University of Northern Colorado

American Sign Language – English Interpretation Program

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Portfolio Series Overview

Purpose

The UNC’s ASL-English Interpretation (ASLEI) BA degree is a competency-based program requiring students to demonstrate mastery of various pre-determined skills. These skills constitute what has been coined the Entry-to-Practice Competencies.

The program curriculum is designed to engage students in learning experiences that will lead to the development of learning products providing evidence of mastery towards competence associated with five domains:

1) Theory and Knowledge
2) Human Relations
3) Language Skills
4) Interpreting Skills
5) Professionalism

Each domain has a variety of competencies totaling 34 for the entire program. Students must demonstrate specified degrees of mastery prior to graduation.

Impact

The four course portfolio assessment series is essential because they serve as formal check-in points and learning opportunities for students. They help prepare and move students towards successful completion of the capstone portfolio. Successful completion is a student who satisfies, through Coversheets and evidence, the program’s benchmark for mastery in at least 81% of all the competencies found in each domain.

The capstone portfolio is a long-term, multicourse project requiring students to make steady and independent progress throughout their time in the program. Prior to graduating, student will submit their completed capstone portfolio for review by a three-member rating team. Passing the portfolio assessment is a graduation requirement.

It is important to understand the four course series that will help prepare and move students towards submission.

- INTR 115 is a hybrid course taught during the summer semester. Students will learn about the ASLEI portfolio process as well as being introduced to the Coversheet and the competencies. A Coversheet will be written during this course.

  Depending on the student’s placement within the ASLEI curriculum INTR 215 course will be taken within either 6 months or 18 months of INTR 115.

- INTR 215 takes the foundation laid in INTR 115 and builds on it to increase the students’ understanding of the Coversheet and competencies. This course is taught online during the spring semester.
INTR 315 immediately follows INTR 215.

- INTR 315 challenges students to use their portfolio knowledge as if they were the rater. This course is taught as a hybrid during the summer semester.

  Depending on the student’s progress within the ASLEI curriculum the last course will typically be taken within one year of INTR 315.

- INTR 415 is the final course in the series and is taught online during the summer semester. It is taken co-currently with the Internship for Interpreters course (INTR 492). By the end of this semester students will submit their finalized capstone portfolio for review.

**NOTE:** The capstone portfolio is the student’s “final” project to satisfy graduation requirements. Keep in mind the final containers (i.e., jump drives, DVDs, notebooks, etc.) used for submitting the portfolio becomes the property of the program and will not be returned to the student. The ownership of the container is transferred to the program as a permanent part of the student’s record at the university and for auditing purposes. The content of the container is never modified without permission.
Course Preview

INTR 115 is the first course in the portfolio assessment series and it will introduce students to the Entry-to-Practice Competencies while orientating students to the system utilized to provide mastery of the competencies.

During this course, students will become familiar with the basic units that make up the portfolio project. All of the units prepare students to write a five-part essay, called a Coversheet, which describes the creator’s awareness and reflection around a specific competency, evidence package and demonstrated level of mastery.

Initially, students will function in a limited manner. Over time the range of function will expand as the student’s knowledge deepens. During the length of the program, students will improve in their ability to understand the competencies, to select evidence items, to understand levels of mastery and to effectively write Coversheets.

Objectives

By the end of this course, the students will be able:

- To read and discuss the *Towards Competent Practice* book.
- To examine and discuss a rated portfolio.
- To recite and identify the goal and required pieces of information for the Coversheet.
- To assess competencies to improve understanding of the competency.
- To write a Coversheet using evidence.
- To indicate how progress will be made in preparation for INTR 215.

Required Materials

Textbook


ISBN: 978-0-916883-41-6

Additional reading found in Course Materials in Blackboard

Plagiarism Policy

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition).

Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. For further information, go to the following website:

http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Inclusivity Statement

The UNC College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.”

( http://www.unco.edu/hr/AAEO_TitleIX.htm).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate ADA accommodations are implemented in a timely manner.
Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  (Reminder: you must achieve at least a “B” per class to meet graduation requirements)
- **C/D** = 80 - 61 below acceptable achievement of objectives
  60 or below is considered not passing.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- **No late work will be accepted in the last three days of this course.**

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Assignment Preview & Course Roadmap

The following information provides a preview and a roadmap (i.e., schedule) for the course assignments. The Assignment Description document outlines exactly how each assignment is to be complete. Student must follow the assignment description and the roadmap in order to be successful in this course.

