TASK FORCE FINDINGS, FINAL REPORT:

Sign Language Interpretation Program Review

Spring 2006

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HILLSBOROUGH COMMUNITY COLLEGE,
HILLSBOROUGH COUNTY, FLORIDA

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TASK FORCE MEMEBERS
Chair, Ms. Linda Horton, Program Manager of the Sign Language Interpretation Program
Dr. Barbara Goldstein, Dean of Humanities, Dale Mabry Campus
Mr. Stephen Johns, Speech Faculty
Dr. Jan Schwartz, Director of Research
Ms. Beth Simpson, Program Graduate
Ms. Darelle Roberts, Advisory Committee Member
Ms. Rita Dennis, Advisory Committee Member
Ms. Sammie Eiser, Sign Language Program Faculty, St. Peters burg College
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This is the final report of the Program Review from the Sign Language Interpretation Program Task Force. This document was initially drafted by the Chair based upon input from the Task Force Members, the report draft was reviewed and revised twice and approved by the Task Force on May 5, 2006. The report is broken into ten components, which are:

1. An introduction including the purpose and scope of the review and a description of the review process;

2. Description of the unit – its functions and whom it serves;

3. Strategic planning objectives of the unit including progress toward achievement and identification of the college goal each supports;

4. Empirical and standardized measures of unit effectiveness and assessment results of the measures – including measures of student learning outcomes;

5. Strengths of the unit as informed by evidence;

6. Weaknesses of the unit as informed by evidence;

7. Recommendations for improvement and identification of the college goal each supports;

8. Distribution list of the final report;

9. List of appendices; and

10. Appendices

Many thanks are owed to each member of the Task Force whose time and effort was given graciously and willingly to the cause of the Sign Language Interpretation Program (SLIP) at HCC and to the goal of making the program the best that it can be.
I. Introduction

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution’s strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.

2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.

3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

The review is conducted by a Task Force composed primarily of individuals outside the unit under review. The chair is a full time faculty member and the program manager of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force has developed recommendations for improvement to capitalize on strengths and redress weaknesses. The work of the Task Force was completed within the spring semester that the review was assigned and has culminated in this final report.

The scope of the review was to evaluate the Sign Language Interpretation Program (SLIP) in light of the formation of an accreditation body, the Commission for Collegiate Interpreter Education (CCIE). The strengths, weaknesses and recommendations for improvement all stem from a comparison of the HCC SLIP and the Interpreter Education Standards established by the Conference of Interpreter Trainers (CIT) that will be the foundation for receiving accreditation through the CCIE.

A judgment was requested and rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

Subsequent to this report, two brief follow-up reports will be drafted. The first follow up report is due by the end of the next semester, which is Fall Term 2006. The second follow-up report is due one year later at the conclusion of the semester in which the original review was conducted which means that the
second report is due no later than the end of Spring Term 2007. Each report will consist of a listing of the final recommendations with a few statements indicating the status of their achievement.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System of the College.

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II. Description of Unit

In 1985 Hillsborough Community College took a leadership role in improving local and state services for the Deaf and Hard of Hearing population. Responding to community surveys that indicated that approximately 50,000 Tampa Bay area Deaf adults and school age children were served by only 35 nationally certified and state screened interpreters HCC began planning for an Associate in Science Degree in Sign Language Interpreting. The program was initiated in the Fall of 1986, accepting a first class of 16 students (1).

Hillsborough Community College’s Associate in Science Degree in Sign Language Interpretation is an open admission, 72 credit hour program, providing training in American Sign Language, Deaf Culture, communication models, interpreting processes and interpreting ethics, as well as hands-on training in sign language interpreting, manual transliterating and oral transliterating in a variety of interpreting situations. There is also a strong socio-linguistic component to the training, with courses in Communication Disorders, Linguistics of ASL and the social and educational aspects of hearing loss.

The interpreting program’s goal is to train interpreter/translitterators who will empower the Deaf Community and will respect Deaf individuals as models for American Sign Language (ASL) and consumer experts in the field of interpreting.

(1)The above description was taken from the Hillsborough Community College Sign Language Interpretation Program Student Handbook.
III. Unit Planning Objectives

The Sign Language Interpretation Program (SLIP) 2005 – 2007 Unit Planning Objectives are as follows:

1. To increase the use of computer technology within the program curriculum.
   
   This supports the college goal to promote institutional learning through excellence in teaching, support services and instructional delivery systems.

   As of 12/30/05 the status of this goal was "In Progress."

2. To expand the program by offering some classes on-line.

   This supports the college goal to promote institutional learning through excellence in teaching, support services and instructional delivery systems.

   As of 12/30/05 the status of this goal was "In Progress."

3. To maintain the current 90% pass rate of the state level Quality Assurance Performance Evaluation.

   This supports the college goal to promote institutional learning through excellence in teaching, support services

   As of 12/30/05 the status of this goal was "Partially accomplished."
IV. Task Force Findings

A. Strengths of the unit as informed by comparison of the HCC SLIP and the Interpreter Education Standards established by the Conference of Interpreter Trainers (CIT) that will be the foundation for receiving accreditation through the CCIE;

1. Facilities: According to the Trendline 2005, the Dale Mabry campus classroom use rate is 94 percent, and laboratory use rate is 78 percent. This suggests that the campus easily accommodates the laboratory needs of the program. Given that the program has part-time lab techs, both Deaf and hearing to assist students; effective program operation is strengthened by the ASL Laboratory facility. Classroom size and space is more challenging, but sufficient for current program size. *(Sources: Task Force Observation and Appendix I Facilities Page 20)*

2. Advisory Board: The SLIP advisory board provides a network of input and communication both to and from the community. It includes a variety of agencies, entities and cultural concern representation. It provides opportunities for these areas to voice needs and concerns for both the program and the community its graduates serve. *(Source: see Appendix F Page 17)*

3. Program Evaluation: The Constituent Needs section of the SLIP 2005 – 07 Unit Planning Process and External Trends clearly supports the program’s continued evaluation to foster student achievement. The Slip Advisory Board provides employer and agency input into curriculum design as part of the ongoing systematic evaluation of the program. The Student Handbook provides a clear examination of the curriculum design, the advising guide provides curriculum expectations and the handbook assures the integration of the program mission and philosophy. *(Source: see Appendix C Page 14)*

4. Internship Affiliations: The SLIP has affiliation agreements with a variety of facilities and agencies to provide directed observation and mentoring experiences for the program students in their internship semester. These sites provide students the opportunity to apply principles learned in the classroom and to enrich didactic coursework. *(Source: see Appendix E Page 16)*

5. Faculty: The SLIP has qualified faculty that meet the requirements of both the college Faculty Credentials Handbook and the CIT Interpreter Education Standards. The program has a good balance between Deaf and Hearing faculty that can teach both the sign language courses and the interpreting courses. *(Sources: see Appendix G Page 18 and Appendix H Page 19)*
B. Weaknesses of the unit as informed by comparison of the HCC SLIP and the Interpreter Education Standards established by the Conference of Interpreter Trainers (CIT) that will be the foundation for receiving accreditation through the CCIE;

1. The strengths, weaknesses and recommendations for improvement all stem from a comparison of the HCC SLIP and the Interpreter Education Standards established by the Conference of Interpreter Trainers (CIT) that will be the foundation for receiving accreditation through the CCIE and there were some areas of non-compliance. 
(Source: see Appendix G Page 18)

2. Inconsistency and inaccuracies in printed materials describing and promoting the unit. (Sources: see Appendix C Page 14; Appendix D Page 15; Appendix J Page 21 and Appendix K Page 22)

3. The reporting of completion ratios are skewed because graduation numbers for the program only incorporate SLIP students. Included in the total number of students counted are those students taking American Sign Language I and American Sign Language II to satisfy their foreign language requirements. Yet those students are not majoring in sign language interpreting, and therefore, not graduating from the program. (Source: see Appendix B Marketing Page 13)

4. Documentation of Program assessment through student exit interviews, graduate surveys and/ or employer surveys is lacking. The program is clearly on the right track for establishing effective goals and curriculum to foster student achievement but is lacking in documentation of actual success through data collection. (Source: Task Force observation)

5. The program lab space is sufficient to accommodate a program of this size but the technological advances for sign language interpreter education may warrant the need for cyclical purchase of hardware and software to assure that students are trained with state-of-the art equipment. (Source: Task Force observation)
C. Task Force recommendations for improvement and identification of the college goal each supports;

It is the belief of the Sign Language Interpretation Program Task Force that each of the recommendations below supports each of the College’s six stated goals. For efficiency and brevity in reporting, only one goal was selected for each recommendation.

