\)](#)

Emergency on Campus: **SIGN UP FOR FCC ALERTS** www.frederick.edu/fccalert.

Personal Identifiable Information: [Protection of Personal Identifiable Information](#)

Student's Educational Records: [Privacy and Access to Education Records](#)

Tutoring and Writing Center: <https://frederick.edu/student-resources/gladhill-learning-commons/learning-assistance-and-tutoring.aspx>

The Bess and Frank Gladhill Learning Commons: [Gladhill Learning Commons](#)

Behavioral Health and Wellness: [Behavioral Health and Wellness](#)

Disability Access Services: [Disability Access Services](#)

FCC's Code of Conduct: [Code of Student Conduct](#)

Social Media Policy: [Student Personal Electronic Account Privacy Policy](#)

The ASL Interpreter Preparatory Program recommends students carefully consider what they post on social media and what privacy settings they have on their social media accounts. Internship coordinators, Faculty and internship site contacts can view the student's social media internship placement or employment. What the internship sites view on the internet may cause the site to refuse student placement, may influence the instructor's final assessment, or may affect possible employment in the future.

Grievances & Complaint Process for Students: [Complaint Policy and Procedures for Students](#).

Students wishing to file a complaint alleging any act of discrimination or sexual misconduct should refer to the [College Non-Discrimination Policy and Procedures](#) or the [Title IX Sexual Harassment Policy and Procedures](#) available on the College website.

