

**ITP Online 17-18
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3-Year Program Assessment

ASL Interpreting Online

Program Profile

History, Mission and Vision of the Program

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the university.

The online interpreting program was an innovative design for program delivery in response to the need for interpreters across the United States to have a bachelor's degree to qualify to take the National RID certification exam. The university was in the middle of a faculty search for a full time ASL faculty in 2010 and the president and current academic dean at the time decided to hire the two candidates that we like the best as a way to support the development of the new online program. Faculty began working immediately with Dr. Barbara Garrett to create a curriculum and determine what we currently had and how we could modify the delivery to fit an online format. Program Faculty met with other interpreter educators and established an advisory council to assist in the development of syllabi and curriculum resources. The program was introduced in the 2012-2013 Academic Catalog. Students must pass a language proficiency and meet the requirements of the program to meet admission requirements.

Total Program Enrollment 2014-2015

51

Total Program Enrollment 2015-2016

83

Total Program Enrollment 2016-2017

83

Graduated Majors 2014-2015

17

Graduated Majors 2015-2016

26

Graduated Majors 2016-2017

44

Concentrations

List any concentrations for the program here. Include the 3 years represented in the report and

include freshman, transfer, and graduate data.

There are no concentrations for the program.

Program Checklist

Attach checklist from the current academic catalog

major_itp_studies_asl_English_bs.pdf

Course Descriptions

Attach the program course descriptions from the current academic catalog.

ASL_Interpreting_OLC.docx

Reflection on Program Enrollment Data

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The program is a degree completion program that depends on students from Associate programs transferring to complete their 2-year degree. The program is focused on attracting the student interested in taking the National Interpreter Certification. The program seems to have maxed out at 80 students. It is unclear if this is due to the number of sections offered or if this is just the natural progression of what the program can manage. The program has not been established long enough to have strong persistence and graduate rates at this time but the data has been requested.

Program Assessment Data

Upload the program page from the Institutional Research office with the program data.

Total Number of Graduates 2013-2014

2

Employed Within Field 2013-2014

1

Employed Outside of Field 2013-2014

1

Graduate School 2013-2014

Total Number of Graduates 2014-2015

17

Employed within Field 2014-2015

9

Employed outside of Field 2014-2015

4

Graduate School 2014-2015**Total Number of Graduates 2015-2016**

30

Employed within Field 2015-2016

21

Employed Outside of Field 2015-2016

4

Graduate School 2015-2016**Definition of Field**

For the program, what types of positions/employment would be deemed as successfully using the skills earned in the degree program.

It is considered that an individual from this program is working within the field if they are working for an interpreting agency, school district or center that focuses on the advocacy or needs of the Deaf community. If a graduate is working in a deaf focused field, that is considered to be a successful graduate. If someone is working with deaf individuals in any capacity, they are still in the field of interpreting/signing with deaf individuals.

Program Enrollment Data[OLC_Interpreting_enrollment.pdf](#)**Reflection on Course Offerings**

Discuss the rotation and course offerings in relation to the ability of the program to provide courses as needed for the students. Does the program need to alter rotations, does the program need to look at enrollment on any courses that are low on enrollment? Are there any enrollment trends that will impact the courses as listed? Review the course and program capacity numbers and discuss the need for additional sections or a reduction in course offerings?

Courses in the online Interpreting program are offered each term to assist in the completion of the degree for the current students in the program. Courses that are prerequisite courses are offered in advance of the subsequent courses to make student timelines as short as possible. Some courses are offered multiple times a term to assist with the degree plan completion in a timely manner. Enrollment in the online courses ranges from 51% to 88.1% capacity. In recent

semesters there have been second sections added to some courses once the first section reached maximum enrollment. This causes the second section to be a low enrollment section, pulling down the enrollment percentages. It appears that the program is on the cusp of needing second sections of most classes, but not all courses. With 10+ more students this could make this second section in each course necessary and provide for stronger enrollment in both sections.

The program needs to map out enrollment and see if there is a way to move students to a more solidified rotation so that we were not offering each course so often. If the program started cohorts only on session 1 of a term, that would help. The program also needs to look at the summer offerings and if we need to offer ITP 211 as often in the spring and summer as it has lower enrollments both of those sessions. It might be better to hold off on the spring session and only offer it fall and summer? This type of analysis needs to happen before any decisions are made that would impact students ability to complete their degree in a timely manner, but a review of the offerings compared to enrollment is needed.

Student Internship Opportunities

Please detail what if any internship placements outside of the university are used for internship/practicum? List the name of the business or location with town, state where the student did the internship. You do not need to list every student internship, but enough to provide a solid view of the internship program.

Students are doing Field Practicums all over the country in a variety of settings. The issues with field practicum have been mitigated with additional discussion on what is required in a field practicum and specifics as to the way hours would be counted in the field practicum course. Students are completing this requirement through community agencies, local K-12 schools, colleges and universities with staff interpreters, and Deaf agencies. A partial listing of internships for the online program is listed below.

The Interpreter Networks, NC
Interpretek, MO & NY
RGC – Access, NM
Deaf Action Center, TX
Deaf Can Agency, MI
Global Interpreting Services, MI
Easter Seals Crossroads, IN
Life Signs, CA
Center for Independent Living, FL
Office on Deaf and Hard of Hearing Services, MS
TERP Sign Language, WA
NEXUS Interpreting, WA
Sign Language Interpreting Professionals, PA
Sorenson Communications,
Deaf Connect, TN
Kennedy Space Center, FL
De l'Epee Deaf Center, MS
K-12 Schools in: MO, NC, ID, MD, NV, CO, & PA

Faculty and Resources

Physical Resources

List and describe any and all physical resources used with the program. Physical resources include technology.

The program is an online program with little to no physical resource needs. The program purchased one Apple laptop for the program director (\$2,400). This expense was a one time expense and is not an annual cost. There are no office space needs, or lab needs due to the program construction.

Physical Resources Updates

Please list any changes or upgrades that have been completed within the past 3 years. How do the changes/upgrades made impact student learning?

Physical Resources Wish List

List any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning. Provide the rationale for the upgrade.

The program organized new videos be made by current on campus faculty that could be used for the entrance assessment exam. The cost for the videos was minimal, at \$\$. This was for the entrance exam and not for any curriculum for the program. The only other updates to the program would be a replacement computer next year for the program administrator if the program follows the same schedule as the rest of campus for technology replacement.

Library Holdings

Insert the Comparison with Peer Institution chart here with the Librarycomparative report. The remaining documentation on holdings and library resources can be found in the attached documents.

The library holdings for the interpreting program are the same online as they are for the on-campus students. The Library report from 2014-2015 is attached as part of this report. An updated report was not requested. The below report is the analysis provided by the library Faculty on the holdings at the time. The full report is attached.

IV. Analysis

The WWU Library's holdings in American Sign Language and Interpreter Training are quite strong. The comparisons above reflect WWU holdings as compared to all other MOBIUS libraries (64). The WWU program is fairly unique in the state and the library has not been able to rely on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington

University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Report

Complete report as provided by the Library Staff

ITP_ASL_Library_report.doc

Faculty Resources

List any full time and part time faculty who have actively taught within the past 3 years in the program. For each mentioned faculty include highest degree earned, the degree granting institution, how many years teaching in higher education, and what the contracted load is for the employee. This information is easiest to provide in chart form.