1. Bring the Sign Language Interpretation Program (SLIP) into compliance with the national interpreter education standards of the Conference of Interpreter Trainers (CIT) by July 2007.

   **Supports the college goal to foster partnerships with local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning and community initiatives.**

2. Review program related materials to assure accurate and consistent printed information.

   **Supports the college goal to promote institutional learning through excellence in teaching, support services and instructional delivery systems.**

3. Accurately capture and document program enrollment and completion numbers through the use of specific gateway courses.

   **Supports the college goal to continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical and technological resources.**

4. Strengthen program assessment and evaluation through a three-pronged data collection approach: graduates, employers and alumni.

   **Supports the college goal to promote institutional learning through excellence in teaching, support services and instructional delivery systems.**
5. Research options for resources to improve and maintain state of the art equipment.

Supports the college goal to continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical and technological resources.

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V. Distribution List for Final Report

The final report and all follow-up reports will be distributed by the chair to the college president, all campus presidents, Dean of Health, Wellness & Sports Technologies, task force members, all campus libraries, and the Office of the Executive Director of Strategic Planning & Analysis. A final report will also be forwarded to the Director of Technical Programs. All reports will be posted to public folders.
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Appendix A: Sign Language Interpretation Program
Strategic Planning Unit Plan
The Sign Language Interpretation Program provides training to prepare students for employment as Sign Language Interpreters and Transliterators in the community and the K-12 public school system. The program prepares students to take the state level Quality Assurance and Educational Interpreters Evaluations upon mastery of the required knowledge and skills. The program offers both an Associate of Applied Science degree and an Associate Planning

Unit Planning

The Sign Language Interpretation Program uses the Institutional Effectiveness biennial planning cycle in the establishment of the unit plan. All program faculty are involved in the planning of goals and objectives for the unit which occur during biannual faculty meetings. These priorities are formed after examination of student pass rates on the state level Quality Assurance and Educational Interpreter Evaluations, on Advisory Committee Recommendations, and on student survey results.

External Trends:

<table>
<thead>
<tr>
<th>Trend or Event</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Department of Education initiatives for K-12 public school interpreters.</td>
<td>It is anticipated that enrollments in the core interpreting courses will increase as working interpreters attempt to comply with the DOE initiatives for field related college credit coursework.</td>
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<tr>
<td>Video Relay Interpreting Services</td>
<td>It is anticipated that the demand for qualified community interpreters will increase now that Video Relay Service has come to Florida.</td>
</tr>
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</table>

Constituent Needs:

The recent initiatives established by the Florida Department of Education for K-12 public school interpreters to have field related college course work and state level credentials to gain and/or maintain employment will increase the demand for sign language interpreting courses. The need for more qualified community and school interpreters throughout the state of Florida will require the offering of Sign Language courses and Sign Language Interpreting courses through distance learning opportunities.
Unit: Increase the use of computer technology within the program curriculum.

Objective Type: Information/Com. Facilities Diversity

Target date: 12/30/2005 Position responsible: Program Manager

This unit objective supports achievement of the

College Goal: 1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:

Total cost to achieve this objective: $1,000

Cost exceeds unit base budget:

- Full-time salaries: $0
- Professional development: $0
- Part-time salaries: $0
- Capital costs: $200
- Hourly salaries: $0
- Expenses: $800
- Contract salaries: $0

Describe costs: Additional lighting, and tape conversion equipment and/or software is needed and an upgrade or maintenance contract on current software is required.

Strategies

Arrange and equip SLIP Program Lab with the necessary computers and software to meet the objective.

Expected Outcomes/Means of Assessment: Results of Assessment:

Success Criteria:
Students will be able to complete 90% of the performance requirements for the interpreting classes with the computer technology by January 2006.

The curriculum requirements will no longer be on video tape format.

Status: In progress

Use of Assessment Results:
The computers and other equipment have been installed. Faculty training will be completed and all will be ready for use by January 2006.
**Unit**

To expand the program and by offering some classes on line.

Objective Type: Information/Com. Facilities Diversity

Target date: 1/1/2006 Position responsible: Program Manager

**This unit objective supports achievement of the**

College Goal: 1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:

Priority Initiative:

Review Recommendation:

**Total cost to achieve this objective:** $0 **Cost exceeds unit base budget:**

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<td>Capital costs</td>
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<td>Expenses</td>
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</table>

**Strategies**

Become proficient enough with WEB CT to offer at least one program course on-line by the target date.

**Expected Outcomes/Success Criteria:**

Students will be able obtain 3 credits (SLIP specific) through on-line instruction by January 2006.

**Means of Assessment:**

SLIP courses will be offered through on line instruction.

**Results of Assessment:**

Students will be able to obtain 3 credits SLIP courses will be offered through on-line instruction by January 2006.

**Status:** In progress

**Use of Assessment Results:**

The design for the SLIP specific course to be delivered on-line has been completed but is not fully ready for implementation this Spring 2006 semester. This particular course is a Spring only offering and will be ready to implement by Spring 2007.
**Unit**
To maintain the current 90% pass rate of the state level Quality Assurance Performance Evaluation.

Objective Type: Information/Com. Facilities Diversity
Target date: 6/30/2005 Position responsible: Program Manager

**This unit objective supports achievement of the**

**College Goal:**
1. Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.

State Performance Standard:
Priority Initiative:
Review Recommendation:

**Total cost to achieve this objective:** $0  **Cost exceeds unit base budget:**

- Full-time salaries $0
- Part-time salaries $0
- Hourly salaries $0
- Contract salaries $0
- Professional development $0
- Capital costs $0
- Expenses $0

Describe costs:

**Strategies**
Provide students with practice tests and study group opportunities and mentoring opportunities to maintain success rate.

**Expected Outcomes/Success Criteria:**
The pass rate for students taking the QA performance evaluation will remain at 90% or above.

**Means of Assessment:**
Have student still in the program report to Program Manager upon passing the QA evaluation. Check state QA database to identify students passing after leaving the program.

**Results of Assessment:**
Success Criteria: The pass rate for students taking the QA Have student still in the program report performance evaluation will remain at 90% or above. QA evaluation. Check state QA database to identify students passing after leaving the program.

**Status:** Partially accomplished

**Use of Assessment Results:**
For the students taking the QA performance in May of 2005 there was only a 60% pass rate. The 40% that did not pass are scheduled to retake in 2006.
## MARKETING

### MARKETING PROGRAMS: 8

**PRIMARY CAMPUS: DALE MABRY**

**2004-05 ENROLLMENT/COMPLETIONS: 83/8**

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### PUBLIC SERVICE

### PUBLIC SERVICE PROGRAMS VIEW

### PUBLIC SERVICE PROGRAMS: 17

**PRIMARY CAMPUS: YBOR CITY**

**2004-05 ENROLLMENT/COMPLETIONS: 2,056/658**

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## Hillsborough Community College
### Sign Language Interpretation Program
#### Student Handbook

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Program Overview

Program Name: Sign Language 
Interpretation 
Program Codes: AS.INTT, AAS.INTT

Program Manager: Ms. Linda Horton 
Phone: 813 253-7240 
E-mail: lhorton@hccfl.edu

Office Location: Dale Mabry Campus Technology Building Room 466

Program Description
Hillsborough Community College’s Associate in Science Degree in Sign Language Interpretation provides training in American Sign Language, Deaf Culture, communication models, interpreting processes and interpreting ethics, as well as hands-on training in sign language interpreting, manual transliterating and oral transliterating in a variety of interpreting situations. There is also a strong socio-linguistic component to the training, with courses in Communication Disorders, Linguistics of ASL and the social and educational aspects of hearing loss.

The college also offers a Competency Achievement Award in American Sign Language Studies for persons with previous degrees or who wish to use courses in ASL and Deaf Culture as elective credit toward an A.A. Degree.

