Framingham State University

Program Assessment Plan - American Sign Language/English Interpreting Concentration
AY 2017-2022

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1) **PROGRAM MISSION STATEMENT – ASL/English Interpreting Concentration**

The Bachelor of Arts degree in ASL/English Interpreting program provides students with a theoretical and practical foundation in the knowledge, skills, values and ethical judgment necessary for the successful transfer of meaning, cultural mediation and professional conduct required of working interpreters. Students are involved in coursework, research, service learning (community engagement) and practicum experiences within the context of a public liberal arts education that seeks to strengthen and deepen the knowledge base and critical thinking skills that all successful interpreters must possess. Upon completion of the program, students are well-positioned to pass state-level interpreter screenings within one year of graduation.

2) **PROGRAM LEARNING OBJECTIVES**
   Graduating students should be able to:

   1. communicate in their working languages (American Sign Language and English) at level of proficiency equivalent to the Advanced High Level of speaking and listening as established in 2012 by the American Council of Teachers of Foreign Languages (**see attached description in Appendix A**).
   2. interpret in settings appropriate to entry-level interpreters.
   3. integrate their knowledge of the history, culture, values and diversity of the Deaf/Hard of Hearing/DeafBlind communities into their interpreting practice.
   4. integrate their knowledge of interpersonal and intercultural communication dynamics into their interpreting practice.
   5. participate in undergraduate-level research in interpreting or linguistics.

3) LEARNING OPPORTUNITIES

Program Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5
KEY: I = introduced R = reinforced E = emphasized A = assessed	Graduating students should be able to communicate in their working languages (American Sign Language and English) at a level equivalent to Advanced High in speaking and listening as established by ACTFL (see Appendix A)	Graduating students should be able to interpret in settings appropriate to entry-level interpreters.	Graduating students should be able to integrate their knowledge of the history, culture, values and diversity of the Deaf/Hard of Hearing/DeafBlind communities into their interpreting practice.	Graduating students should be able to integrate their knowledge of interpersonal and intercultural communication dynamics into their interpreting practice.	Graduating students should be able to conduct undergraduate-level research in interpreting or linguistics.
LANGUAGE					
ASGN 101	I		I	I	
ASGN 102	I		I	I	
ASGN 200	R				I
ASGN 201	R		R	R	
ASGN 202	R		R	R	
ASGN 301	R, E		R	R	
ASGN 302	R,E		R	R	
ASGN 401	E				
ASGN 402	E, A (ASL)				
DEAF STUDIES					
DFST 101			I	I	
DFST 222	R		R		
DFST 236			R		
INTERPRETING					R
DFST 201			I	R	
ASGN 221	R,E	I	R	R	R
ASGN 222	R,E	R	R	R	R
ASGN 242			R	E	R
ASGN 313	E	E	R	R,E	
ASGN 314	E,A	E, A	R	R	R
ASGN 333			E	R	R
ASGN 430					E
ASGN 440					E,A
ASGN 451	E	E, A	E,A	E,A	
ASGN 452	E	E,A	E,A	E,A	

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Outcome(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Outcome(s) will you examine in each period? (Use number)	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 **2017-2018** *Report 11/18*	The first cohort of students to be assessed will be graduating in 2021.	N/A	N/A	In Years 1-3, we will analyzing all rubrics and practicum evaluation instruments and revising them as needed.	N/A
Year 2 **2018-2019** *Report 11/19*	No assessment activity due to departure of program coordinator.	N/A	N/A	N/A	N/A
Year 3 **2019-2020** *Report 11/20*	PLO 1	N/A	N/A	We will be investigating the feasibility of using the American Sign Language Proficiency Interview as the measure of PLO 1 for next year's seniors. The ASLPI is an expensive instrument, but the only one that is widely available.	Bruce Bucci Luce Aubry