Hilary Hardin, Ph.D., Organizational Leadership, Chicago School of Professional Psychology, 3 years part time teaching at William Woods.

Carrie McCray, Ph.D, Education, University of Missouri Columbia, 13 years teaching Full time at William Woods, currently teaching a 6-credit load

Margie Hoskins, M.Ed., Education, William Woods University, 1 year teaching full-time at William Woods, 12-credit load

Shauna Ward, M.Ed., Adult Education, University of Phoenix, 7 years teaching full-time at William woods, 12 credit load

Paula McDonald, M.S. Interpreting, University of North Florida, 4 years part time teaching at William Woods

Andrew Byrne, Ph.D., Education: Language, Culture, and Teaching, York University, 3 years part time teaching at William Woods
Jessica Brown, M.A. Sign Language Education, Gallaudet University,

Catherine Copeland, M.A. Education, Capella University, 4 years part time teaching at William Woods

Amy Miller, M.S. Mental Health Counseling, Capella University, 4 years part time faculty with William Woods

Mara Zuckerman, M.A. Deafness Rehabilitation and Counseling, New York University of Nevada, 3 years part time teaching at William Woods

Jessica Brown, M.A. Sign Language Education, Gallaudet University, 2 years part time teaching at William Woods.

Reflection on Faculty Resources

List any comments or concerns about current work load or faculty load. Discuss any issues or concerns with support staff here as well.

The program would benefit from a full-time faculty teaching full time within the coursework. This would provide for consistency and also a more invested faculty to ensure that curriculum issues are up to date and the courses are running smoothly. Ideally this would also provide more rigor to the program. The program part time faculty need more training on the various software products and Learning Management Systems that we use for content delivery. If there was a process set up for new online faculty to go through an orientation of a new course, it would help them be more familiar with the content before they are teaching it. It would also help eliminate some of the

technological issues that come up from not looking at the course early enough to be familiar with it. The number of students in the program should allow for the program to support a full-time salary faculty.

Financial Analysis

Program Expenses

Total expenses (personnel, budget, and special costs)

Program Income

Total income (course fees, ticket sales)

Program Enrollment

The number of declared majors with the registrars office by October 15th.

Program Cost Per Major

Reflection on the Financial Analysis

Please discuss the financial obligations of the program and any thoughts concerns you have pertaining to budget processes. Is your program able to do what it needs to do with the amount of money it has allocated?

There is not a financial analysis of the program due to the lack of budget. The online program has minimal costs connected to it as courses are covered by part time faculty. There has not been a financial analysis of the program provided. It would be nice to know the basic structure of costs/income of the program to identify the average cost per student within the structure as it is currently being provided.

Program Standards

Standards/Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program building upon skills learned in general education courses (please list the program course and the general education criteria). The general education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

ASL220 Ethics and Decision Making, ITP302 Interpreting Inquiry and analysis, ITP310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP 451/452 Field Practicum focus on issues of critical thinking, meaning, and ethics.

* the program also requires an additional meaning course from majors.

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP211 Theory of Interpreting, and ITP 302 Interpreting Inquiry and Analysis are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional history books for reading,

* the program also requires an additional social science class focused on psychological or social issues.

Creative Expression: (communication, Fine Arts)

All Interpreting skills classes require students to express themselves in a clear and concise manner. Skills classes also use various TED talks and podcasts where students interpreting concepts dealing with artistic concepts.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP310 Interpreting in Advanced Settings I and ITP410 Interpreting in Advanced Settings II use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

GECluster_Version4.0.docx

Curriculum Map

A - Assessed

I - Introduced

M - Master

R - Reinforced

ASL Interpreting OnLine

	ASL 220	ASL 316	ASL 425	ASL 430	ITP 211	ITP 310	ITP 311	ITP 410	ITP 450	ITP 451	ITP 452
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I			R	I	R	R	R	M, A	M, A	M, A
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	I, R	R	R	R	R	R	R	R	M	M, A	M, A
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	R	M		R	R	R, A	R, A	R, A	R, A	M, A	M, A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject	M	A			I	R, A	R, A	R, A	R	M, A	M, A

matter in a variety of settings.											
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				R	R		R	M, A	M, A	M, A	

Assessment List

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment Findings for the Standard/Outcome level

No improvement narratives have been added.

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the program changes (unless you are a program of one person) and when you met. Include a discussion on the process for collection and analysis of program data.

The assessment map was created but there was no follow through to create the templates for the assignments and lay out the activities in the courses. This task must be completed immediately for the review of the program to be beneficial. Currently there is data on the Field Practicum courses and some hit and miss data on other courses. These are courses that are taught by full time on ground faculty. The discussion on assessment has not carried through to the adjunct faculty in the program. A complete review of the assessment plan process needs to be in place and articulated how the assignments are going to be distributed to the courses. Training also needs to be provided for the online faculty if they are expected to follow through with the assessment.

Assessment Summary

Assessment Findings for the Assessment Measure level for ASL Interpreting OnLine

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Week 2 Ethics Case Study - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		

ITP 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.				
ITP 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.				
ITP 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video (Other)	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 311				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video (Other)	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 410				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video (Other)	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Week 4 Research Paper - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better			
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ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.				
ASL 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Week 8 Quiz - 80% of students will pass with a score of 80% or better been met yet? Met	82% of students passed with a score of 80% or better		
ITP 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video (Other)	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 311				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video (Other)	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
ITP 410				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video (Other)	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		
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ITP 451				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better		

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Week 8 Website Video Portfolio Project - 80% of students will pass with a score of 80% or better been met yet? Met	80% of students passed with a score of 80% or better		

Assessment Data Summary					
ITP 451	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better			
Assessment Data Summary					
ITP 452	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Weekly Interpreting Skill Evaluation - 80% of students will pass with a score of 80% or better on the Skill Evaluation from Week 7 been met yet? Met	80% of students passed with a score of 80% or better			

Survey Of Constituents

Survey of Constituents of the Program

Program Constituents

The program needs to identify the constituents of the program, both internal and external.

The constituents of the program are the students currently and previously enrolled, the faculty who teach and the mentors who supervise students for the university. It is also arguable that the Deaf community is a constituent, but it would be very difficult to obtain survey data from the community at large on a small number of individuals.

Survey Administration

Please outline the process in which the survey was administered. What protocols were followed? How was the data collected(task force/email survey)? What was the return rate?

Students were provided an opportunity for response through the Noel Levits "Online Student Satisfaction Survey" as well as an in-house survey administered by the Associate Dean of

Academic Assessment. the response was low for the survey consisting of only 34 total respondents. Of those 34 respondents, 19 were part of the Interpreting online program.

Demographics of the Respondents

Please detail the demographics of the respondents

The WWU survey was sent out to 100 Graduates of the program with 41 participating, making the response rate 41%. The completion rate of the survey was 95% as 39 out of the 41 actually completed the survey with only 2 responders quitting in the middle of it. Since the program has only been around for a few years, we were able to send the survey to all who were on our list. The attached report of the survey provides some demographic information on the students who responded, but the survey focused on improvement and customer satisfaction of the online program and did not ask many identifying questions. We wanted them to feel more comfortable filling out the information and providing their honest feedback.