ASL Centered Sign Language Lab

- Staffed by Deaf lab technicians
- ASL tutorial and diagnostic services provided by Deaf staff
- Interpreting diagnostic services provided by Deaf staff
- Video and CD ROM multi-media materials
- Computer and Internet access to Deafness related Web sites
- HCC library video collection of more than 160 videotapes on Deaf Culture, ASL and interpreting
- Lab open and staffed Monday through (see posted hours) Technology Building, Room 467

Experienced Teachers

- All interpreting instructors are RID certified
- Qualified Deaf instructors for ASL I-IV classes (ASLTA Certified)
Revised and Expanded Curriculum

- Program focuses on ASL interpreting
- 72 credit hours specifically in ASL, Deaf Culture and Interpreting
- Wide variety of Internship opportunities

Active American Sign Language Club

- High level of visibility on campus and in the community
- Involvement and interaction with the Tampa Bay Deaf Community
- Annual field trips to places of interest related to the field of interpreting or Deaf culture

**Program Objective**

The interpreting program’s goal is to train interpreter/transliterators who will empower the Deaf Community and will respect Deaf individuals as models for ASL and consumer experts in the field of interpreting.

Students who wish to train to become interpreters for individuals who are Deaf or Hard of Hearing take a 72 credit hour Associate in Science Degree program, including 19 credit hours of General Education courses.

**Program Philosophy**

Sign Language Interpreting is a dynamic interactive process that is practiced with respect for human dignity and individual differences. The Sign Language Interpreter/Transliterator functions as the bilingual/bicultural facilitator between two or more individuals who do not use the same language. The program graduate will have acquired the knowledge and skills necessary to be able to perform interpreting and/or transliterating tasks in a variety of settings.

The faculty believes that performing tasks independently, mastery of critical thinking, problem solving skills and the ability to quickly adapt to “change” are essential characteristics of a competent sign language interpreter/transliterator. With respect to “change” the faculty believe that the program must prepare individuals who are capable of immediate, ethical response to adverse or atypical situations and who have a commitment to keeping current with changes and advancements in the field of interpreting.

The faculty believes their role is one of facilitation for the student providing resources and guidance to facilitate the learning process. The faculty view teaching as an interactive process that enhances learning for the student. The faculty believes that the student is an active participant in the teaching-learning process and is responsible for his/her own learning.
History of the Sign Language Interpretation Program

In 1985 Hillsborough Community College took a leadership role in improving local and state services for the Deaf and Hard of Hearing population. Responding to community surveys that indicated that approximately 50,000 Tampa Bay area Deaf adults and school age children were served by only 35 nationally certified and state screened interpreters, HCC began planning for an Associate in Science Degree in Sign Language Interpreting. The program was initiated in the Fall of 1986, accepting a first class of 16 students. Present enrollment is approximately 120 students, and more than 135 students have graduated from the Sign Language Interpretation Program in the past thirteen years. The program has two full-time faculty members. Adjunct faculty members who are Deaf or nationally certified interpreters teach courses in American Sign Language, Deaf Culture and interpreting.

Admission and Enrollment Procedures

The HCC Sign Language Interpretation Program is an open admission program. It is strongly recommended that students take American Sign Language I and II before declaring their major, but no additional special application or admission to the Sign Language Interpretation Program is required beyond regular admission to the college. In order to enroll in basic American Sign Language classes, only a general application to Hillsborough Community College must be completed and sent to the Office of Admission and Records (a $20 application fee is required). All transcripts of previous college work must also be requested and directed to the college Admissions office. College Placement Testing (CPT) may be required if you have not previously completed twelve credit hours of college transferable credit. For American Sign Language classes and for the Sign Language Interpretation Program, college level reading is a requirement. After submitting an application to the Office of Admissions and Records, contact the Office of Advising and Counseling at 253-7202 for registration and testing information. If placement testing is required, contact the Test Center at 253-7443 to schedule the CPT. Those entering students who have taken accredited ASL courses in high school may be able to transfer credits as college parallel, if the courses were approved as Advanced Placement or Dual enrollment courses. Check with your high school guidance counselor for more information.

Once you have made a decision to major in interpreting, you should enter the program code AS.INTT on your application. This allows the college to track your status and the number of students in the SLIP. Again, we advise that you wait until after you have completed ASL II to change to this status code in the computer, but you should meet with an advisor during the semester in which you take ASL II to plan for major courses. If you decide to change majors, and no longer pursue an interpreting degree, return to the registrar’s office to change your program code.

Sign Language Interpretation courses are taught on a fixed semester schedule in a five-semester sequence (see Sequence of Courses) and full time student enrollment is recommended. Courses MUST be taken in the prescribed sequence in order to develop professional skills in orderly progression. Regularly scheduled courses (ASL and interpreting) are frequently taught as evening courses to accommodate interpreters presently working in the field and part-time students. Students attending on a part-time basis may require additional time to complete
the program, but should schedule courses according to the recommended sequence. For part-time students, special arrangements may be needed to complete Practicum and Internship. A meeting with an advisor from the Sign Language Interpretation Program and the Department of Advising and Counseling should be arranged regarding scheduling program course requirements and Internship.

Program Policies

Hillsborough Community College
Sign Language Interpretation Program

Program Recommendation on Employment

This recommendation was developed because nationally and locally, the demand for sign language interpreters is greater than the supply. Because of the critical shortage of sign language interpreters, hiring agencies are often not able to find sufficient qualified applicants to meet their needs. Despite their desire to hire the most qualified person, these agencies often hire unqualified or marginally qualified persons.

Due to this critical shortage, sign language students are frequently offered jobs as aids, technicians or interpreters during their first year of training, sometimes while still in ASL I or II. No only can this practice have tragic consequences for deaf individuals who will receive less that quality services, but it is damaging to the profession of sign language interpreting. It shows a serious lack of respect for Deaf people and for interpreters who have worked hard and trained to achieve state qualification levels or national certification.

The HCC Sign Language Interpretation Program advises students to complete the SLIP and achieve a Florida Registry of Interpreters for the Deaf EIE or QA rating before accepting employment in a position responsible for communicating with Deaf people unsupervised or as an interpreter. While HCC is not in a position to mandate agency hiring policies, the HCC Sign Language Interpretation Program urges students who are offered employment to consider the issue of liability for them and for the agency.

We do not want to discourage legitimate volunteerism and employment in a non-interpreting position where association with deaf persons will lead to the improvement of signing and future interpreting skills. However, one of our guiding principles is that as an interpreting student or trainee you are subject to the interpreter’s code of ethics regarding professional judgment in accepting assignments or employment for which you are not qualified.

- Students should seek guidance from their instructors regarding all requests
• Do not consider employment as an interpreter before receiving a QA or EIE Level
• If offered an employment opportunity consider all the consequences of your decision

(Revised 10/24/02)

**Academic Dishonesty Policy:**
Since American Sign Language is a visual language it is imperative that students do not use their voice (talk) in class. It is considered *cheating* for a student to use his/her voice during class. It is also disruptive to the other students and disrespectful to the Deaf instructors. If a student continually uses his/her voice during class that student will be asked to leave for the day and will not be allowed to make up that day’s work. Any student caught *cheating* on tests, by using his/her voice during the test or by copying from another student, will be asked to turn in the test paper and receive a zero on that test.

**Hillsborough Community College**

**Sign Language Interpretation Program**

**Confidentiality Form**

As a student in the Sign Language Interpretation Program at Hillsborough Community College, you may have access to confidential information disclosed during the observation or performance of interpreting services. This privileged communication, if revealed, could be harmful both to the Deaf and hearing consumer(s). We ask that you not disclose any of this confidential information, in accordance with generally accepted professional standards and ethics, and the Code of Ethics of the Registry of Interpreters for the Deaf.

I, _____________________________, agree to keep all privileged and confidential communications and information, gained through my training program, observations and interpreting opportunities, in strictest confidence.
Students should not misrepresent their qualifications. Students must assume responsibility and accountability for individual judgments and actions. Being a student in the Sign Language Interpretation Program carries with it an expectation of ethical behavior. Students should be aware of and follow the Code of Ethics of the national organization, the Registry Of Interpreters for the Deaf (RID).