Year 4 2020-2021 Report 11/21	PLO 1	Performance on ASLPI near completion of senior year	Results of the ASLPI	Student outcomes on ASLPI will be reviewed against stated PLO	Bruce Bucci Luce Aubry Irma Kahle
	PLO 2, 3, 4	ASGN 452	Results of practicum supervisor evaluation	Results of practicum supervisor evaluation will be recorded and compared with student performance on state interpreter screening exam as exam results are communicated to us. If necessary, practicum supervisor evaluation will be modified.	
Year 5 2021-2022 Report 11/22	PLO 1	Performance on ASLPI near completion of senior year	Results of the ASLPI	Student outcomes of the past two years will be reviewed; course content of ASL courses will be reviewed as necessary	Bruce Bucci Luce Aubry ASGN 340 faculty
	PLO 2, 3, 4	ASGN 452	Results of practicum supervisor evaluation	Results of practicum supervisor evaluation will be recorded and compared with student performance on state interpreter screening exam as exam results are communicated to us.	
	PLO 5	ASGN 340 (now identified as ASGN 440)	Student research project/paper	Venues for presentation of student work will be explored as a way to assess interest/relevance of student work.	

Program Size and Sampling Technique

a. *State the number of students in the program or the number who graduate each year.*
The four-year concentration was offered for the first time in fall 2017. Ten students were enrolled in the ASL major by the start of the registration period for spring 2018 with an expected additional two students transferring into the major. In

following years we expect approximately 15 students annually. We estimate that out of every cohort of 15 students, 10 students will graduate.

b. ***Describe the sampling technique to be used***
Due to the small size of the program, all students will be assessed.

5) PLAN FOR ANALYZING RESULTS

- ***List who is responsible for distributing results and who will receive results?***
The program coordinator will disseminate results to the Office of Assessment, Dean of Arts and Humanities, World Languages Department Chair, faculty of the ASL major, and the program's Advisory Board.

- ***State how and at which forums discussion of results will take place.***
Discussion of results will take place within the program and department and with the program's Advisory Board.

6) DISTRIBUTION. The program will distribute or publish these items in the following ways:

ITEM	Distribution Method					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	American Sign Language Major, p. 353 of the 2017-18 catalog.	https://framingham.edu/academics/colleges/arts-and-humanities/world-languages/academics/american-sign-language-mission-statements-and-learning-objectives	X	X		Office of Assessment website
Program Learning Objectives			X	TBD	PLOs are listed on some of the course syllabi	Minutes of Program Advisory Board fall 2017 meeting
Learning Opportunities (Curriculum Map)		In assessment plan, published on Office of Assessment webpage.	X			
Assessment Plan		Office of Assessment website	X			

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

Appendix A – ACTFL Proficiency Guidelines 2012

SPEAKING PROFICIENCY

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced High
Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

LISTENING PROFICIENCY

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

Appendix B – American Sign Language Proficiency Interview https://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi

Level 5

Signers at this proficiency level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters, and provide lengthy and coherent narrations, all with ease and impromptu detail. They present their opinions on issues and provide structured arguments to support those opinions. They are able to construct and develop hypotheses to explore alternative possibilities. They demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract or interfere with communication. They are able to use the language consistently with accuracy, complexity, flexibility and intuition and incorporate depth and breadth of vocabulary, and pertinent culture references. Comprehension is excellent across a broad spectrum of topics, which includes fully understanding both what is stated, as well as what is inferred.

Level 4+

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and unfamiliar, formal and informal topics but they are not able to maintain accuracy or complexity for the duration of the evaluation. Such discourse, while coherent, may be influenced by language patterns other than those of the target language. Even with this influence, they are consistently able to demonstrate all of the linguistic features required for high level proficiency. Comprehension is excellent across a broad spectrum of topics, and inferences are understood.