The online portion of the course provides students with the opportunity to a) connect with each other, b) learn how the Entry-to-Practice Competencies were developed, and c) review a rated portfolio.

**Assignment 1: Community**

**Objective:** To connect with classmates through two introduction activities.

*Download* the Assignment Description from Blackboard’s Assignment tab.

<table>
<thead>
<tr>
<th>Assignment 1, Activity 1</th>
<th>Assignment 1, Activity 2</th>
<th>Assignment 1, Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/11 Complete activity (Post three wishes)</td>
<td>6/11 Complete Step 1 (Contact partner for interview)</td>
<td>6/11-6/13 Work on Steps 1 &amp; 2 (Gather the identified items)</td>
</tr>
<tr>
<td>6/12 - 6/15</td>
<td>6/12 Work on Step 2 (Conduct interview) *overlaps with Assignment 2</td>
<td>6/13 Complete Step 3 (Submit the identified items)</td>
</tr>
<tr>
<td>6/16 Complete Step 3 (Post partner interview) *overlaps with Assignment 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Assignment 1, Activity 4 is participation points for onsite meetings.

**Assignment 2: History of the Portfolio**

**Objective:** To read and discuss the Towards Competent Practice book.

*Read* Assignment 2’s Description

<table>
<thead>
<tr>
<th>Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/14-6/15 Complete Step 1 (Read Towards Competent Practice)</td>
</tr>
<tr>
<td>6/16 Complete Step 2 (Post an original post)</td>
</tr>
<tr>
<td>6/17-6/18 Complete Step 3 (Post two responding posts)</td>
</tr>
</tbody>
</table>

**Assignment 3: Portfolio Overview**

**Objective:** To examine and discuss a rated portfolio acquiring an understanding of the ASLEI Program’s capstone project.

*Read* Assignment 3’s Description

<table>
<thead>
<tr>
<th>Assignment 3, Activity 1</th>
<th>Assignment 3, Activity 2</th>
<th>Assignment 3, Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/19 Complete activity (Read The Reader)</td>
<td>6/20-6/21 Complete activity (Review rated portfolio)</td>
<td>6/21 Complete Step 1 (Post individual responses)</td>
</tr>
<tr>
<td>6/22-6/24</td>
<td>6/24 Complete Step 4 &amp; 5 (Post group responses &amp; evaluate group)</td>
<td></td>
</tr>
</tbody>
</table>

*Assignment 3, Activity 4 will occur during the onsite meeting on 6/30.
The onsite portion of the course moves student into how the portfolio project will be completed. Students will a) learn the template nature of the Coversheet, b) how to assess the competencies, c) how to assess a written Coversheet, and d) how to write their own Coversheet. This is the foundation for the work that students will be completing from now until graduation.

### Assignment 4: Coversheet Overview

**Objective:** To recite the goal and required pieces of information for each section of the Coversheet.

**Read Assignment 4’s Description**

<table>
<thead>
<tr>
<th>6/30 - Onsite Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 4, Activity 1</strong></td>
</tr>
<tr>
<td>7/1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Assignment 5: Assessing the Competencies

**Objectives:** To assess competencies using lenses to improve understanding of the competency & To tell how the assessment lenses relate to the sections of the Coversheet.

**Read Assignment 5’s Description**

<table>
<thead>
<tr>
<th>7/7 &amp; 7/9 - Onsite Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 5, Activity 1</strong></td>
</tr>
<tr>
<td>7/6</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Assignment 5, Activity 3 will occur during the onsite meeting on 7/9 as uses the assessments created in Activity 2.*

### Assignment 6: Assessing the Coversheet

**Objectives:** To identify the required pieces of information within each section of a sample Coversheet and assess the effectiveness of the information at addressing the section’s goal.

**Read Assignment 6’s Description**

<table>
<thead>
<tr>
<th>7/14 - Onsite Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 6, Activity 1</strong></td>
</tr>
<tr>
<td>7/11-7/13</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Assignment 6, Activity 2 will be started during the onsite meeting on 7/14. Come with Activity 1 completed.*
Assignment 7: Writing the Coversheet  
**Objective:** To write a Coversheet for Competency 1.1 using the UNC LAC Checklist and unofficial transcript as evidence.