RID Code of Ethics
The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to guide interpreters and transliterators and protect both deaf and hearing consumers. Underlying these principles is the desire to ensure for all the right to communicate.
This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

1. Interpreters/translitterators shall keep all assignment-related information strictly confidential.

2. Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.

3. Interpreters/translitterators shall not counsel, advise or interject personal opinions.

4. Interpreters/translitterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

5. Interpreters/translitterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/transliterators shall function in a manner appropriate to the situation.

7. Interpreters/transliterators shall strive to further knowledge and skills through participation in work-shops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

8. Interpreters/transliterators, by virtue of membership or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

WHO IS A SIGNER—WHO IS AN INTERPRETER?

Last spring I spoke to an undergraduate class in rehabilitation counseling about deafness, deaf people, and interpreting services. While I was on the subject of interpreting, a young student raised her hand and asked if she could tell the class something. She very proudly stood up and told the students that she was an Interpreter for the deaf, having started a Beginner’s course in Sign Language two months before. Of course, the students were very impressed. After asking the young lady several questions, the class concluded that anyone could be an Interpreter for the deaf after acquiring basic skills in Sign Language. I was disturbed by the misleading information but decided not to say anything because I felt guilty for not clarifying the misunderstanding to the class. Apparently, there is a universal lack of understanding of the difference between a “signer” and an “interpreter”. In order to clarify any present classes and persons, who have completed the course, I will attempt to explain the difference.

A signer is one who is acquiring or has acquired basic skills in Sign Language to communicate with deaf persons regardless of the level of the course he has taken, with no training in interpreting.

An interpreter is one who has been trained in an interpreter-training program and/or is certified by the National Registry of Interpreters for the Deaf (R.I.D.). However, many
qualified interpreters are not certified by RID for various reasons. I strongly feel that those who wish to interpret for deaf people on a professional level must be certified, since interpreting is, in fact a professional activity.

Learning sign language can and often does lead a person to become an interpreter. It is always a prerequisite approach to interpreting. In Interpreter Training Programs, a signer acquires specific skills in interpreting and becomes an interpreter after meeting the requirements of the program and then becomes certified by RID for professional purposes.

There is another group of persons with sign language skills, called native signers. A native signer is a hearing person who has or had deaf parents. He/she grew up using sign language as a sole means of communication with his/her parents. A native signer often regards him/herself as an interpreter without any training in interpreting. In a sense, he/she is a “built-in” interpreter and a very special person with enormous potential to become a professional interpreter. He/she does, still need training for interpreting skills to strengthen the communication skills he/she already has.

In an interpreting training program, in almost all cases, training involves the code of ethics, confidentiality, the use of terminology in specific settings such as legal, medical, vocational rehabilitation, mental health, social work, classroom (education), platform, and church. It also applies heavy emphasis on ASL - to - spoken English interpreting; that is, developing skills in receptive sign language and fingerspelling.

Today there is much attention focused in the interpreter training programs on interpreting for deaf persons with minimal language skills (highly visual). It involves teaching sign concepts and paraphrasing from ASL (American Sign Language). A large majority of the deaf population, even well -educated and/or highly verbal deaf people, communicates in ASL. There are a small number of interpreters in the United States who are very competent in ASL, but we need more, who are both proficient in ASL and have specific training as professional interpreters.

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Virginia Department for Deaf and Hard of Hearing

**Career Opportunities:**
The primary source of employment for interpreters continues to be as an interpreter in the public school mainstreamed programs. Interpreting positions are also available at the post-secondary level in colleges, universities and vocational-technical programs. Other graduates find employment at Deaf Service Centers, Video Relay services, mental-health facilities, and Vocational Rehabilitation offices or as freelance/contract interpreters. Many of our students continue their education and go into careers working with Deaf individuals as teachers, counselors, audiologists or social workers. Sign Language Interpretation training is an excellent background for any of these careers because of the emphasis on sign communication skill, language and Deaf culture.
Entry earnings for sign language interpreters may range from $14.00/hour to $16.00/hour (March 2004) depending upon education, skill level, state screening level, or national certification level.

**Required Sequence of Courses**
*(Effective Fall Semester 2001)*

**Pre-requisite courses (credit included for program total of 72 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 1612</td>
<td>American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>SPA 1612L</td>
<td>American Sign Language I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SPA 1613</td>
<td>American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>SPA 1613L</td>
<td>American Sign Language II Lab</td>
<td>1</td>
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**Total Pre-requisite Credits:** 8

**Fall Term - Year One**

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<th>Course</th>
<th>Class Title</th>
<th>Credits</th>
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<tbody>
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<td>American Sign Language III</td>
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<tr>
<td>SPA 2614L</td>
<td>American Sign Language III Lab</td>
<td>1</td>
</tr>
<tr>
<td>SPA 1617</td>
<td>American Sign Language – Applied Linguistics &quot;C&quot;</td>
<td>4</td>
</tr>
<tr>
<td>SPA 1626</td>
<td>Fingerspelling</td>
<td>2</td>
</tr>
<tr>
<td>SPA 2001</td>
<td>Survey of Communications Disorders</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Freshman English I*</td>
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**Total Credits:** 16

**Spring Term - Year One**

<table>
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<th>Course</th>
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<tr>
<td>EHD 1000</td>
<td>Introduction to Deaf Culture</td>
<td>3</td>
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<tr>
<td>SPA 2615</td>
<td>American Sign Language IV</td>
<td>3</td>
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<td>SPA 2615L</td>
<td>American Sign Language IV Lab</td>
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</tr>
<tr>
<td>EHD 2060</td>
<td>Introduction to Interpreting Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EHD 2930</td>
<td>Interpreting Topics</td>
<td>2</td>
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<td>ENC 1102</td>
<td>Freshman English II*</td>
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**Total Credits:** 15

**Summer Term (ten weeks) – Year One**

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<td>EHD 2410L</td>
<td>Interactive Interpreting I Lab</td>
<td>2</td>
</tr>
<tr>
<td>EHD 2412L</td>
<td>Interactive Transliterating (lab only)</td>
<td>2</td>
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29
<table>
<thead>
<tr>
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<tr>
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<td>EHD 2411L</td>
<td>Interactive Interpreting II Lab</td>
<td>3</td>
</tr>
<tr>
<td>EHD 2402</td>
<td>Educational Interpreting</td>
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</tr>
<tr>
<td>EHD 2402L</td>
<td>Educational Interpreting Lab</td>
<td>1</td>
</tr>
<tr>
<td>EHD 2407L</td>
<td>ASL – to – Spoken English</td>
<td>3</td>
</tr>
<tr>
<td>BSC 1005C</td>
<td>Biological Foundations *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Or any transferable natural science)</td>
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</table>

Total Credits: 14

### Spring Term - Year Two

<table>
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<th>Course #</th>
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<tbody>
<tr>
<td>EHD 2942</td>
<td>Interpreting Internship</td>
<td>3</td>
</tr>
<tr>
<td>MGF 1119</td>
<td>Introductory Mathematics with Applications*</td>
<td>3</td>
</tr>
<tr>
<td>########</td>
<td>Specified General Education Social Science*</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 9

Total Credits in Program: 72

Those courses marked with an * are the general education requirements for the A.S. degree and do not have to be taken in the sequence indicated. The program courses are sequenced and it is strongly recommended that they be taken in the sequence indicated to complete the program in the two-year time frame. Program courses are only offered during the semesters indicated above. If a student gets “out of sequence” it could delay graduation a full year waiting for the course to be offered again.

It is also recommended that students take some of the general education requirements while taking the prerequisites. Please note that part-time students especially may want to discuss course selection with the Sign Language Interpretation Program Manager before starting coursework.