Survey Results

Upload the full result summary or attach the summary here. Makesure each question along with the aggregated response is provided. It is the expectation of Academic Council that the program will respond to each question asked as to how the program intends to move forward.

See Attachment

Program Conclusions and Recommendations

The program outlines and discusses the strengths and challenges of the program as they see them. What they would like to do to move the program forward and what they need to be successful. This is the official conclusion to the report for the program faculty.

The program is looking at ways to focus on curriculum and will be identifying program courses that need to be revised. There has been communication between faculty who teach in the program as to what courses need to be revised first. This summer ITP310 Interpreting in Advanced Settings I, and ITP 410 Interpreting in Advanced Settings II will be revised by a full time faculty on campus. The program also needs to look at the options for the Ethics component as the ASL 220 Ethics and Decision Making will be phased out over the next year as an option for online students. Looking at the comments of former students, the program needs to look at training for online faculty and making sure that they have some sort of "on boarding" of the course if they havenot taught it before, or if the curriculum has been revised since they taught the course. There also need to be some training materials or explained expectations as to promptness of feedback and detail of feedback for students.

Conclusion and Recommendations

Comments from Academic Council's review of the program report:

Academic Council: May 23rd 2018

Academic Council met and discussed the 3-year assessment report for the online ITP program. There were several areas in the program report that need attention in the future. The assessment of the program is lacking in data to complete the claims made in the assessment findings. The data needs to be collected in Via and used to assess the program. The assessment should align with the needs of the on ground program for the classes that overlap. The videos do not need to be the same videos, but if one class is a language assessment, they both should be a language assessment.

The Program Director needs to work with the Associate Dean of Assessment and the Director of Online Education to complete the updates to the assessment plan. Additional training will be needed for the faculty and the Program Director which can be provided by both the Associate Dean of Assessment and the Director of Online Education.

Based on student comments from the survey that was administered, there might need to be some work done to clarify expectations so they are not expecting something that is in no way possible. This could impact student satisfaction, if they knew what to expect going into the program.

The program also needs to work on ways to better track graduates once they complete. There is a new form that we can fill out if we know where students are headed to assist in tracking them, but that is only if we know what they are doing, or going to do.

The program is a substantial enrollment piece to the university and it should have a budget instead of pulling from the on ground program when finances are needed. There could be training opportunities and curriculum materials purchased that would benefit the program. But right now, those funds would come from the on ground program. There has been a strong push to keep the programs separate despite the overlap of curriculum and faculty.

The full program review will need to happen along with the on ground ITP program so that the programs are on the same cycle since there is so much curricular overlap.

ID#: _____

Name: _____ Advisor: _____

*****Students are required to have 122 distinct credits for graduation*******REQUIRED COURSES 33 credits**

Course	Credit	Semester Completed	Grade Earned	Substitutions
ASL220 Ethics and Decision Making	3			
ASL316 Linguistics Non-Manual Markers	3			
~*ASL425 Linguistics of ASL	3			
*ASL430 ASL Literature	3			
*ITP211 Theory of Interpretation	3			
~ITP310 Interpreting in Adv Settings I	3			
~ITP410 Interpreting in Adv Settings II	3			
ITP311 Interpreting Applicatn & Analysis	3			
~ITP450 Senior Capstone	3			
~ITP451 Field Practicum I	3			
~ITP452 Field Practicum II	3			

*Students **must** complete the appropriate **ASL I-IV** pre-requisite courses with a grade of **C or higher**, or demonstrate equivalent experience for instructor waiver of pre-req before they can register for designated courses.

~Students **must** earn a final grade of **C or higher** to continue on in their sequence of major courses.

Required English Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG301 Grammar & Syntax	3			
ENG411 Rhetorical Analysis & Criticism	3			

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Svcs & Policies	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair.

ASL-English Interpreting – B.S./B.A. Course Descriptions

Required Courses:

ASL 216 – Linguistics of Non-Manual Markers in ASL

This course is designed to develop proficiency in the understanding and use of non-manual markers in ASL. Many grammatical structures of ASL are produced as facial expressions, body shifts, and morphemes produced with specific mouth and eye movements. For non-Deaf people, this is perhaps some of the more difficult aspects of ASL to learn and the most important for comprehension and production. Students will learn how to accurately inflect specific meaning in ASL using non-manual markers. The course will also touch on fingerspelling accuracy.

ASL 220 – Ethics and Decision Making

This course surveys the field of ethics and how we use ethics and values to make decisions in the face of conflicting values. Ethical standards and dilemmas in various professions, including ASL English interpreting, will be explored through discussion, case studies, and role playing. This course includes topics related to working cross-culturally, power relations within and among groups, and ethical standards and statements from a variety of professions and communities.

ASL 425 – Linguistics of American Sign Language

Students take an analytical approach to language and the field of linguistics as it applies to American Sign Language. ASL phonology, morphology, syntax, semantics, bilingualism, and language use and usage will be examined and discussed. Language samples will be viewed and analyzed for evidence of different language structures and forms. Students will also read and critique research articles pertaining to ASL and other signed languages.

ASL 430 – ASL Literature

This course analyzes and compares the various genres of American Sign Language literature. ASL poetry, narrative, humor, as well as written work by deaf individuals and other language devices will be examined and discussed. Students will create and evaluate original work illustrating the similarities and uniqueness of ASL. Students will become familiar with well-known contributors: Clayton Valli, Patrick Graybill, Ella Mae Lentz, etc. Research articles pertaining to ASL or Deaf Literature will be critiqued and discussed as well.

ITP 211 – Theory of Interpretation

This course covers the fundamentals of ASL English interpretation and introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of mediating between two languages and cultures. The textbook and lectures will cover theories of communication and models of the interpretation processes, the role, boundaries, and responsibilities of the interpreter and other pertinent issues critical to the field. The primary focus of this course is to develop specific skills necessary for the art of interpreting along with ways to analyze the interpreted work.

ITP 310 – Interpreting in Advanced Settings I

An upper level course covering various advanced settings of interpreting. This course covers interpreting in medical, mental health, and educational settings. ASL and English vocabulary in specialized areas not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of interpreting. Teaming with a Certified Deaf Interpreter (CDI) will also be covered.

ITP 311 – Interpreting Applications and Analysis

Focuses on creating culturally and linguistically dynamic interpretations between ASL and English. Most interpretations will be of unrehearsed source material. There is an emphasis on increasing individual skill throughout the duration of the course. Students will conduct self and peer diagnostics and provide feedback on interpretations to each other.

ITP 410 – Interpreting in Advanced Settings II

An upper level course covering various advanced settings of interpreting. This course covers interpreting legal information, VRS/VRI work, religious settings, and interpreting for deafblind individuals. ASL and English vocabulary in specialized areas, including explicit language, not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of situations.

ITP 450 – Senior Capstone

This course is the capstone to the major and prepares students to enter the ASL English interpreting profession as a general practitioner. Students will investigate current issues facing the field, prepare for written certification exam(s), career development, and ethical decision making. This course is conducted in seminar format where students will apply demand-control schema, time-management, business practices, code of professional conduct and ethical decision-making, certification and quality assurance, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for internship and future employment.

ITP 451 – Field Practicum I

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences.

ITP 452 – Field Practicum II

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences.