**Read** Assignment 7’s Description

<table>
<thead>
<tr>
<th>7/21 &amp; 7/23 - Onsite Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 7</strong></td>
</tr>
</tbody>
</table>
| 7/20-7/21 | Complete Step 1  
(Read Towards Competent Practice) |
| 7/21-7/22 | Complete Step 2  
(Write the Coversheet)  
*will be used during 7/23 meeting* |
| 7/23 | Complete Step 4  
(Submit the Coversheet)  
*no late work accepted* |

*Assignment 7, Step 3 will occur during the onsite meeting on 7/23 as uses the Coversheet created in Step 2.

**To wrap up** the onsite portion of the course, student will look ahead to INTR 215.

Assignment 8: Looking Ahead  
**Objectives:** To indicate how progress will be made in preparation for INTR 215.

**Read** Assignment 8’s Description

| 7/20 | Complete Step 1  
(Print and sign agreement) |
| 7/21 or 7/23 | Complete Step 2  
(Bring agreement to either meeting)  
*no late work accepted* |
| 7/20-7/25 | Work on Step 1  
(Create product with your look ahead) |
| 7/25 | Complete Step 2  
(Submit look ahead product)  
*no late work accepted* |

**Congratulations!** You have completed the course and now have the basic tools to compiling products and documenting your ASLEI portfolio!

**Grades** will be finalized in Blackboard by 5:00 pm July 30th.
# Assignments

## Assignment Overview

For more detail: A complete discussion of each assignment and an associated rubric is available under the Assignment link on the menu bar within Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community:</td>
<td>10 pts</td>
<td>6/11-7/23</td>
</tr>
<tr>
<td></td>
<td>To build a community within INTR 115.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>History of the Portfolio:</td>
<td>9 pts</td>
<td>6/14-6/18</td>
</tr>
<tr>
<td></td>
<td>To discuss the foundation of the portfolio project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Portfolio Overview:</td>
<td>15 pts</td>
<td>9/19-6/25</td>
</tr>
<tr>
<td></td>
<td>To examine and discuss a rated portfolio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Coversheet Overview:</td>
<td>6 pts</td>
<td>6/30-7/3</td>
</tr>
<tr>
<td></td>
<td>To recite the template nature of the Coversheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Assessing the Competencies:</td>
<td>17 pts</td>
<td>7/6-7/10</td>
</tr>
<tr>
<td></td>
<td>To understand the competencies through six lenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Assessing the Coversheet:</td>
<td>27 pts</td>
<td>7/13-7/19</td>
</tr>
<tr>
<td></td>
<td>To identify the template nature in a sample Coversheet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Writing the Coversheet:</td>
<td>10 pts</td>
<td>7/20-7/23</td>
</tr>
<tr>
<td></td>
<td>To write a Coversheet for C1.1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Looking Ahead:</td>
<td>6 pts</td>
<td>7/20-7/25</td>
</tr>
<tr>
<td></td>
<td>To acknowledge and plan for portfolio progress.</td>
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</tr>
</tbody>
</table>

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For Online Discussions
- Guidelines For Written Assignments
Course Summary

Conclusion

INTR 115: Portfolio Assessment I provided students a first opportunity to consider the portfolio project and the Entry-to-Practice Competencies. The building blocks comprising the portfolio project were explored. Students had the opportunity to review a rated portfolio, review the Coversheet, write a Coversheet, and assess competencies while receiving instructor feedback.

Each student now has the skills needed to prepare for the next phase of portfolio assessment (INTR 215: Portfolio Assessment II).

Key Points

INTR 115 introduced students to a long-term project that will be completed in parallel to other course requirements.

- There are four check-in points where students will deepen their knowledge and understanding of the portfolio project.
- Students must make steady progress outside of Portfolio Assessment courses.
- Students now have a foundation they can use and become familiar with prior to deepening and strengthen that foundation in INTR 215.

What’s Next

- It is essential prior to INTR 215 regular work on the portfolio project is completed. This is a large project!

- Determine a system for organizing the portfolio. An effective system is one where portfolio work can easily to retrieve. It may be a system for electronic items, hard copies or both. Eventually, all items will need to be electronic.

- As next semester’s courses begin, continue collecting evidence which can demonstrate any of the 34 competencies.

- The portfolio is a consistently evolving project. Nothing is ever complete until it’s submitted to the raters.
Quality Instruction
Preparing Qualified Interpreters