Level 4

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and most unfamiliar topics, however, there is incorporation of language patterns other than those of the target language. They are able to use an array of rhetoric (narration, description, argument, and hypothesis) with complex topics in paragraph-length discourse related to employment, current events, and matters of public and community interest. Although they command a good number of grammatical features, they are deficient in some areas such as cohesion, non-manual signals (NMS), and depiction. They are able to present information with sufficient accuracy, clarity, and vocabulary selection to convey intended meaning without misrepresentation or confusion. Comprehension is very good with demonstration of confidence in the discussion of most complex topics.

Level 3+

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and some unfamiliar topics with increasing incorporation of language patterns other than those of the target language. When they attempt to perform tasks at the next proficiency level, they exhibit features of breakdown, such as shorter paragraph-level discourse, errors with mapping, cohesion, affect and non-manual signals (NMS). Despite noticeable imperfections, they are able to present broad vocabulary with sufficient accuracy and clarity. Comprehension is good on all topics, but repetition and/or rephrasing might be needed.

Level 3

Signers at this proficiency level are able to express language with sufficient structural accuracy and vocabulary to participate in most familiar and unfamiliar topics about practical, social, and professional situations. They can discuss particular interests with reasonable ease. They demonstrate confidence discussing topics at the paragraph discourse level, but exhibit errors and breakdown when in-depth elaboration and detail is requested. Occasional groping for vocabulary can be present. There is good control of grammar but there are some noticeable imperfections and errors which may interfere with understanding. They tend to function reactively by responding to direct questions or requests for information. They are capable of asking a variety of questions when needed to gather information pertaining to certain situations. They may combine and recombine known language elements to create short paragraph length responses. Their language contains pauses and self-corrections as they search for adequate vocabulary and language forms. Comprehension is often accurate with highly familiar and predictable topics although misunderstandings may occur.

Level 2+

Signers at this proficiency level are able to demonstrate less structural accuracy and vocabulary to participate in familiar and unfamiliar topics. When they attempt to perform tasks at the next proficiency level, they exhibit breakdown in the

demonstration of language features, such as a reduction in depth, breadth and accuracy of vocabulary, affect, and non-manual signals (NMS). There is struggle linking ideas, using paraphrasing, or circumlocution which create errors that interfere with expression and understanding. Comprehension may be fairly good across topics but periodic repetition and/or rephrasing may be needed.

Level 2

Signers at this proficiency level are able to express uncomplicated communicative tasks in straightforward practical and social situations. They demonstrate the ability to elaborate on concrete and familiar topics (e.g., current events, work, family, autobiographical) with some confidence. They can also discuss with hesitancy some unfamiliar topics, relying on learned phrases, recombinations, and circumlocution. Sentences are discrete and are influenced by language patterns other than those of the target language with noticeable errors, ranging from occasional to considerable, affecting clarity. They may display self-repair ability. They are able to respond to simple, direct questions or requests for basic information. Their responses are short and may leave sentences incomplete. If asked to handle a variety of topics, accuracy cannot be maintained. Comprehension is good with familiar topics but frequent repetition and/or rephrasing are needed with unfamiliar topics.

Level 1+

Signers at this proficiency level are able to express personal meaning by combining and recombining what they know and what they receive from the interviewer. They create short statements and discrete sentences but they are not able to maintain the next higher proficiency level. While attempting to convey the message, their responses are filled with hesitancy and inaccuracies as they search for accurate linguistic forms and vocabulary. Their production, vocabulary and syntax are influenced by non-target language. Despite misunderstandings that require repetition or rephrasing, they can generally be understood by the interviewer who is accustomed to dealing with non-native language users. Comprehension limitations are evident due to the need for more frequent repetition or rephrasing of questions on both familiar and unfamiliar topics.

Level 1

Signers at this proficiency level are able to manage a number of uncomplicated communicative tasks in straightforward practical situations. Conversation is restricted to some concrete exchanges and predictable topics necessary for survival. Due to influence by non-target language, short sentences are primarily used which are sometimes inaccurate and/or incomplete in the present. Language may be hesitant, inaccurate or recombined. Limited vocabulary is apparent and memorized phrases at the elementary level are demonstrated (e.g., routine travel needs, minimum courtesy requirements, work, school, pets, hobbies). They resort to repetitive vocabulary or short utterances. They demonstrate sporadic confidence with frequent groping for vocabulary. They can understand simple questions and statements, but slowed communication and extralinguistic support are needed from the interviewer. Comprehension requires frequent repetition but misunderstanding may still occur.