Required Electives:**PSY 209 – Child Development and Behavior**

This course addresses the cognitive, biological and social development of children. Factors that impact development and the bi-directional relationship of the child and their environment are considered.

SCA 353 – Race and Ethnicity

A comprehensive study of minority group relations. Attention is given to the social history of racial and ethnic minorities, the social nature and consequences of ethnic differentiation, patterns of inter-ethnic contacts, inequality, assimilation, ethnic and racial conflict, and accommodation.

English Electives:**ENG 222 – Introduction to Rhetoric**

This course is an overview of rhetoric, defined as the art of persuasion. Students will evaluate persuasive messages, text and images, that people encounter daily.

ENG 301 – Grammar and Syntax

A study of modern English grammar, usage, and sentence structure. Students will identify grammar and syntax structures and apply those principles to their own and others' writing.

Online Interpreting													
Course		2013-2014		2014-2015		2015	2015-2016		2016	2016-2017		Capacity by course	
		Fall	Spring	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring		
ASL 220 OLC	Ethics/ Dcsn Make	12/20	26/45	23/25	47/50	18/25	31/50	35/50	13/25	35/50		70.50%	
ASL316 OLC	Linguistics of Non Manual Markers	16/20	NA	15/25	25/25	22/25	16/25	24/25	NA	18/25		80.00%	
ASL 425 OLC	Linguistics of ASL	17/20	09/20	15/25	13/25	17/25	8/25	14/25	10/25	10/25		52.50%	
ASL 430 OLC	ASL Lit	1/20	17/20	16/20	11/25	17/25	19/25	18/25	13/25	9/25		57.60%	
ITP 211 OLC	Thry of Interpretation	17/20	18/20	11/20	33/50	27/50	23/25	15/25	6/25	21/25		65.70%	
ITP 310 OLC	Interpreting in Adv Settings I	NA	12/13	7/12	12/24	13/24	16/24	9/12	10/12	12/12		68.40%	
ITP 410 OLC	Interpreting in adv settings II	NA	11/12	7/12	10/12	14/24	17/24	17/24	10/12	11/12		73.40%	
ITP 311 OLC	Interpreting Application & Anlaysis	NA	10/12	12/12	12/12	21/24	12/12	12/12	12/12	11/12		94.40%	
ITP 450 OLC	Senior Capstone	NA	NA	10/20	12/25	6/25	11/25	23/50	16/25	10/25		51.70%	
ITP 451 OLC	Field Prctcm I	NA	NA	NA	14/25	NA	8/10	11/25	11/25	20/25		64%	
ITP 452 OLC	Field Prctcm II	NA	NA	NA	NA	NA	8/10	11/25	11/25	18/25		43.60%	
Required English Elective- 3 Credits													
ENG 301	Grammar and Syntax	NA	15/20	NA	NA	NA	NA	17/20	6/25	21/25			
PSY 209	Child Develop & Behavior	22/25	24/25	25/25	25/25	24/25	23/25	12/25	18/25	16/25			
SCA 353	Race & Ethnicity	NA	NA	NA	7/25	NA	N/A	NA	NA	24/25			
		Fall 13	Spring 14	Fall 14	Spring 15	Summer 15	Fall 15	Spring 16	Summer 16	Fall 16			
ASL Courses		57.50%	61.10%	77.10%	76.8%	74%	59.20%	78.40%	48%	57.6%			
ITP Courses		85%	56.8%	61.80%	62.8%	55.10%	80.00%	56.60%	55.8%	61.02%			
All Program Courses		63%	59.6%	69/1%	69.2%	62.70%	68.60%	65.30%	57.6 %	70.2%			

CURRICULUM VITAE

HILARY HARDIN-FERGUSON
2405 39th Ave. N.E. Unit 306 St. Anthony, MN 55421
(763) 656-8558 ~ hhardinferguson@gmail.com

EDUCATION

The Chicago School of Professional Psychology, Chicago, Illinois 2014
Ph.D. in Organizational Leadership

University of Minnesota, Minneapolis, Minnesota 2004
Master's of Liberal Studies

Winona State University, Winona, Minnesota 1999
Bachelors of Liberal Studies

TEACHING EXPERIENCE

Adjunct Instructor, St. Paul College, St. Paul, Minnesota 2006 - 2014

Guest Lecturer, St. Catherine's University, St. Paul, Minnesota 2005 - 2009

Academic Advisory Committee Member, Saint Paul College, St. Paul, Minnesota 2005 – 2009

Adjunct Instructor, University of Minnesota, Minneapolis, Minnesota 2003 - 2005

PROFESSIONAL WORK EXPERIENCE

President and Founder, Perpetual Development LLC, Minneapolis, Minnesota 2009 - present

- Provide training and development for individuals across the United States
- Leadership Coaching: individual and team trainings offered to a variety of organizations
- Develop curriculum for trainings and courses offered both in-person and online
- Develop and provide skill assessments and provide thorough feedback
- Collaborate with organizations across the United States to provide cooperative trainings

District Manager, Sorenson Communications, St. Paul, Minnesota 2009 - 2015

- Train Directors and Assistant Directors across the entire organization
- Directly responsible for leading twelve offices across the country
- Facilitated Roundtable meetings with Vice President and Directors, Assistant Directors, and Interpreters
- Manager Training Task Force (MTTF): Develop training programs for entire organization
- Provide training to all leaders of organization at annual National Conference
- Leadership Coach for Directors and Assistant Directors company-wide
- Plan and implement all aspects of training retreats for upper management
- Company-wide training based on *The Nordstrom Way*

Assistant Director, Sorenson Communications, St. Paul, Minnesota 2008 - 2009

- New hire training for all new hires across the company; averaged 10 new hires per month
- Conducted HUB trainings across the country to provide development to employees
- Mentoring peers through company's Partner for Performance (P4P) program
- Demonstrate full compliance with Sorenson Communications consumer service core competencies
- Resolve customer complaints per regulatory guidelines
- Monitor the day to day management of staff
- Perform Annual Reviews for all direct reports

Hardin-Ferguson (*cont.*)

- Statistical Analysis of Individual and Center Wide data to monitor productive output
- Work with management team to ensure a collaborative environment in each office
- Communicate effectively cross multiple departments

Supervisor of Interpreting Services Northeast Metro 916, Little Canada, Minnesota

2005 - 2008

- Developed The Leadership Academy: The Development of Emergent Leaders
- Lead mentor for multi-district mentoring program; develop and implement new curriculum weekly
- Coordinated services for one-hundred and eighteen schools
- Provided observation and assessment of employees interpreting skills
- Successfully collaborated with leadership from eleven school districts
- Responsible for all duties and responsibilities of thirty-five direct reports
- Successfully implemented and supervised a monthly training program
- Successfully implemented and authored weekly newsletter to staff

Conference Coordinator, MRID State Conference, Minneapolis, Minnesota

2006

- Minnesota Registry of Interpreters for the Deaf
- Coordinated all aspects of state-wide conference
- Processed vendor bids and invoices
- Negotiated contracts with hotel, presenters, catering, and others

Professional Development Committee Chair, MRID, Minneapolis, Minnesota

2005

- Minnesota Registry of Interpreters for the Deaf
- Coordinated professional development opportunities for interpreters across the state of Minnesota

Staff Sign Language Interpreter, University of Minnesota, Minneapolis, Minnesota

2001 – 2005

- Re-designed departmental scheduling system
- Consultant with Arizona State University: worked with department heads to improve leader competency
- Coordinator of Intern program with three local colleges
- Successfully designed and implemented a new over-time/comp time proposal for entire department
- Mentor, weekly mentoring meetings; develop and implement trainings opportunities for interns and staff

Mentor, University of Minnesota, Minneapolis, Minnesota

2001

Higher Education Interpreter Mentoring Project

PUBLICATIONS

Hardin, H. (2014) Doctoral Dissertation: *Organizational Leaders' Use of Distance Training: Employee Perception*. The Chicago School of Professional Psychology. Chicago, IL.

