INTERPRETER EDUCATION PROGRAM

APPLICATION FORM 2020-2021

NAME:________________________________________________    DATE:______________    COUGAR ID # :_______________________

Birthdate __________________________

ADDRESS: __________________________________________________________________________

E-MAIL ADDRESS: _______________________________________ PHONE NUMBER________________

AGREEMENTS FOR INTERPRETING MAJOR CANDIDATES

Carefully read each item and ask for clarification as necessary.

1) A minimum 320-hour, non-paid, practicum experience is required during the last two semesters of the Interpreter Education Program. Students may not enroll in practicum until all first through third semester courses, as per the Plan of Study, are completed. Practicum hours beyond regular weekday hours may not be available.

2) STUDENTS WHO SUCCESSFULLY COMPLETE ONE 160-HOUR PRACTICUM PLACEMENT AT A K-12 PUBLIC SCHOOL SETTING are eligible to apply for Hearing Impaired Interpreter Licensure from the Ohio Department of Education. This practicum requires daytime availability.

3) Majors must enroll in a minimum of two to three designated Interpreting courses each semester in order to maintain status as a major. You must have completed or be in the process of completing ALL courses according to the Plan of Study to enroll in practicum courses – IEP 2901, 2902, 2903. If a student leaves the program and wants to return, they must attend a new Mandatory Information Session to re-apply, and follow the Plan of Study for the new admission year. To re-enter the program, students may be required to take ASL and/or Interpreting skills placement tests.

4) All Interpreting Major courses require a grade of “C” or higher to continue to the next level of study, keep major status, and serve as fulfilling graduation requirements. Practicum courses IEP 2901, 2902, and 2903 require a grade of “B” or higher to move to the next level of courses and to fulfill graduation requirements. See syllabi for more info.

5) Many Interpreting Major courses are only available once a year. Failure to earn the minimum required grades in prerequisite courses, and/or not taking a course when offered may delay graduation, and affect major status.

6) I understand that in order to enroll in the first semester of IEP AAS degree courses, I must be at least 18 years old, and a High School graduate or have the equivalent GED.

7) I understand that in order to enroll in my first practicum course (IEP 2901 or IEP 2903), I must first take the EEP (Entrance Exam for Practicum) and receive a score of 83% or higher.

8) I have read the Release Agreement regarding being video and audio taped in Interpreter Education Program courses.

9) I have read, and agree to abide by the Privacy and Social Media Guidelines and CSCC Interpreter Education Program Student Code of Professional Conduct attached.

10) I have read the Essential Functions for Interpreter Education Program Students; and verify that I meet these minimum requirements.

11) It is the responsibility of the student to keep all personal information current with the CSCC registrar’s office.

12) I will respect and honor the privacy of all classmates, faculty and staff as it relates to sharing information, social networking, and all other forms of communication; and to be honest and truthful with faculty and staff.

13) I understand that in order to be successful in the Interpreter Education Program, I will be required to invest hours outside of the classroom interacting with the Deaf community.
I have read, understood, and accept the stipulations of *PROGRAM NOTES AND AGREEMENTS*, listed on this page. All information provided on this form is, to my knowledge, true and accurate.

Signature ___________________________ Date ______________

NAME: ___________________________ Cougar ID Number ____________________

Please answer each of the following questions honestly and thoroughly.

1. Do you have college experience? 
   YES  NO
   If you answered **YES**, answer the additional questions.

   A. Have you successfully completed a Master's program? 
      YES  NO
      Name of college ______________________ Date completed __________
      Degree ____________________________ Overall GPA _________

   B. Have you successfully completed in a Bachelors program. 
      YES  NO
      Name of college ______________________ Date completed/expected __________
      Degree ____________________________ Overall GPA _________

   C. Have you successfully completed an Associate program? 
      YES  NO
      Name of college ______________________ Date completed __________
      Degree ____________________________ Overall GPA _________

   D. Have you successfully completed college English and/or Math courses, but not yet completed a program? 
      YES  NO
      Name of college(s) ______________________
      Courses completed ____________________________
      Dates attended ______________ Overall GPA _________

   E. Have you submitted ALL college transcripts to CSCC’s registrar? 
      YES  NO

2. Have you graduated from high school or completed your GED? 
   YES  NO
   If you answered **NO**, when do you anticipate graduation? ______________________
   Name of high school ____________________________
3. Presently, are you a current at CSCC?  YES  NO
   If you answered YES, answer the following questions.