Level 0+

Signers at this proficiency level are able to respond to simple, direct questions or requests for information but they are unable to maintain functions associated with the next higher proficiency level. They frequently resort to repetition, silence,

hesitant pauses, and/or fingerspelling when they do not know the vocabulary. They demonstrate limited communicative exchanges with short phrases and/or non-target language sentences with memorized vocabulary, and topics are limited to survival needs (e.g., work, school, pets, hobbies). They attempt to recombine known vocabulary or incorporate vocabulary used by the interviewer. Comprehension is limited requiring considerable repetition and/or rephrasing, and slow simplified communication with extralinguistic support are needed.

Level 0

Signers at this proficiency level demonstrate no functional language ability and may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, provide limited background information, and identify a number of familiar objects from their immediate environment. They use memorized vocabulary. In the absence of needed vocabulary, they resort to fingerspelling or silence. Comprehension is limited or almost non-existent even with the most simplified and slow communication.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.

Appendix C – Entry-to-Practice Competencies for ASL/English Interpreters (partial text; full text may be found at http://www.unco.edu/cebs/asl-interpreting/pdf/asl-english-interpretation/entry-to-practice-competencies.pdf)

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A Project of the National Distance Learning Center for Interpreter Education

Entry-to-Practice Competencies for ASL/English Interpreters


Distance Opportunities for Interpreter Training Center

RSA Grant #H160B000003



Introduction

The aim of this document is to delineate the major skills, fields of knowledge and attributes that
underlie competent professional interpreting practice. These competency standards are a statement of
what the community can expect from an entry-level professional interpreter. The standards articulated
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in this document are a formal description of what normally occurs in the workplace of entry-level interpreters working autonomously in low-risk, routine situations, without the benefit of direct supervision by a nationally certified interpreter.

Identifying a set of professional, competency-based standards provides the field and marketplace with a set of explicit statements of what entry-level interpreters need to successfully practice. Having a clear set of standards helps to minimize misunderstandings both inside and outside the profession. As well, competency-based standards offer a sound basis for decisions about entry into and progression within the profession (Toohey, Ryan, McLean & Hughes, 1995).

This set of competencies was developed over time by a collaborative core of experienced and committed interpreter educators, practitioners, and leaders, with input from a wide range of stakeholders. The stakeholders included students of interpreting, interpreter educators, D/deaf and hard-of-hearing consumers, employers, policy makers, organizational leaders, and parents. The competencies are inclusive of and respectful of the needs of D/deaf consumers at various stages in the lifespan and represent multicultural perspectives across a multitude of settings. The development process was informed by research, current theory and practice (Witter-Merithew, Johnson & Taylor, 2004).

Audience

Competency-based standards offer advantages to the fields of interpreting and interpreter education and further important national objectives including maintenance of professional standards, labor market efficiency and equity (Masters & McCurry, 1990). Focusing on competence provides a common frame of reference that can be used and applied by practitioners, consumers, employers, and educators. Agreed upon competencies promote meaningful discussion of professional practice among colleagues. Drawing attention to the complexity and richness of professional knowledge and skills has the potential to encourage excellence and support practitioners (Hager, Gonczi & Oliver, 1991).

Vision

These competency-based standards are driven by a vision of what is required for competent interpreting practice and grounded in the day-to-day experience of practitioners. The vision is to elevate the standards of competent practice for entry into the interpreting profession. When translated into an appropriate scope and sequence of instruction, it is envisioned that these competencies can be mastered within a bachelor's program or equivalent and that graduates who have successfully mastered these competencies will be ready to pass a national interpreting exam.