Ferguson, S. & **Hardin, H.** (2013) Peer Mentoring: A Partnership in Knowledge Exchange and Transformation. *RID Mentorship in Sign Language Interpreting in the 21st Century*.

Hardin, H. (2011) *The IEP Team: Our Role in Changing Perceptions*. *RID Views*. Spring; (28)2, p. 31-33.

Hardin Messner, H. (2004). Master's Thesis: *Dispelling the Myth of One Size Fits All: Choices and Challenges Faced by Deaf Children and Their Families*. University of Minnesota. Minneapolis, Minnesota.

Hardin, H. (1998). Services for Deaf and Hard of Hearing Students. Winona State University. Winona, Minnesota.

LEARNING MANAGEMENT SYSTEM EXPERIENCE

Desire to Learn (D2L)
Blackboard
Cognero
Simply Digi

Insite
Canvas
WebCT
EPIC

PROFESSIONAL DEVELOPMENT

Crucial Conversations, VitalSmarts
Influencer Training, VitalSmarts
TOPS: Teaching Online Pedagogy and Standards, The Chicago School of Professional Psychology
Synergy Transition Consulting
Higher Educational Interpreter Mentor Program, Protégé, University of Minnesota
Supervisory Skills Program, The Employers Council
Federal Priorities for Interpreter Education, University of Minnesota

COURSES, PRESENTATIONS, AND TRAININGS

- **INTP 1440 Orientation to Interpreting**

This course introduces students to the profession of sign language interpreting. It covers the history of interpreting as a field of professional practice, the required professional ethical and performance standards, the impact of legislation on the field, the phenomena of cross cultural dynamics, oppression of minority groups and the role of an interpreter as a cultural mediator

- **INTP 1500 Interpreting Process**

This course introduces students to the theory and application of the interpreting process. Application of interpreting process skills occurs through consecutive interpretation. The goal of the course is to develop cognitive processing skills involved in the interpreting process.

- **INTP 2410 Video Relay Interpreting/Video Remote Interpreting**

This course introduces students to Video Remote Interpreting and Video Relay Interpreting. It consists of the history of VRI and VRS as a field of professional practice. It covers the call opening, middle and closing, call management, special populations, cultural considerations, register, affect, current technology, ethical considerations, federal and state governing rules, and similarities and differences between VRI and VRS.

- **INTP 2510 Educational Interpreting**

This course is an overview of the field of educational interpreting. It covers educational interpreter roles, responsibilities, ethics, and techniques. Students will examine language usage, communication processes, and case studies. This knowledge will be applied to interpreting for consumers in preschool through post-secondary.

- **SEAM 8 Race and Ethnicity**

This course will allow you to develop a better understanding of the dynamics of race and culture in the United States. This is an ideal community within our Multicultural and Academic Affairs program for students who are undecided about their major or career plans.

- **SEAM 9: Deaf Cultures**

This course will allow you to explore the role of language and culture in society. Examine models for crossing cultural bridge between deaf, hard-of-hearing, deaf-blind, and hearing people. This is an ideal community within our Multicultural and Academic Affairs program for students who want to be immersed in American Sign Language.

Hardin-Ferguson (*cont.*)

- **State Conferences:**

Illinois, 2011
Iowa, 2010
Maryland, 2015
Michigan, 2014
Minnesota, 2007-2015
Missouri, 2011, 2013
West Virginia, 2010

- **Regional Conferences:**

Minnesota, 2012
South Dakota, 2011
Wisconsin, 2010

- **National Conferences:**

Kansas, 2005
Pennsylvania, 2009

PROFESSIONAL CERTIFICATIONS AND HONORS

National Interpreter Certification, Master Level, Registry of Interpreters for the Deaf

2010 - Present

Certification of Interpreting (CI), Registry of Interpreters for the Deaf

2004 – Present

Certificate of Transliterating (CT), Registry of Interpreters for the Deaf

2004 – Present

VOLUNTEER EXPERIENCE

National Trigeminal Neuralgia Association

University of Minnesota Department of Neurosurgery, Patient Advisory Committee

State Licensure Committee, Minnesota Registry of Interpreters for the Deaf

RPAWS: Rescued Pets are Wonderful

Early Childhood Family Education Division of St. Paul

CARRIE L. MCCRAY, Ph.D.

Associate Dean of Assessment ♦ Associate Professor ♦ ASL/English Interpretation
William Woods University ♦ One University Avenue ♦ Fulton, Missouri 65251
Office: 573-592-4317 ♦ Fax: 573-592-1139
Email: carrie.mccray@williamwoods.edu

PROFESSIONAL PROFILE

- Tenured Professor William Woods University
- Missouri Interpreter Certification System: Master Certificate
- Accomplished American Sign Language Interpreter with experience in freelance and academic settings.
- Committed to providing best practices in interpreting services.
- Focused on educating future sign language interpreters.

EDUCATION

- **Doctorate of Philosophy in Educational Leadership and Policy Analysis: Higher Education**, University of Missouri-Columbia, 2013
DISSERTATION: A Phenomenological Study of the Relationship Between Deaf Students in Higher Education and their Sign Language Interpreters.
- **Master of Education in Curriculum and Instruction**, William Woods University, Fulton, MO, 2004.
ACTION RESEARCH: The Effects of Using a Cognitive Processing Approach when Teaching Sign Language Interpretation to Students Learning American Sign Language as a Second Language in College.
- **Bachelor of Art in Psychology and Sign Language Interpreting**, William Woods University, Fulton, MO, 1997.

ACADEMIC/TEACHING EXPERIENCE

- Associate Dean of Academic Assessment, William Woods University, Fulton, MO, 2014- .
- Associate Professor, William Woods University, Fulton MO, 2006- Teaching an average of 12 credit hours a semester.
- Freshman Advantage Faculty. 2009-present.
- Adjunct Faculty Member, William Woods University, Fulton MO, 2003-2005

COURSES TAUGHT

<ul style="list-style-type: none">• Career Seminar• Comparative Translation• Interpreting I• Interpreting II• Interpreting III• Interpreting IV	<ul style="list-style-type: none">• Interpreting in Advanced Settings I• Performance Interpreting• Internship• Deaf Culture• Connections
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TEACHING INTEREST

- Mental Health Interpreting
- Interpreting in Advanced Settings
- Ethics of interpreters
- Free-lance interpreting