Note: To receive an A.A. degree students are required to complete 36 credit hours of General Education courses and 24 credit hours of college transferable elective courses. (36 credits hours of Program requirements are transferable)
Transfer Students and A.A. Students
As a part of the A.S. Degree, 18 credit hours of General Education courses in English, mathematics, science, humanities, and the social sciences are required. Persons with previous college credits or degrees may be able to use their college credit courses to substitute for these requirements. Students who have previously taken American Sign Language courses for college credit will receive credit for those courses. Students with extensive signing or interpreting experience but who have not earned college credit may request to take the Credit–by-Exam for ASL I and ASL II. Please have transcripts of all previously earned college credits sent to H.C.C. along with your application for college admission. The transcript office will evaluate your previous course work for transfer credit. However, it will be helpful if you have an additional copy of your transcripts with you when you meet with a college advisor to discuss interpreter training program requirements. Many students do not wish to major in interpreting, but want to take elective courses in ASL and Deafness as a part of their Associate in Arts Degree. For those students who intend to transfer to a four-year university after completion of an A.A. Degree, the following courses may be used as college transferable electives. See the HCC Catalogue for specific information regarding the number of electives allowed in your specific degree, and you should meet with an academic advisor to plan for your transition to a four-year college.

New USF Applied Science Degree Expected To Grow
The new Bachelor of Science in Applied Science (BSAS) degree at the University of South Florida, which admitted approximately 30 students during its first semester this fall, is expected to double in enrollment in the spring semester. The BSAS degree program is designed for Associate in Science (A.S.) degree graduates from Florida public community colleges who desire a bachelor’s degree for self-enrichment, advancement in their current career or to qualify for higher-level employment. Current areas of concentration include: Behavioral Healthcare, Business Administration, Criminal Justice, Early Childhood Development, Gerontology, Hospitality Management, Public Administration and Urban Policy.

Courses which can be used as College Transferable Electives

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 1631 Introduction to Deaf Culture</td>
<td>3</td>
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<tr>
<td>SPA 2001 Survey of Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPA 1626 Fingerspelling</td>
<td>2</td>
</tr>
<tr>
<td>SPA 1617 American Sign Language – Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>SPA 1612 American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>SPA 1612L American Sign Language I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SPA 1613 American Sign Language II</td>
<td>3</td>
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<tr>
<td>SPA 1613L American Sign Language II Lab</td>
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<tr>
<td>SPA 2614 American Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>SPA 2614L American Sign Language III Lab</td>
<td>1</td>
</tr>
</tbody>
</table>
Competency Achievement Award
HCC also offers a Competency Achievement Award for individuals who do not desire an A.S. Degree in Interpreting, already hold a Bachelor’s degree, or wish to pursue an A.A. degree with an emphasis on American Sign Language and Deaf Culture. These courses will not prepare an individual for an interpreting career, but will provide an excellent background in American Sign Language, Deafness and Deaf Culture. A student successfully completing 27 specified credit hours in advanced level courses related to Deafness and Interpreter Training will be eligible to receive the Competency Achievement Award from HCC through the Division of Allied Health. Note that a student is not required to be enrolled in the Associate of Science Interpreter Training Program in order to apply for, or receive the Competency Achievement Award. The Competency Award is requested through the Office of Admissions and Records at the completion of the courses listed below. Students can use a transcript, showing coursework and the granting of the award for employment purposes or for transfer. If a student, at the completion of these courses, makes a decision to enroll in the Sign Language Interpretation Program, courses will count toward the A.S. Degree.

If you are interested in this competency achievement award, please call (813) 253-7240 or see an Academic Advisor on the Dale Mabry Campus.

Competency Achievement Award - Requirements (27 credits)

<table>
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<tr>
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<td>American Sign Language I</td>
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<td>SPA 1612L</td>
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<td>SPA 1617</td>
<td>American Sign Language – Applied Linguistics</td>
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<tr>
<td>SPA 2001</td>
<td>Survey of Communication Disorders</td>
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Total Credits 13
**Spring Term**

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<tr>
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<td>American Sign Language II</td>
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<td>SPA 1613L</td>
<td>American Sign Language II Lab</td>
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<tr>
<td>EHD 2060</td>
<td>Introduction to Interpreting Ethics</td>
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**Total Credits** 10

**Fall Term - Year Two**

<table>
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<th>Course #</th>
<th>Course Name</th>
<th>Credit</th>
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<tr>
<td>SPA 2614</td>
<td>American Sign Language III</td>
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<tr>
<td>SPA 2614L</td>
<td>American Sign Language III Lab</td>
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**Total Credits** 4

**Language Requirement**

For undergraduate admission to a state university, you must have earned two credits of sequential foreign language at the secondary level. If you did not satisfy this requirement in high school, you must successfully complete 8 to 10 semester hours of one foreign language at the college level.

Two years of American Sign Language at the secondary level or 8 to 10 credits at the post-secondary level also satisfy the language admission requirement.

**NOTE:** Students who received an Associate in Arts degree prior to September 1, 1989 are exempt from the language requirement.

If you plan to pursue a post-secondary education, you should complete the foreign language requirement in high school. (Ask a counselor or an advisor for additional information about the foreign language admission requirement and the specific requirements of the university to which you intend to transfer.)
Appendix D: Academic Advising Guide
Sign Language Interpretation Program
This guide does not constitute a contract. It represents the minimum hours and course work you must complete to satisfy specific degree requirements. Additional preparatory courses may be necessary in reading, English, or mathematics, depending on your placement test scores. You must see an advisor or counselor your first term to determine which preparatory courses are required and to determine if any revisions have occurred.

PREREQUISITE COURSES FOR ADMISSION 8cr.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>American Sign Language I</td>
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<td>SPA 1612L</td>
<td>American Sign Lang. I Lab</td>
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<td>American Sign Language II</td>
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<tr>
<td>SPA 1613L</td>
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GENERAL EDUCATION REQUIREMENTS 18 CREDIT HOURS

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<td>I</td>
<td>ENC 1101</td>
<td>Freshman English I</td>
<td>3</td>
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<tr>
<td></td>
<td>ENC 1102</td>
<td>Freshman English II</td>
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MATHEMATICS (3 hours)

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<tr>
<td>MGF 1119</td>
<td>Intro Math w/App (non-transfer)</td>
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<td>*</td>
<td>any General Ed math course (transfer)</td>
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SCIENCE: (3 hours)

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<tbody>
<tr>
<td>*</td>
<td>Select any General Education Natural Science Course</td>
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SOCIAL SCIENCE (Select 3 hours)

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<tr>
<td>G*SIG 2000</td>
<td>Introduction to Sociology</td>
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<tr>
<td>G*PSY 2012</td>
<td>General Psychology</td>
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<tr>
<td>G*ANT 2000</td>
<td>Introduction to Anthrop.</td>
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PROGRAM SPECIFIED GENERAL EDUCATION REQUIREMENT

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<td>Students may select 3 credits from</td>
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<tr>
<td></td>
<td>General Education Humanities</td>
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* Prerequisite and/or co-requisite required.

PROGRAM REQUIREMENTS 46 CREDIT HOURS

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<tr>
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Total Credits: 72

NOTE: All graduates of this AS degree program shall be granted admission into the Communications Sciences and Disorders baccalaureate degree program at the University of South Florida.

Students must apply for degree by the deadline date (see Catalog for further details).
Appendix E: Internship Affiliation Sites
Hillsborough Community College
Internship Affiliation Sites

Sign Language Interpretation Program

Deaf Services Center of Manatee-Sarasota
Education America, Inc. Tampa Technical Institute
Erwin Technical Center
Florida Guide Dogs for the Deaf
Hillsborough County Schools
Hillsborough County Schools Hearing Impaired Program
Sign Language Associates
Kim M. Smith
St. Petersburg College
National Deaf Academy
Pinellas County School Board
Polk County Schools
Professional Interpreting Consultants
Tampa Baptist Deaf Church
Tampa Bay Academy
Vocational Rehabilitation
Appendix F: SLIP Advisory Committee
2005-2006
SLIP Advisory Committee

Rita Dennis, SLA Global
3444 Aspen Trail
Clearwater, Fl 33761

Patricia Youhn, Consultant
Florida Department Of Education
Division of Vocational Rehabilitation
1313 North Tampa Street, Suite 801
Tampa, Fl 33602-3330

Amanda Guy-Smarko, Senior Counselor
Florida Department Of Education
Division of Vocational Rehabilitation
Vocational Rehabilitation
4440 Grand Boulevard
New Port Richey FL 34652
(727) 816-1714 ext. 205 (voice only)
(727) 816-1754 fax
Guy-Smarko, Amanda L. [Guy-SmA@vr.doe.state.fl.us]

Yvonne Perkins, Sign Language Interpreter
29431 Allegro Dr.
Wesley Chapel, Fl 33543

Darelle A. Roberts
American Sign Language Teacher
P.O. 92899 Lakeland Fl 33804
863-859-6166 or 863-670-6635 (private cell)
E-mail: walkersar@msn.com or msrobertsasl@msn.com

Julia Michalka, Independent Living Coordinator
11720 North 58th Street, E-2
Tampa, FL 33617
Appendix G: CIT National Interpreter Education Standards
CIT Interpreter Education Standards

Approved February 24, 1995

(You may print these Standards and share them with others.)