The standards fall within five domains. The five domains reflect the view that entry-level interpreters must possess a variety of linguistic, interactional, technical, academic, affective, and creative competencies, as well as personal and professional attributes, ensuring they can effectively work in low-risk, routine situations as autonomous practitioners. The competencies reflect a firm foundation of skills, knowledge and attitudes within each domain.

Entry-to-Practice Competencies

Domain 1: Theory and Knowledge Competencies

This cluster of competencies embodies the academic foundation and world knowledge essential to effective interpretation.

1.1
Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).
1.2
Demonstrate knowledge of linguistics and cross-cultural and interpretation theories by discussing the implications of each for the work of interpreters in various contexts (e.g., approaches to the process and analysis of task).
1.3
Apply linguistics and cross-cultural and interpretation theories by analyzing a wide range of consecutive and simultaneous interpreting samples in a manner that reflects synthesis of the theoretical frameworks as they apply to the interpretations.
1.4

Compare and contrast linguistic characteristics in a variety of signed language interpretations.
1.5
Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).
1.6
Discuss professional and ethical decision-making in a manner consistent with theoretical models and standard professional practice.
1.7
Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).
1.8
Identify and discuss the major historical eras, events and figures in the D/deaf Community that impact D/deaf and hard of hearing people, and the resulting implications for interpreting (e.g., audism, Deaf President Now, Clerc, Milan).
1.9
Demonstrate critical analysis of current literature in the interpreting discipline by writing a research paper.

Domain 2: Human Relations Competencies

This cluster of interpersonal competencies fosters effective communication and productive collaboration with colleagues, consumers, and employers.

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.
2.3
Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.
2.4
Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies both while conversing and while interpreting.
Example: In groups comprised of D/deaf people exclusively and groups of D/deaf and hearing people, apply appropriate strategies for introductions, turn-taking, and follow-up.
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.

Domain 3: Language Skills Competencies

This cluster of competencies relates to the use of American Sign Language and English.

3.1
Demonstrate superior proficiency and flexibility in one's native language (L1) by effectively communicating in a wide range of situations, with speakers of various ages and backgrounds.
3.2
Demonstrate near-native like communicative competence and flexibility in one's second language (L2) by effectively communicating in a variety of routine personal and professional situations with native and non-native speakers of varying ages, race, gender, education, socio-economic status, and ethnicity.
3.3
Demonstrate advanced and effective public speaking skills in both ASL and English through the spontaneous delivery of an informal and a prepared formal presentation

Domain 4: Interpreting Skills Competencies

This cluster of technical competencies is related to effective ASL-English interpretation of a range of subject matter in a variety of settings.

4.1
Apply academic and world knowledge during consecutive interpretation using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.
Example: In low-risk settings with moderately technical, moderately paced monologue, the individual manages personal filters and intra-personal, environmental, logistical and situational factors by adhering to appropriate norms, rituals, and protocol.

4.2
Integrate academic and world knowledge during simultaneous interpretation using appropriate cultural adjustments while managing internal and external factors and processes in a manner that results in accurate and reliable interpretations in both ASL and English.
4.3
Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.
4.4
Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.
4.5
Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
4.6
Negotiate meaning in ASL and English while interpreting in a manner that conforms to recognized linguistic, cultural and professional norms of the speaker(s).
Examples: Identifies where breakdowns occur, applies strategies for seeking clarification in appropriate manner/at the appropriate times, and determines questions to ask to gain further meaning.

4.7
Demonstrate the ability to use technology and equipment specific to ASL-English interpreting.
Examples: Video remote interpreting, video relay services, microphones.

Domain 5: Professionalism Competencies

This cluster of competencies is associated with professional standards and practices.

5.1
Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional action plan.
5.2
Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.
5.3
Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.
Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner.

5.4
Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices.
Examples: Control working conditions, set appropriate fees, perform bookkeeping.

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.
Example: Who is responsible for implementing the law, definition of who is qualified to interpret under the law.