TEACHING AWARDS

- Dad's Beaumont Distinguished Professor Recipient 2007

SCHOLARLY CONTRIBUTIONS

Presentation and Workshops

- Presentation "Nonverbal Communication: Ig Goes Without Saying..." Omicron Delta Kappa Leadership Conference, February 2016
- Presentation "I need an Interpreter for what?" Patients Rights and Advocacy Conference, Jefferson City, MO 2015.
- Presented "Non-Verbal Communication in Confrontation" to campus advisors during training 2014, 2015.
- Guest Interpreter for Author, Pulitzer Prize winner, John Meachem at the Missouri Theatre. 2015
- State Committee of Interpreters Town Hall Meeting, Cape Girardeau, MO 2015
- Poster Presentation at Association on the Study of Higher Education, "How Does the Interpreter's Membership in the Hearing Majority Affect the Relationship Between the Interpreter and the Deaf Student in Higher Education?" 2010 Indianapolis, Ind.
- Commencement Speaker for William Woods University August 2007

PROFESSIONAL DEVELOPMENT

- Federal Association of Regulatory Boards (FARB) Conference, January 2016
- Up Close: A Review of process Models, 2016
- ESPN: Everything Sports Possibly Needed, 2016
- Higher Learning Commission- Conference, 2015
- Mo Statewide Interpreter Conference, 2015
- Professional Identity Development of Interpreters, 2015
- Annual Statewide Interpreter Convention, 2014
- Higher Learning Commission- Conference, 2014
- Annual Statewide Interpreter Convention, 2013
- Higher Learning Commission-Assessment Conference, 2012
- Conference of Interpreter Trainers, 2012
- Association on the Study of Higher Education Conference, 2011
- Conference of Interpreter Trainers, 2010
- Mental Health Issues with Deaf Clients 2007
- Illegal Drugs and Investigation Interpreting Workshop 2006
- Linguistics of ASL to English (Gallaudet University) 2005

RESEARCH INTERESTS

- Research interests are focused on best practices in provision of interpreting services in community and educational settings.
 - Deaf student perspectives on interpreters
 - Working with the Deaf consumer as a team in the interpreting process
 - Identification of the Deaf individual as an equal participant in the communication exchange
 - Effects of interpreter oppression of the deaf
 - Interpreter Noise

PROFESSIONAL SERVICE

- Leadership Callaway 2012-2013
- State Committee of Interpreters Representative to the Skill Level Standards Revision Task Force 2012-2012
- Chair State Committee of Interpreters 2009-2011
- State Committee of Interpreters Board Member 2000-
- Member Registry of Interpreters for the Deaf, 2010-
- Member of Conference of Interpreter Trainers, 2005-

UNIVERSITY SERVICE

- HLC Steering Committee Member 2013-
- Imagine Campaign, Faculty and Staff Committee Member 2012-2013
- Curriculum Committee 2009-2012, 2014-
- Faculty Representative to Academic Council, 2011-2012
- University Judicial Board 2010-
- University IRB Member 2007-2010
- Personnel Committee Member 2006-2009

REFERENCES

- Aimee Sapp, Vice President and Dean of Academic Affairs, William Woods University, Fulton Missouri 65251
- Tom Frankman, Ph.D. Associate Academic Dean, William Woods University, One University Avenue, Fulton, Missouri 65251
- Casandra Harper, Ph.D. Assistant Professor, Higher Education, University of Missouri, 301 B Hill Hall, Columbia, Missouri, 65211

Margie L. Hoskins

7875 State Road C, Fulton, Missouri 65251 | 573-220-0165 | Margie.Hoskins@williamwoods.edu

PERSONAL SUMMARY

A veteran sign language interpreter with thirteen years' experience providing exemplary customer service while serving diverse constituencies.

EDUCATION

Master of Education in Teaching and Technology William Woods University, Fulton, Missouri	Expected August 2015
Bachelor of Science in American Sign Language/English Interpreting William Woods University, Fulton, Missouri	May 2002

EXPERIENCE

William Woods University , Fulton, Missouri Director, Student Disability Services and University Sign Language Interpreter	August 2005-Present
Access Interpreting, LLC. , Columbia, Missouri Sign Language Interpreter	May 2004-Present

- Demonstrate exceptional written and verbal communication skills
- Establish and maintain effective work relationships with students, faculty, staff, and public
- Display ability to integrate resources, policies, and information to effectively problem solve
- Exhibit excellent organizational, analytical, time management and interpersonal skills
- Organize work effectively, prioritized objectives and exercised independent judgment

- Communicate effectively in American Sign Language (ASL)
- Utilize excellent articulation and voicing skills
- Demonstrate a strong understanding of deaf culture
- Provide exceptional customer service skills, ethical behavior and professional judgment
- Interpret in medical, mental health, legal, business, and educational interpreting settings

AFFILIATIONS

- National Registry of Interpreters for the Deaf
- National Association for Higher Education Access and Disability

CERTIFICATION

- State of Missouri-Master Interpreter Certification

Margie L. Hoskins

7875 State Road C, Fulton, Missouri 65251 | 573-220-0165 | Margie.Hoskins@williamwoods.edu

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William Woods University , Fulton, Missouri Director, Student Disability Services and University Sign Language Interpreter	August 2005-Present
<ul style="list-style-type: none">• Demonstrate exceptional written and verbal communication skills• Establish and maintain effective work relationships with students, faculty, staff, and public• Display ability to integrate resources, policies, and information to effectively problem solve• Exhibit excellent organizational, analytical, time management and interpersonal skills• Organize work effectively, prioritized objectives and exercised independent judgment	
Access Interpreting, LLC. , Columbia, Missouri Sign Language Interpreter	May 2004-Present

- Communicate effectively in American Sign Language (ASL)
- Utilize excellent articulation and voicing skills
- Demonstrate a strong understanding of deaf culture
- Provide exceptional customer service skills, ethical behavior and professional judgment
- Interpret in medical, mental health, legal, business, and educational interpreting settings

AFFILIATIONS

- National Registry of Interpreters for the Deaf
- National Association for Higher Education Access and Disability

CERTIFICATION

- State of Missouri-Master Interpreter Certification

SHAUNA RAE WARD
1414 Kingswood Drive * Fulton, Missouri 65251
E-mail: Shauna.Ward@Williamwoods.edu

PROFESSIONAL OBJECTIVE

American Sign Language Instructor

EDUCATION

❖ Master in Education, Adult Education University of Phoenix, Arizona	2007
❖ Bachelor of Arts, Sign Communication Gallaudet University, Washington, DC	1992

TEACHING EXPERIENCE

- Instructor, William Woods University, Fulton, MO. 2011 – Present
 - Teach ASL & Deaf Culture courses to students, variety of levels.
 - Develop syllabuses and outlines, assess students' performances and maintained performance records.
 - Coordinated ASL Lab.
 - Participated in all scheduled meetings to improve the program's success.
- ASL Instructor, Portland Community College & Portland State University, Portland, Oregon 2010 – 2011
 - Teach ASL & Deaf Culture courses to students, variety of levels.
 - Develop syllabuses and outlines, assess students' performances and maintained performance records,
 - Participated in all scheduled meetings to improve the program's success.
- ASL Instructor, Edmonds Community College, Lynnwood, Washington 2002 – 2010
 - Planned and taught in units in ASL, levels one through three courses including Deaf Studies.
 - Developed syllabuses and outlines for each course, assessed students' performances and maintained performance records.
 - Participated in all scheduled meetings and workshops to improve the program's success.
 - Participated in ASL Club activities.
- Interpreter Rater, Deaf and Hard of Hearing Services, Calgary, Alberta 2001 – 2002
 - Developed: screening tools, curriculums, and materials.
 - Facilitated: hiring staff, recruitment and auditing reports.
 - Team worked with an expert specialist in Interpreter rating tools and techniques.
- ASL Immersion Coordinator, Calgary, Alberta 2001 – 2002
 - Implemented ASL Immersion events as well curriculums, evaluations and surveys.
 - Facilitated staff meetings, location bookings, and trained ASL instructors.
 - Counseled with student participants and coordinated registration.