A. Description of the Profession

Interpretation is the art and science of receiving a message from one language and rendering it into another. It involves the appropriate transfer and transmission of culturally-based linguistic and nonlinguistic information. The goal of interpreting is to transfer a message from a source language into a target language without skewing it and keeping in mind the linguistic needs of the recipients of the message. Interpreting serves a diverse population in a variety of settings across a broad range of fields and therefore requires professional interpreters to possess a breadth and depth of knowledge.

B. Objective

Since its inception, the Conference of Interpreter Trainers has held the vision of national standards for interpreter education. The National Interpreter Education Standards identify the knowledge, skills, and perspectives students need to gain in order to enter the field of professional interpreting. The Standards give students, faculty, curriculum developers, administrators, employers, and consumers a common set of expectations about what basic knowledge and competencies interpreting students should acquire.

The Standards are to be used for the development, evaluation, and self-analysis of postsecondary professional programs. They will guide new programs in defining policies on entry
requirements, curricular goals, faculty selection, teaching methods, and projected student outcomes. For existing programs, the Standards provide benchmarks for assessing and enhancing student outcomes, evaluating and updating faculty, and improving curricula and related practices.

C. Sponsorship
1. The sponsoring institution must be accredited by recognized agencies.
2. Sponsoring institutions must be authorized under applicable law or other acceptable authority to provide a program of postsecondary education.
3. The sponsoring agency shall demonstrate a commitment to recognizing and fostering positive attitudes and efforts toward diversity among its members.
4. The sponsoring institution assumes primary responsibility for student admission, curriculum planning, selection of course content, coordination of classroom teaching and supervised practice, appointment of faculty, receiving and processing applications for admission, and documenting satisfactory completion of the educational program. The sponsoring institution shall also be responsible for providing assurance that practicum activities assigned to students are appropriate to the program.
5. In programs in which academic instruction and supervised practice are provided by two or more institutions, responsibility of the sponsoring institutions and of each practicum center must be clearly documented as a formal affiliation agreement or memorandum of understanding. The time schedule for periodic review shall be documented.

D. Resources

1. Personnel

The program shall have a director and faculty who possess the necessary qualifications to perform the functions identified in documented descriptions of roles and responsibilities. Efforts should be made to recruit qualified Deaf program directors, faculty, and practicum supervisors.

a. Program Director

1) Responsibilities

The director of the educational program shall be

responsible for management and administration of the program including planning, on-going evaluation, budgeting, and selecting faculty and staff.

2) Qualifications

The director of the educational program shall be an interpreter who has relevant experience in administration, teaching, and practice. The director shall hold a minimum of a master’s degree, or have equivalent educational qualifications.

b. Faculty

1) Responsibilities

Faculty responsibilities shall be consistent with the mission of the institution.

2) Qualifications

a) The faculty shall include certified interpreters.
b) Faculty shall have documented expertise in the area(s) of teaching responsibilities and shall demonstrate effectiveness in teaching their assigned subjects.

c) The faculty must collectively have academic and experiential qualifications and background appropriate to meet program objectives.

3) Professional Development

a) The program shall have a documented plan for continued professional growth to ensure that program faculty can fulfill their assigned responsibilities.

b) Each faculty member shall have a written plan for continuing professional development.

4) Faculty/Student Ratio: The faculty/student ratio shall

a) Permit the achievement of the purpose and stated objectives of the program.

b) Be compatible with accepted practices of the profession.

c. Clerical and Support Staff

Clerical and program support staff shall be provided to meet program and administrative requirements.

2. Financial Resources

A budget of regular institutional funds allocated to the program shall be sufficient to develop and maintain the stated objectives of the program and to fulfill its obligations to matriculating and enrolled students.

3. Physical Resources

a. Facilities

1) Classrooms and laboratories shall be provided consistent with the program’s educational objectives, teaching methods, number of students, and safety standards of the institution, and shall allow for efficient operation of the program.

2) Appropriate laboratory space shall be assigned to the interpreter education program on a priority basis.

3) Appropriate space shall be provided to store and secure equipment and supplies.

4) The program director, faculty, and support staff shall have appropriate office space.

5) Appropriate space shall be provided for the private advising of students.

6) Facilities shall be constructed and maintained according to appropriate safety and health considerations and in compliance with state and federal laws concerning accessibility.
b. Equipment and Supplies

Appropriate and sufficient equipment and supplies shall be provided for student use and for teaching the didactic and practical components of the curriculum.

c. Learning Resources

Students shall have ready access in time and location to an adequate supply of current books, journals, periodicals, computers, video and audio material, and other reference materials related to the curriculum.

E. Students

1. Admissions Policies and Procedures

a. Admission of students shall be made in accordance with clearly defined and published practices of the institution.

b. Policies regarding standards for admission, advanced placement, transfer of credit, credit for experiential learning (if applicable), and requirements for previous education or work experience shall be provided and readily accessible to prospective students and the public.

2. Evaluation of Students

a. Criteria for successful completion of each segment of the educational program and for graduation shall be given in advance to each student.

b. Evaluation content and methods shall be consistent with the objectives and competencies described for the educational program in both didactic and supervised education components. Evaluation shall be employed frequently enough to provide students and program officials with timely indications of the students' progress and academic standing.

3. Health

Students shall be informed of and have access to the health services provided to other students in the institution.

4. Guidance

a. Advising related to interpreter education coursework and practicum shall be the responsibility of the program faculty.

b. Advising during and pertaining to practicum shall be a collaborative process between the faculty and practicum educators.

c. Referral by program faculty to other institutional or community resources shall be provided for students with problems that may interfere with the students' progress through the program.

d. Review of policies and procedures.

e. Examination of curriculum design to assure integration of program's mission and philosophy.
F. Operational Policies

1. Fair Practices

a. Program description, publications, announcements, and advertising shall accurately reflect the program offered.

b. Student and faculty recruitment, student admission, and faculty employment practices shall be nondiscriminatory with respect to race, ethnicity, socioeconomic class, gender, age, creed, sexual orientation, disabling conditions, and national origin. Practices shall comply with the institution’s published nondiscrimination, equal opportunity, and affirmative action policies.

c. Graduation requirements, tuition, and fees shall be published and made known to all applicants.

d. The program or sponsoring institution shall have a defined and published policy and procedure for processing student and faculty grievances.

e. Policies and processes for student withdrawal and for refunds of tuition and fees shall be published and made known to all applicants.

f. Policies and procedures regarding student suspension and dismissal shall be published and made known.

g. Provision shall be made for the health, safety, and confidentiality of consumers, students, and faculty associated with educational activities.

h. A program admitting students on the basis of ability to benefit shall publicize its objectives, assessment measures, and means of evaluating ability to benefit.

i. Documentation of all graduation requirements shall be published and made known to applicants.

2. Student Records

Satisfactory records shall be maintained regarding student admission, enrollment, and achievement. Grades and credits for courses shall be recorded on students’ transcripts and maintained according to the sponsoring institution’s policies.

G. Program Evaluation

The program shall have a continuing system for reviewing the effectiveness of the educational program especially as measured by student achievement and shall prepare timely self-study reports to aid the staff, the sponsoring institution, and the accrediting agencies, where applicable, in assessing program qualities and needs.

1. Outcomes

Programs shall routinely secure sufficient qualitative and quantitative information regarding the program graduates to demonstrate an ongoing evaluation of outcomes consistent with the graduate competencies specified by the educational program.
a. This data should be routinely documented and analyzed.

b. Sources of data should include but not be limited to:

1) Surveys of graduates and employers on such matters as employment settings, type and scope of practice, salary, job satisfaction, and adequacy of the educational program in addressing education and skills.