   A. What class(es) are you currently enrolled in? _______________________________

   B. What have you declared as your major? _______________________________

4. Do you have “sign language”/ASL experience?  YES  NO
   If you answered YES, answer the following questions.

   My experience with sign language is by way: (check and complete all that apply)

   _____ Deaf family members – their relationship to you is _____________________
   _____ Deaf friends/co-workers for _____________________ years
   _____ Community sign language course taken at ____________________________
   _____ Formal college level sign language course at __________________________
   _____ Self-taught

   Have you taken an ASL Placement Exam at CSCC?  YES  NO
   If you answered YES, what ASL course did you place? _____________________

5. Have you taken any ASL courses at CSCC?  YES  NO
   If you answered YES, complete the following:
   Circle all the ASL courses you are in now or have completed at CSCC.

   IEP 1101 Beginning ASL       IEP 1102 Intermediate ASL       IEP 1103 Advanced ASL

6. Have you taken the Compass Test at CSCC?  YES  NO
   If you answered YES, list the English, reading, and math courses the counselor suggested you take.
   English ___________________  Math ___________________  Reading ___________________

   If you answered NO, please check the following:
   _____ I am excused from taking the Compass Test by virtue of my college degree(s).
   _____ I plan to take the Compass Test on ________________________________.

7. I will be available to participate in extracurricular activities and assignments during my ASL and IEP courses.
   YES  NO

8. My goal is to begin the sequence of interpreting courses during the fall of _____________.
Columbus State Community College  
Interpreter Education Program  
Student Code of Professional Conduct (S-CPC)

Tenets

1.0 CONFIDENTIALITY

- **Tenet:** Students adhere to professional standards of confidential communication.
- **Guiding Principle:** Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Students will maintain confidentiality about professional activities and classroom communication.
- **Illustrative behaviors for students:**
  1. Honor commitments to keep information in confidence.
  2. Do not share personal or private information from classroom discussions with others.
  3. Do not share details of professional activities (e.g., observations, mentoring, interpreting, and other required activities) outside of their respective environments. Specifically, do not share information regarding professional activities via: text messaging, email, third-party conversations, and postings to social media.

2.0 PROFESSIONALISM

- **Tenet:** Students possess the professional skills and knowledge required for academic and interpreting situations.
- **Guiding Principle:** Interpreters should expect to stay current with language use, cultural norms, and changes in the profession of interpreting and be able to apply this knowledge in their work. Students must also be actively engaged in learning and adhere to the ethical and professional standards of the interpreting community and the Interpreter Education Program.
- **Illustrative behaviors for students:**
  2.1 Adhere to educational commitments by attending classes, being punctual, and being prepared for active learning.
  2.2 Demonstrate ability to work within a professional context by adhering to institutional norms and expectations, and by showing respect to others (e.g., faculty, staff, student peers, Deaf community members, and professional interpreters).
  2.3 Abide by linguistic, social, and ethical norms when interacting with interpreters, members of the Deaf community, and other individuals.
  2.4 Seek further knowledge about aspects of Deaf culture.
  2.5 Stay abreast of past and current empirical research in Interpretation Studies related disciplines.
  2.6 Abide by national and international codes of conduct established by professional interpreting associations.