- Performed logistics for class schedules, hiring instructors and donation requests.
- ASL Instructor, Queen Elizabeth Jr. High School, Calgary, Alberta 2001 – 2002
 - Instructed basic sign language to students for academic development.
- ASL Coordinator, Deaf and Hard of Hearing Services, Calgary, Alberta 1999 – 2001
 - Coordinated and facilitated staff for 12 ASL courses annually.
 - Implemented VISTA curriculum for various skill levels.
 - Taught and developed teaching strategies and methods for respective ASL instructors.
- Instructor, ASL/Interpreter Training Program, Cambrian College, Sudbury, Ontario 1996-1998
 - Responsible for developing course materials.
 - Created a stimulating and challenging learning environment. Implemented evaluations for student performance.
 - Taught ASL Literature, Deaf Studies, Code of Ethics, Fingerspelling, Visual Gestural Communications, units in ASL, levels one through six courses using Signing Naturally Level One & Two.
- ASL Instructor, Grant MacEwan Community College, Edmonton, Alberta 1994-1996
 - Resource Person – developed course content and materials of ASL.
 - Planned and taught in units in ASL, levels one through six courses including Deaf Studies.
 - Developed syllabuses and outlines for each course, assessed students' performances and maintained performance records.
 - Participated in all scheduled meetings and workshops to improve the program's success.
- ASL Instructor, Mount Royal College, Calgary, Alberta 1992-1994
 - Planned and taught in units in ASL, levels one through six courses including Deaf Studies.
 - Developed syllabuses and outlines for each course, assessed students' performances and maintained performance records.
 - Participated in all scheduled meetings and workshops to improve the program's success.
- ASL Instructor, Gallaudet University, Washington, DC 1991 – 1992
 - Planned and taught in units in ASL, levels one through six courses including Deaf Studies.
 - Developed syllabuses and outlines for each course, assessed students' performances and maintained performance records.
 - Participated in all scheduled meetings and workshops to improve the program's success.

PROFESSIONAL QUALIFICATIONS

- ❖ American Sign Language Teachers Association (ASLTA)
 - Professional Certificate 2009
 - Qualified Certificate 2007
- ❖ York University, ASL Interviewer & Rater Certificate 2001
 - York University, Ontario

Canadian Cultural of the Deaf, Alberta

- ❖ Language Proficiency Interview Training 1999
- Milton School of the Deaf, Milton, Ontario
- ❖ Leadership Certificate 1991
- Gallaudet University, Washington, DC
- ❖ Computer skills: PowerPoint, MS Word, Excel, MS Outlook & Internet

AWARD

- ❖ Who's Who Among America's Teacher Award 2004

PROFESSIONAL MEMBERSHIP

- ❖ American Sign Language Teacher's Association

VOLUNTEER INVOLVEMENT

- ❖ Youth Mentor: Deaf and Hard of Hearing Services
- ❖ Secretary: Washington American Sign Language Teacher's Association, Alberta Deaf Sports Association, Alberta Association of the Deaf, Alberta Cultural Society of the Deaf, Calgary Association of the Deaf 1992 – 2004
- ❖ Camp Counselor, Alberta, 2001
 - Administer and cares for a group of children from ages 6-17.
 - Responsible for developing activities sharing with other counselors.
 - Reside with the children and is responsible for the general wellbeing of their group of campers.
 - Lead the campers to activities during the day and participate with them.
- ❖ Public Relations: Alberta Deaf Sports Association, 1993 – 1995
- ❖ Chairperson: Various events including fundraising ventures and social events.
- ❖ Member, Parliamentarian, Project Coordinator: Alpha Sigma Theta Sorority, Gallaudet University, Washington, DC.

PAULA

3704 39th Ave South | Minneapolis, MN 55406 | 651.366.7433 | PaulaAMacDonald@gmail.com

TEACHING PHILOSOPHY

My field of interest is the coordination and implementation of comprehensive education for non-traditional learners in the sign language interpreting field. More specifically, I am passionate about developing a learning environment in which linguistic, cultural, ethnic, and social programs promote intercultural dialogue, awareness, and respect for diversity.

AS IT PERTAINS TO NORTHEASTERN UNIVERSITY

The interpreting field is an ever evolving profession. As our client demographics change to include; immigrants, highly visual, regional preferences, multiple disabilities, etc., so must our education. The professionals in this field must reflect the diversity of the population we serve. As educators, we are at the forefront in providing the framework needed to effectively work in this global field.

William Woods University's name is synonymous with global education. One way to bridge global learners is with the use of technology advancements. No longer does the traditional classroom model prepare us for work in a technology-driven and global world. This is especially true for a non-traditional field as sign language interpretation. Utilizing technology in the way of labs, software, distance learning, hybrid classrooms and video technology to teach future interpreters provide them the edge in emerging demands for specialization in our ever changing field.

In this current technological age it is crucial to analyze the way in which a learner gives and receives information. Effective non-traditional learning styles are an approach to education and the way learners receive information that will continue to gain momentum in today's changing academic landscape. Through the use of technology our students gain a better understand of the world in which they live and operate. Technology plays an important role to the education of the next generation of interpreters. Yet there are many factors that comprise a successful educational journey, not technology alone.

College systems must have the infrastructure necessary to support a wide range of student and facility needs. Evidence-based current curriculum along side with publications and unique resources help to lay a foundation of understanding. These resources can then be leveraged to challenge assumptions and lay new ground work for a more globally minded interpreter. In my experience, I have seen many interpreters miss opportunities to provide further clarification due to the unacknowledged cultural attributes of a client, simply due to lack of knowledge and training. I would like to see that change in future graduating classes of interpreters.

William Woods University offers students the ability to learn from distinguished faculty, utilizes technology advancements with state-of-the-art facilities, while including culturally relevant instruction. Northeastern University's mission matches my professional and personal goals in Interpreter education. My resume outlines a plethora of experience in the interpreting field as well as my commitment to interpreter education. I know the skills it takes to be a successful interpreter immediately following an Interpreter Training Program. My skills and passion for the creation and implementation of global education would be an asset to William Woods University.

PAULA

3704 39th Ave South | Minneapolis, MN 55406 | 651.366.7433 | PaulaAMacDonald@gmail.com

OBJECTIVE

Contribute to William Woods University's distance learning and global approach in Interpreter Education through the use of technology to guide the next generation of Interpreters by becoming an adjunct educator.

TEACHING QUALIFICATION HIGHLIGHTS

- Guest presenter for a variety of college classes topics include; resume building, creating your own degree, starting a business and culturally relevant instruction.
- Mentoring ITP interns, recent ITP graduates and NIC prep for seasoned Interpreters.
- Curriculum development, implementation and evaluation.
- Created content and manage an online learning environment using the open source version of Blackboard.
- Knowledge and experience with a variety of technologies used in distance education
- Participate in the Discover Interpreter Ambassador Program through NCIEC by presenting to local high school and college students about how to become an Interpreter.