2) Interviews with program graduates and employers of graduates, e.g., satisfaction with graduates’ skills; satisfaction with own skills upon entry into employment.

3) Data on the evaluation of student performance on state and national certification examinations.

2. Results of Ongoing Program Evaluation

The results of ongoing evaluation shall be appropriately reflected in the curriculum and other dimensions of the program. In particular, the program shall systematically use the information obtained in its evaluation to foster student achievement.

Program evaluation should be a continuing systematic process and should include:

a. Internal and external curriculum validation in consultation with employers, faculty, mentors, students, and graduates.

b. Follow-up studies of students’ employment and performance on state and national examinations.

c. Review of admissions policies and procedures.

d. Examination of curriculum design to assure integration of program’s mission and philosophy.

H. Curriculum

1. Description of the Program

a. Mission

The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.

b. Philosophy

The statement of philosophy of the program shall reflect:

1) A sociolinguistic view of Deaf and hearing communities. Efforts should be made to establish and maintain an open and continuing dialogue with members of the Deaf community. The opinions and information gained through the dialogues should guide the development of the curriculum, instruction, and practicum.
2) An approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation. Approaches to learning shall identify and support the learning needs of a diverse population including traditional undergraduates, women students, student parents, older students, disabled students, students from racial and religious minorities, and international students.

2. Curriculum Design

a. The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall:

1) Support the mission of the interpreter education program.

2) Identify educational goals that are consistent with the program’s mission and philosophy statements.

3) Describe the set of organizing principles that explains the selection of the content, scope, and sequencing of coursework.

4) Include recognition and mention of diverse cultures and groups.

b. Instruction shall follow a plan which provides evidence of

1) Appropriate teaming experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, and supervised practice.

2) Clearly written and sequenced course syllabi which describe learning, objectives and competencies to be achieved for both didactic and supervised education components.

3) Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.

I. Prerequisites

Language prerequisites shall be specified as a foundation for the professional education.

1. American Sign Language

a. Students shall possess proficiency in American Sign Language that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

2. English

a. Students shall possess proficiency in English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.
J. Content Requirements

The course of study shall be based on a broad foundation of liberal arts, sciences, professional education, research, and practicum. It shall include:

1. Liberal arts content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:
   
a. Superior oral and written communication skills.
   
b. Logical thinking, critical analysis, problem-solving, and creativity.
   
c. Knowledge and appreciation of multicultural features of society.
   
d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
   
e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population.

2. Social and behavioral sciences content that is prerequisite to, or concurrent with, professional education.
   
a. Human behavior in the context of sociocultural systems to include beliefs, ethics, and values.
   
b. Minority group dynamics, prejudice, class, power, oppression, and social change.
   
c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, cross-cultural conflict.

3. Professional education which will enable students to develop and apply knowledge and competencies in interpretation.
   
a. Knowledge areas shall include:
      
1) Theories of interpretation and translation
   
2) Historical foundations of the profession
   
3) Interpreter role and responsibilities
   
4) Professional ethics
   
5) Human relations
   
6) Dynamics of cross-cultural interaction
   
7) Human services and community resources
   
8) Certification and licensure
9) Business practices

10) State and federal legislation

11) Continuing professional development

12) Stress management and personal health

b. Competencies shall include:

1) Language

a) ability to understand the source language in all its nuances.

b) ability to express oneself correctly, fluently, clearly, and with poise in the target language.

2) Message Transfer

a) ability to understand the articulation of meaning in the source language discourse.

b) ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.

c) ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

3) Methodology

a) ability to use different modes of interpreting (i.e. simultaneous or consecutive), ability to choose the appropriate mode in a given setting

b) ability to use different target language forms, ability to choose the appropriate form according to audience preference

4) Subject matter

a) breadth of knowledge allowing interpretation of general discourse within several fields

b) sufficient specialized knowledge of one or two disciplines allowing interpretation of more specialized discourse within these disciplines

5) Techniques and logistics, such as ability to manage the setting and ability to select and use appropriate equipment.

4. Research

a. Necessity for and values of research on interpretation and interpreter education

b. Essential components of a research protocol
c. Analysis of studies related to interpretation

d. Application of research results to interpretation practice

5. Practicum

a. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.

1) Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.

2) The ratio of program faculty to students shall ensure proper supervision in and frequent assessment of achieving the objectives.

3) Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.

b. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.

c. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.

1) The practicum should provide experiences with various groups across the life-span, various language preferences, and various service-delivery models reflective of current practices in the profession.

2) The practicum shall be supervised by qualified personnel.

3) To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.

4) The student’s practicum shall be formally evaluated and documented by the practicum supervisor in accordance with program guidelines. This evaluation shall be shared with the student.

K. References

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<td>Master’s Degree and the American Sign Language Teachers Association (ASLTA) certification.</td>
<td>American Sign Language</td>
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<td>Master’s Degree in related field (does not need ASLTA or RID certification)</td>
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<td>Master’s Degree in Linguistics, or ASL related field (does not need ASLTA or RID certification)</td>
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Appendix I: Trendline 2005
Facilities Page 55
FACILITIES

Table 6.1 displays acreage, square footage and acquisition history for all College sites. There were no changes from the previous year. Classroom use was at 99 percent while laboratory use was 76 percent. The College has maintained standing in facilities and their values in relation to the FCCS.

Table 6.1: Site Acreage, Instructional Space & Acquisition

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<tr>
<th>Site</th>
<th>Type</th>
<th>Acres</th>
<th>Square Footage</th>
<th>Instructional Space</th>
<th>Date</th>
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<tr>
<td>Dale Mabry</td>
<td>Campus</td>
<td>107.77</td>
<td>186,962</td>
<td>February, 1970</td>
<td>Gift</td>
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<tr>
<td>Ybor City</td>
<td>Campus</td>
<td>15.60</td>
<td>89,201</td>
<td>February, 1970</td>
<td>Purchase</td>
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<tr>
<td>District Office</td>
<td>Special</td>
<td>3.16</td>
<td>NA</td>
<td>April, 1987</td>
<td>Gift/purchase</td>
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<td>Plant City</td>
<td>Campus</td>
<td>92.50</td>
<td>46,847</td>
<td>April, 1972</td>
<td>Gift/purchase</td>
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<td>Cockroach Bay</td>
<td>Special</td>
<td>20.70</td>
<td>NA</td>
<td>January, 1973</td>
<td>Gift</td>
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<tr>
<td>Brandon</td>
<td>Campus</td>
<td>85.00</td>
<td>73,156</td>
<td>October, 1985</td>
<td>Gift/purchase</td>
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<tr>
<td>MacDill</td>
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<td>0.50</td>
<td>NA</td>
<td>January, 1991</td>
<td>Other</td>
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<td>English Creek</td>
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<td>408.00</td>
<td>NA</td>
<td>August, 1991</td>
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<tr>
<td>Southshore</td>
<td>Center</td>
<td>60.00</td>
<td>NA</td>
<td>April, 2002</td>
<td>Gift/purchase</td>
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<tr>
<td>Sunpoint</td>
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<td>0.02</td>
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<td>Leased</td>
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Table 6.2: Classroom and Laboratory Use

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<th>Building Use</th>
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<td>Number of Classrooms</td>
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<td>86</td>
<td>17</td>
<td>33</td>
<td>171</td>
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<tr>
<td>Class Use Rate</td>
<td>100.50%</td>
<td>94.07%</td>
<td>64.70%</td>
<td>126.00%</td>
<td>98.60%</td>
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<tr>
<td>Number of Hrs. Use/Week Classrooms</td>
<td>40.2</td>
<td>37.6</td>
<td>25.9</td>
<td>50.4</td>
<td>39.5</td>
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<tr>
<td>Number of Laboratories</td>
<td>20</td>
<td>58</td>
<td>13</td>
<td>28</td>
<td>119</td>
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<tr>
<td>Lab Use Rate</td>
<td>74.80%</td>
<td>78.1%</td>
<td>37.40%</td>
<td>88.30%</td>
<td>75.5%</td>
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<tr>
<td>Number of Hrs. Use/Week Labs</td>
<td>22.4</td>
<td>23.4</td>
<td>11.2</td>
<td>26.5</td>
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Table 6.3: Facility, Sites, Footage & Value, 2004-05