3.0 CONDUCT AND CIVILITY

- **Tenet:** Students conduct themselves in a manner appropriate to specific situations.
- **Guiding Principle:** Students should expect to present themselves appropriately in demeanor and appearance. Further, students avoid situations that result in conflicting roles or perceived and/or actual conflicts of interest.
- **Illustrative behaviors for students:**
3.1 Convey an attitude of respect for the capabilities and worth of others, in both verbal and non-verbal communication.
3.2 Refrain from rejecting or minimizing the capabilities and worth of others or attempt to impose your views and values on others.
3.3 Respect differences among individuals.
3.4 Demonstrate sensitivity to the feelings and opinions of others.
3.5 Convey openness to those who have backgrounds that are different from your own.
3.6 Ask questions and actively listen to others.
3.7 Refrain from non-constructive criticism of others.
3.8 Demonstrate professional decision-making skills in public.

4.0 COMMUNICATION

- **Tenet:** Students demonstrate an ability to take time to understand others, to manage emotions effectively, to use humor appropriately, and to allow people the opportunity to make mistakes.
- **Guiding Principle:** Students should expect to maintain professionalism in communication with others, including members of the Deaf community, faculty and staff, fellow students, and working interpreters. Professional communication includes giving and receiving feedback, observing the work of others, and asking questions.
- **Illustrative behaviors for students:**
  - 4.1 Communicate in a professional, courteous manner in online communication (e.g., emails, social media, and texting) and face-to-face communication.
  - 4.2 Avoid language that could have the perception of a put-down by the listener.
  - 4.3 Learn and follow the chain of command within institutions.
  - 4.4 Communicate in a manner that is respectful and promotes collaborative results.
  - 4.5 Represent yourself as a member of the Interpreter Education Program, Columbus State Community College, and the interpreting profession in a positive manner.

5.0 RESPECT FOR OTHERS

- **Tenet:** Students express respect for members of the faculty, staff, Deaf community, fellow students, and working interpreters while demonstrating humility, honesty, and integrity.
- **Guiding Principle:** Students demonstrate the ability to work within a professional context by understanding and adhering to organizational norms and expectations, demonstrating respect for other professionals, deferring to those more advanced in the field, and supporting and mentoring others who have less experience. At times, these contexts may include emotionally charged situations in which respect for your own responses and others’ reactions require thoughtful and mature consideration.
- **Illustrative behaviors for students:**
  - 5.1 Adhere to the ASL/IEP Language Philosophy by signing in the company of Deaf faculty, staff, and students
  - 5.2 Demonstrate listening and attentive behaviors when conversing with others through posture, eye contact, and body language.
  - 5.3 Respectfully consider the ideas and themes raised by others.
5.4 Express yourself with self-assurance by articulating thoughts and feelings in a clear, deliberate, and unassuming manner.
5.5 Demonstrate honesty and trustworthiness in interactions with others.
5.6 Avoid deceit or stretching the truth.
5.7 Do not take credit for work done by others.
5.8 Admit and accept shortcomings and limitations in knowledge and skills.
5.9 Do not flaunt knowledge or skills.
5.10 Do not display anger, annoyance, frustration, defensiveness, excessive self-criticism, or withdrawal when given feedback.

6.0 ETHICAL PRACTICES
- Tenet: Students maintain ethical practices.
- Guiding Principle: Students demonstrate the ability to hold, understand, and value multiple perspectives, and worldviews. Students exhibit the ability to eliminate previously held stereotypes and beliefs about individuals from different cultural groups. Students recognize their larger role as citizens within a society and act according to ethical norms.
- Illustrative behaviors for students:
  6.1 Know the tenets of the NAD-RID Code of Professional Conduct.
  6.2 Follow best practices within the profession when faced with ethical conflicts including practicing discretion when accepting interpreting assignments, following standard billing practices, and discussing individual terms and conditions.
  6.3 Demonstrate willingness to change or compromise in the face of new information.
  6.4 Demonstrate flexibility when considering the opinions of others.
  6.5 Recognize there are multiple ways of doing things that are reasonable and appropriate for the situation.

