INTR 430 – Introduction to K-12 Interpreting

Fall Semester 2018

Instructor Information: Susan Brown

E-mail: susan.brown@unco.edu

Office Hours: Thursdays from 5:00-6:00 MT in Canvas Conference or by appointment.

Class Times and Locations (follow the daily schedule and/or roadmap below for specific dates/times):

This class is conducted: Online beginning August 20 – December 8, 2017.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu. Your log in is the same as you use for BearMail. Be sure to check both regularly. All of your homework assignments, quizzes, and tests are submitted in Canvas.

Course Description: This course introduces students to interpreting in the K-12 setting and provides an overview of public education and deaf education practices in the United States.

Course Purpose: The purpose of this course is to begin your exploration of your interpreting emphasis area. All the courses in your emphasis area will be done using a structured independent study approach. In this course you will explore educational interpreting as a profession. Broadly, you will gain knowledge of historical and legal background that created the educational system in which interpreters’ work; typical structures of public schools, the roles and services of key personnel involved with deaf children; and, the work setting and conditions common to the educational interpreting experience. As well, you will become familiar with local, state, and national resources related to services for d/D/Deaf and Hard of Hearing persons and compile this information into a resource folder that you can use for your own purposes and as resource information for the professionals, parents, and students with whom you work.

Pre-Requisites: INTR 211: Critical Thinking and INTR 220: Introduction to Consecutive Interpreting.

Course Objectives: Upon the completion of this course, students will be able to do the following:

- Discuss the purpose of education and the roles of public and special schools.
- Identify, research and organize information on contacts and resources in your State, the Local Education Authority (LEA) and School and resources available to members of the educational team, d/D/Deaf and Hard of Hearing students, their parents and members of the Deaf Community.
• Discuss the legal foundation for the integration of students who are d/Deaf or Hard of Hearing into public education.
• Discuss current issues and possible trends for public schools and programs for d/Deaf/Hard of Hearing students in the United States.
• Review the historical and legislative development of the profession of Educational Interpreting.
• Examine the current state-of-the-art of Educational Interpreters in terms of employment qualifications and practices, and certification standards.
• Examine current Federal, State, and Local standards and guidelines used to define the role and responsibilities of Educational Interpreters.
• Examine the current state-of-the-art of Educational Interpreters in terms of working conditions and how working conditions can contribute to the physical and intellectual capacity of interpreters.

Professional Standards Met: Colorado Department of Education Standards 4.14 (3)(a), (3)(b), (5)(a), (5)(b), (5)(c), (5)(d), (5)(e), (5)(f), (7)(c) ,(9)(c)

Required Resources: (provided in Canvas)
• The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students
• Timeline of Historic Events in Deaf Education
• A Timeline of Special Education History (Peterson)
• History in Educating Children with Disabilities Through IDEA
• Individuals with Disabilities Education Act Reauthorization Legislation: An Overview (1997)
• The Every Child Achieves Act of 2015
• National Task Force on Educational Interpreting
• Current Issues: Interpreters in the Educational Setting (Huwitz)
• Model Standards for the Certification of Educational Interpreters for Deaf Students
• State Employment Requirements & Handbooks
• Interpreting for Children: Some Important Differences (Brown, Schick)
• RID standard practice paper: Educational Interpreting
**Course Requirements:** This is a brief overview; full instructions are posted in your online class.

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<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<td><strong>Assignment 1</strong></td>
<td><strong>Participation:</strong> There are six discussion post forums (including the introduction post) and five class meetings (Canvas collaborate) sessions available in this course. The first class meeting is required. For full points on Assignment 1 you must participate in ten of the eleven activities. Each activity is worth 1 point. Although participation in the discussions is not required, it is highly encouraged. NOTE: For the discussion posts, you must submit them within the time period outlined for each unit/module. See Assignment details for assignment expectations and rubric.</td>
<td>10 pts. total Ongoing</td>
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| **Assignment 2** | **Resource Packet (3 separate submissions)**  
Part 1 of your resource packet involves collecting information specific to the federal, state, and local **educational system.**  
Part 2 of your resource packet involves collecting information on the federal, state, and local key resources and contacts relative to **special education** and **educating deaf students.**  
Part 3 of your resource packet involves collecting information on federal, state, and local qualifications, standards, and guidelines and for educational interpreters and comparing them to two other states. See Assignment details for assignment expectations and rubric. | 30 pts. total (Each part: 10 pts.) |
| **Assignment 3** | **Observations**  
Observe environments and activities involving children, compare and contrast them, and develop recommendations for an interpreter coming in to work in these environments. See Assignment details for assignment expectations and rubric. | 30 pts. |
| **Assignment 4** | **Final Paper: Changes and Trends in K-12 Educational Interpreting**  
This paper represents a culmination of your reading, research, observations, analyses, and thoughts as you have explored educational interpreting and as it has changed over the years. See Assignment 4 details for assignment expectations and rubric. | 30 pts. |

**Total score:** 100 points

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points 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 maintain at least a “B” per class to meet graduation requirements)**
- **C/D = 80 - 61** below average achievement of course objectives
- **60 or below** is considered not passing.
University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit: www.unco.edu/dean-of-students/shareaconcern/.