<table>
<thead>
<tr>
<th>Assets</th>
<th>College</th>
<th>FCCS</th>
<th>College as % FCCS</th>
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<tbody>
<tr>
<td>Sites</td>
<td>10</td>
<td>172</td>
<td>6%</td>
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<tr>
<td>Campuses</td>
<td>4</td>
<td>52</td>
<td>8%</td>
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<tr>
<td>Owned Acres</td>
<td>733</td>
<td>10,398</td>
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<tr>
<td>Owned Buildings</td>
<td>50</td>
<td>1,595</td>
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<tr>
<td>Owned Total Gross Square Footage</td>
<td>1,355,019</td>
<td>28,901,858</td>
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<td>Building Values</td>
<td>$210,177,859</td>
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Appendix J: An Introduction to the Admissions Process for Health Science Programs
November 2005
Pages 79 – 81
SIGN LANGUAGE INTERPRETATION PROGRAM

INTRODUCTION

Program Name: Sign Language Interpretation

Program Codes: AS.INTT & AAS.INTT

Contact Person: Ms. Linda Horton, A.A., B.I.S.

E-mail: lhorton@hccfl.edu

Phone: 813 253-7240

Office Location: Dale Mabry Campus Technology Building Room 316

If you possess good communication skills, are interested in the social services or education fields, and enjoy working with people, then a career in Sign Language Interpretation may be for you. The need for interpreters for the deaf continues to increase due to the increased awareness of the needs and rights of Deaf and Hard of Hearing individuals.

In Florida the demand exceeds the supply. There are over 250,000 Deaf and Hard of Hearing individuals living in Florida. With public facilities becoming even more accessible to the people with disabilities and legal protection that provides the opportunity for deaf students to attend regular public, private and postsecondary schools, this need will continue to grow.

Program description. Coursework includes American Sign Language, Dead Culture and Experiential Interpreting. A practicum and internship are required. Hillsborough Community College’s Associate in Science Degree in Sign Language Interpretation provides training communication models and interpreting processes and interpreting ethics, as well as hands-on training in manual and oral interpreting in a variety of interpreting situations. There is also a strong sociolinguistic component to the training, with courses in Speech Pathology and Audiology, Linguistics of ASL and the social and educational aspects of hearing loss. Classes are conducted on the Dale Mabry and Brandon campuses.

For a complete list of the sign language program requirements, go to www.hccfl.edu/depts/healthsci/interpreter/ for course scheduling and an Academic Advising Guide. This guide may be used as a checklist for all courses completed. The college also offers a Competency Achievement Award in American Sign Language Studies for persons with previous degrees or who wish to use courses in ASL and Deaf Culture as elective credit toward an A.A. Degree. The interpreting program’s goal is to empower the Deaf Community and to
respect Deaf individuals as models for ASL and consumer experts in the field of interpreting. Students who wish to train to be an interpreter for individuals who are Deaf or Hard of Hearing take a 72 credit hour Associate in Science Degree program, including 18 credit hours of General Education courses. Graduates may utilize the AS to BA transfer into USF Sign Language Interpreting Program and are prepared to take the screening tests Florida Registry of Interpreters for the Deaf.

The HCC Sign Language Interpretation Program (SLIP) also sponsors educational workshops, community events, special activities and projects. The SLIP shares a close relationship with the Tampa Deaf Community and is involved in many co-sponsored events such as Deaf Awareness Day Week at HCC, picnics and sports events. Students are encouraged to attend community Silent Dinners and to volunteer at agencies and organizations that serve the Deaf Community. The American Sign Language Club at HCC is an active campus organization. Annual activities include trips to the Florida School for the Deaf Homecoming Weekend, trips to Gallaudet University and Deaf Awareness-Deaf Culture Festivals.

Credit by examination. For SPA 1612, there is an option to take an examination in lieu of enrolling in the course. If passed, credit is awarded. For more information, contact the Program Manager, Linda Horton.

Career opportunities: The primary source of employment for interpreters continues to be as an interpreter in the public school mainstreamed programs. Interpreting positions are also available at the post-secondary level in colleges, universities and vocational-technical programs. Other graduates find employment at Deaf Service Centers, mental-health facilities, Vocational Rehabilitation offices or as freelance/contract interpreters. Many of our students continue their education and go into careers working with Deaf individuals as teachers, counselors, audiologists or social workers. Sign Language Interpretation training is an excellent background for any of these careers because of the emphasis on sign communication skill, language and Deaf culture.

Typical starting salary range: Entry earnings may range from $14.00 per hour to $16.00 per hour (March 2004) depending upon education, skill level, state screening level, or national certification level.

Total Number of Credit Hours in Program: 72 credits
Health Sciences Application is not required
The following items must be on file with the Dale Mabry Campus Admissions and Records Office prior to starting the program.

**Send to:**
Attention: Admissions  
Hillsborough Community College  
Dale Mabry Campus  
P.O. Box 30030  
Tampa, Florida 33630-3030

**Deliver to:**
HCC Dale Mabry Campus  
Admissions and Records Office  
First Floor  
Student Services Building  
Dale Mabry Campus

1. HCC application for admission and a $20.00 check payable to HCC
2. Final official high school/GED transcripts sent to HCC
3. All official college transcript(s) sent to HCC. If HCC is the only college you have attended, no transcript is required.
4. Placement test scores taken within the last two years or academic coursework. The student must be at college level in all areas.
5. This is not a limited access program and there are no prerequisite courses.

**Health Sciences Application is not required**
AS/AAS • SIGN LANGUAGE INTERPRETATION

AS.INTT/AAS.INTT (72 Credit Hours)

This program will prepare students for entry-level positions as sign language interpreters/transliterators in a variety of community and educational settings. However, graduates are granted State Interpreting levels or certification only after testing and evaluation by the Florida Registry of Interpreters for the Deaf or the National Registry of Interpreters for the Deaf or the National Association of the Deaf. Course work, which focuses on interpreting from English into American Sign Language (ASL) and from ASL into English, includes classroom and lab work, a field practicum and an internship.

**NOTE:** All graduates of this AS degree program shall be granted admission into the Communication Sciences and Disorders baccalaureate degree program at the University of South Florida.

**Prerequisite courses for Admission** 8 cr.

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>SPA 1612</td>
<td>American Sign Language I</td>
<td>3 cr.</td>
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<tr>
<td>SPA 1612L</td>
<td>American Sign Language I Laboratory</td>
<td>1 cr.</td>
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<td>SPA 1613</td>
<td>American Sign Language II</td>
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<td>SPA 1613L</td>
<td>American Sign Language II Laboratory</td>
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**General Education Requirements** 18 cr.

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<td>Introduction to Anthropology or PSY 2012</td>
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<td>ENC 1101</td>
<td>Freshman English I</td>
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<td>ENC 1102</td>
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<td>BSC 1005C</td>
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<td>MGF 1119</td>
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<td></td>
<td>Education (transfer)</td>
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**Program Required Courses** 46 cr.

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<td>EHD 2060</td>
<td>Introduction to Interpreting Ethics</td>
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<td>EHD 2402</td>
<td>Educational Interpreting</td>
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<td>EHD 2402L</td>
<td>Educational Interpreting Lab</td>
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<td>EHD 2407L</td>
<td>American Sign Language to Spoken English</td>
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<td></td>
<td>Interpreting (Lab Only)</td>
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<td>EHD 2410</td>
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<td>Interactive Interpreting I Lab</td>
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<td>EHD 2411L</td>
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<td>EHD 2412L</td>
<td>Interactive Transliterating Lab (Lab Only)</td>
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<td>EHD 2930</td>
<td>Interpreting Topics</td>
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<td>EHD 2942</td>
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<td>SPA 1617C</td>
<td>American Sign Language-Applied Linguistics</td>
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<td>SPA 1626</td>
<td>Fingerspelling</td>
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<td>SPA 1631</td>
<td>Introduction to Deaf Culture</td>
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<td>SPA 2001</td>
<td>Survey of Communication Disorders</td>
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<td>SPA 2604</td>
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![Image of a bottle and a book]