7.0 COMMITMENT TO THE PROFESSION
- Tenet: Students exhibit a commitment to the interpreting profession. In addition, students demonstrate the ability to be dependable when undertaking and complete activities that support this commitment.
- Guiding Principle: Students should expect to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.
- Illustrative behaviors for students:
  7.1 Value potential avenues for learning, including classroom discussions, readings, activities, assignments, and feedback from members of the Deaf community, peers, colleagues, faculty, and staff.
  7.2 Take initiative to acquire new information, improve, and change when a gap in knowledge or a deficit in a personal quality is uncovered.
  7.3 Demonstrate dependability, reliability, and follow through with tasks and assignments by meeting deadlines, being punctual, being prepared, and working as a team member.
  7.4 Go beyond the minimum expectations in learning and professional activities.
  7.5 Be reflective about all learning opportunities.
Students in the Interpreter Education Program Associate of Applied Science Degree:

- Must complete all requirements outlined in the Plan of Study in order to be eligible for practicum
- Must score 83% on the Entrance Exam for Practicum (EEP) one semester prior to practicum placement
- Must meet with his/her advisor one semester prior to registering for his/her first practicum course to complete all necessary paperwork
- Must be available a MINIMUM of 11 hours per week times 15 weeks, excluding weekends and evenings
- Must complete a minimum of a 320-hour, non-paid, practicum experience during two consecutive semesters of their program
  - IEP 2901 Community Practicum I
  - IEP 2902 Community Practicum II
  - IEP 2903 K-12 Educational Practicum
- Must successfully complete one practicum experience during daytime, school hours in a K-12 setting (IEP 2903) in order to be eligible for ODE’s Hearing Impaired Interpreter Licensure
- Must adhere to all Practicum rules and requirements
- Must adhere to the RID Code of Professional Conduct
- Must be under DIRECT supervision of a site interpreter at ALL times when interpreting during practicum
- Are responsible for identifying and meeting deadlines for paperwork and meetings related to Practicum (See Practicum Handbook)

Contact Katrina Callaghan at kcallagh@csc.edu or 614.287.5164 for more information.

I have read, and agree to abide by the above Practicum Requirements.

________________________________________ ____________________
Signature       Date
Release Agreement

I understand that any or all portions of any presentation that I participate in or interpret may be videotaped, photographed, tape recorded, or reproduced for the purpose of benefiting members of the Deaf community, educators, interpreters, students and others interested in the Interpreter Education Program.

I agree to allow Columbus State Community College to share such video recordings, photographs, tape recordings, or other reproductions with other persons, groups, schools, or organizations for educational and/or training purposes.

In the event that any material contained in any presentation is, or will be, copyrighted, I license the Columbus State Community College to utilize said material as stated in this Release Agreement.

In consideration of the permission granted to me by the Columbus State Community College, to present, participate in, or interpret presentations on behalf of the Columbus State Community College, I knowingly and voluntarily execute this Release Agreement.

Date ______________________________

Signature __________________________

Printed Name __________________________
SHARING OF COURSE CONTENT

You may NOT audio and, video recording, transmission, or distribution of class content (e.g., lectures, discussions, demonstrations, etc.) unless the course instructor has provided written permission via the syllabus or a signed form. Authorization to record extends solely to students in that particular course.

You may NOT Transmit, share, or distribute course content (including tests, notes, lecture materials, assignments, etc.) onto public, commercial, or social media sites.

The Interpreter Education Program remains diligent in protecting the privacy of students, faculty, staff and others involved with our program. You may NOT post pictures, videos, etc. from class and/or extracurricular IEP events on social media sites without express permission of included individuals. Failure to follow this provision could result in the student’s dismissal from the program.

________________________________________  _______________________
Student Printed Name       Date

________________________________________  _______________________
Student Signature       Cougar ID number
Columbus State Community College

Plan of Study
Interpreter Education Program
Interpreter Education Program AAS

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| TOTAL CREDITS                    | 66  |

* Practicum courses require a grade of "B" or higher to satisfy graduation requirements.

Second year interpreting students are required to take the EEP (Entrance Exam Practicum) one semester prior to scheduling their first practicum experience (IEP 2901 or 2903). A minimum interpreting skill level must be met in order to qualify and register for the first practicum experience.

CM9/24/18/IEP/Interpreter Education Program AAS