INTR 406-900/970 Leadership in Interpreting
Spring Semester 2019

Instructor Information: Kellie Stewart
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Office Hours: Wednesdays, 1-2 pm by email or phone (970-351-3108)

Class Times and Locations (follow the Course Map posted in your class for specific dates/times):

Canvas: We will be using Canvas with 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 the major theories and concepts of leadership and their application to the field of interpreting and explores the link between leadership, ethics, and values.

Course Purpose: The purpose of this course is to introduce a variety of ways to define leadership, to investigate approaches to and models of leadership, to examine the history of leadership in the field of interpreting in light of these approaches and models, to explore the relationship between leadership and changes the field is facing, to assess one's values and leadership style, and to consider the ethics of leadership.

Pre-Requisites: Prerequisite knowledge in the discipline include introduction to the field of interpreting, INTR 112: Theory and Practice of Interpreting and introduction to service in the Deaf community, INTR 311: Community and Identity.

Course Objectives: Upon the completion of this course, students will be able to do the following:
1. Discuss prevailing issues in the field of interpreting.
2. Discuss the factors that contribute to the prevailing issues in the field of interpreting.
3. Discuss opportunities for leadership within the field of interpreting at the local, state and national level.
4. Identify, discuss and apply a variety of leadership theories to the analysis of case studies involving leadership in the field of interpreting.
5. Identify, discuss and apply a variety of leadership models to the analysis of leadership profiles, identifying the attributes, skills, knowledge and attitudes associated with each.
6. Describe own leadership style in relationship to a variety of assessment instruments.
7. Assess the implications of own leadership style for leadership within the field of interpreting.
8. Assess the ethical considerations that emerge in various case studies involving leadership roles in the field of interpreting.

**Entry-to-Practice Competencies**

2.1 Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one’s work.
2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.
2.4 Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting.
2.5 Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.
2.6 Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the code of ethical conduct.
5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.
5.4 Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices.
5.5 Demonstrate commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.
5.6 Demonstrate commitment to the D/deaf Community by supporting and contributing to D/deaf-related organizations and activities.
5.7 Demonstrate awareness of community resources by identifying organizations and agencies that could or do serve D/deaf people.
5.8 Discuss state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.
5.9 Identify and discuss the scope and authority of state and federal laws impacting D/deaf people and interpreters.

**Required Materials:**

**Textbooks**

Media

Additional Materials from Prior Courses

Readings (websites)

APA Style Guide Central: http://www.apastyle.org/

Readings (eReserves)


Highly recommended but not required
Student Membership in the Registry of Interpreters for the Deaf (RID) http://www.rid.org/membership/join/

Membership in the National Association of Interpreters in Education (NAIE) http://naiedu.org/join-naie/

Supplemental Resources (Not required)
### Course Requirements

Full instructions for each assignment are in the online class.

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<thead>
<tr>
<th>Description</th>
<th>Pts.</th>
<th>Due:</th>
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<tbody>
<tr>
<td><strong>Assignment 1</strong> Online Discussions: Generate 18 original responses, 3 for each of 6 lessons, to study questions relating to the course readings and activities. Respond to at least 16 postings, 3 for each of 6 lessons, by online peers. Additional postings are encouraged to foster the greatest degree of learning and participation possible; however, only 3 original and 3 response postings will be graded for each of 6 the lessons. All posts in each lesson are worth 4 points per lesson. The online introduction is worth 1 point.</td>
<td>25</td>
<td>Ongoing</td>
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<td><strong>Assignment 2</strong> Additional Postings: Post findings on the following topics:</td>
<td>15</td>
<td>Various</td>
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<td>A. leadership opportunities</td>
<td></td>
<td>1/22</td>
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<td>B. current issues</td>
<td></td>
<td>2/25</td>
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<td>C. values exercise</td>
<td></td>
<td>3/9</td>
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<td>D. leadership panel</td>
<td></td>
<td>TBD</td>
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<tr>
<td>E. leadership interview</td>
<td></td>
<td>4/12</td>
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<td>Each posting is worth 3 points.</td>
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<td><strong>Assignment 3</strong> Research Project: Select a significant issue in the field of interpreting. Submit a research project that examines and addresses the historical factors affecting the issue chosen as well as the subsequent effect of those factors on current leadership initiatives. Then apply one leadership approach or theory from Lesson 3 or 4 to the issue and discuss the ramifications of leading the issue from this paradigm.</td>
<td>20</td>
<td>3/30</td>
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<td><strong>Assignment 4</strong> Assessment and Values Profile: Prepare a comprehensive profile that reports the results of the various leadership questionnaires, the correlation between these questionnaires and personal values, and possible leadership venues you may best be suited for.</td>
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<td>4/22</td>
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<td><strong>Assignment 5</strong> Case Study Analysis: Analyze one of two proposed case studies, apply one of the four leadership models presented in Lesson 5 to the situation and discuss considerations for ethical leadership. Provide specific examples to illustrate understanding of the concepts and strategies associated with the specific leadership model selected.</td>
<td>25</td>
<td>5/3</td>
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**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 = 91 - 100** superior achievement of course objectives
- **B = 81 - 90** above average achievement of objectives
  
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*

- **C/D = 61 - 80** 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 with 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](http://www.unco.edu/disability).

**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 an/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/sexual-misconduct](http://www.unco.edu/sexual-misconduct).

**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](http://www.unco.edu/dean-of-students/shareaconcern/).

**Accommodations Statement:** Disability Resources - It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at [http://www.unco.edu/disability-support-services](http://www.unco.edu/disability-support-services/).