TEACHING PHILOSOPHY

Teaching is the facilitation of a well orchestrated conversation about what is understood and what remains unknown. My goal is the coordination and implementation of comprehensive education for non-traditional learners in the Sign Language Interpreting field. More specifically, I am passionate about developing a learning environment in which linguistic, cultural, ethnic and social programs promote intercultural dialogue, awareness and respect for diversity.

PROFESSIONAL EXPERIENCE

Grant/Contract Manager & Staff Interpreter
Communication Service for the Deaf

2012 - Present

Saint Paul, MN

- Coordinate, schedule and manage all emergency interpreter requests state wide.
- Manage grants and contracts including; compliance, reporting, scheduling and budgeting.
- Project Management for a variety of new and innovative initiatives.
- Oversee VRI platform, Interpreters and contracts.
- Provide sign language interpretation to high profile Deaf consumers and internal staff in the community as well as through VRI.
- Supervise the interpreters and the medical facilities that are members of the Minnesota Hospital Consortium.

Small Business Owner & Sole Interpreter
Sign Language Strategies, LLC

2009 - Present

Minneapolis, MN

- Run a small independent contractor business by keeping current and accurate business practices.
- Give presentations about how to become an Interpreter to high school and college students through the Discover Interpreting Ambassador Program sponsored by the NCIEC.

Video Relay Interpreter
Sorenson Communications

2010 - 2012

Saint Paul, MN

- Interpreted phone calls for consumers nationwide.
- Adhere to the FCC's laws and regulations as well as company policy and procedures.

Southern Program Staff Interpreter
Department of Human Services-Deaf and Hard of Hearing Services

2009 - 2010

Mankato, MN

- Organized and hosted RID sponsored workshops for area interpreters.
- Provided advocacy and outreach to Deaf clients with regards to access to communication, services and legal rights.
- Oversaw interpreters and Deaf consumers in eighteen counties in Southern

Minnesota.

- Interpreted and Transliterated for DHSD staff and clients in a variety of settings including; platform, one-on-one meetings, phone calls, education and mental health.
- Provided presentations to support and promote Deaf culture and access.

EDUCATIONAL INVESTMENTS

M.S. of Interpreting with concentration in Interpreter Education 2012 - Present
University of North Florida/ VRS Interpreting Institute

Distance Learning and Face –to-Face

- GPA:3.94
- Course work completion: 15/36 credit hours
- Teaching Cognitive Processing, Interpreter Education: Past, Present and Future, Distance Learning in Interpreter Education, Interpreting in Intercultural Contexts and Service Learning in the Deaf Community
- Anticipated graduation: December 2013

Individualized Bachelors of Arts

Metropolitan State University- First College 2010 - 2011

Saint Paul, MN

Multicultural Interpreting for Deaf Populations within the United States

- GPA:3.66
- Focus areas: Ethnic, Linguistic and Cultural studies.
- Created a degree for myself that included learning through; self-directed courses, online, hybrid, community engagement, internship and traditional classroom environments.

Sign Language Interpreter/Transliterator A.A.S. Degree

2006 - 2009

American Sign Language Studies Certificate
A.A.S. Grant/Contract Manager & Staff Interpreter

Saint Paul, MN

- GPA:3.73
- Graduated with Distinction

PROFESSIONAL CONTRIBUTIONS

- Conference of Interpreter Trainers 2012 - Present
 2012 Audio/Visual Committee member
 2012 pre-conference Interpreter
- World Association of Sign Language Interpreters 2012 - Present
- Registry of Interpreters for the Deaf 2007 - Present
- Minnesota Registry of Interpreters for the Deaf 2007 - Present
 2010 Fall Conference Silent Auction Co-Chair raising over \$1500.
 2009 Pioneers Scholarship Recipient
- Minnesota Friends of World Association of Sign Language Interpreters 2011 - Present
 Part of a small group of local interpreters that has made it their goal to raise the funds needed to send a deserving interpreter leader from an emerging economy to the WASL conference.

LIFE LONG LEARNING COMMITMENTS

- RID Continuing Education Units (24.1) Cycle 2011 - 2015
- STAR12 Professional Seminar and Web series subscriber 2012 - Present
- Peer Support and Consultation for Interpreters working in Mental Health Settings (12 hours) 2012
- Faces of Troy 2012
- VRSII- LEAP program 2011
- RID, National Interpreter Certification 2011
- MRID Freelance Committee Meeting 2008 - Present
- MERGE Meetings 2008 - Present

ANDREW PATRICK JOSEPH BYRNE

1407 Fannin Street
Nederland, TX
77627

E-mail (W): andrew.byrne@lamar.edu
Videophone (W): 409-299-4672
E-mail (H): andrew.pj.byrne@hotmail.com
Videophone (H): 409-299-4683

EDUCATION:

Doctor of Philosophy (ABD), York University, Toronto, ON, 2003 – 2005; 2009 – Present

Education: Language, Culture, and Teaching

Master of Science, McDaniel College, Westminster, MD, 1996 – 2001

Deaf Education

Diploma Deaf Education, York University, Toronto, ON, 1994 – 1995

Deaf Education Specialist

Ontario Teacher's Certificate, York University, Toronto, ON, 1994 – 1995

Primary/Junior Divisions

Permanent Letter of Standing, York University, Toronto, ON, 1992 – 1993

Teacher Preparation Programme

Bachelor of Arts, Gallaudet University, Washington, DC, 1985 – 1989

History, Magna Cum Laude

PROFESSIONAL DEVELOPMENT:

Sixth National American Sign Language Roundtable: Handiwork, Hone, Historify!,

Kansas School for the Deaf, Olathe, KS, November 7 – 9, 2012

Fifth Biennial Deaf Studies Today! Conference,

Utah Valley University, Orem, Utah, April 12 – 14, 2012

Fourth Biennial Deaf Studies Today! Conference,

Utah Valley University, Orem, Utah, April 8 – 10, 2010

American Sign Language Teachers Association 2009 Conference

Arizona Biltmore Resort & Spa, Phoenix, AZ, October 29 – November 1, 2009

ASL-PA Assessor Training: Day #2 – #5

E.C. Drury School for the Deaf, Milton, ON, November 2008 – May 2009

ASL-PA Assessor Training: Day #1

E.C. Drury School for the Deaf, Milton, ON, September 26, 2008

Mentor Academy VII: From Awareness to Applications and Artifacts

The New Teacher Center, Honolulu, HI, November 27 – 29, 2006

Mentor Academy IV: Providing Professional Development for Beginning Teachers

The New Teacher Center, Honolulu, HI, April 19 – 21, 2006

Deaf Studies Today! Conference,

Utah Valley State College, Orem, Utah, April 6 – 8, 2006

Revolutions in Sign Language Studies (Linguistics, Literature, Literacy): An International Conference

Gallaudet University, Washington DC, March 22 – 24, 2006

Mentor Academy III: Using Student Work to Guide Instruction

The New Teacher Center, Honolulu, HI, February 15 – 17, 2006

Mentor Academy II: Coaching & Observation Strategies for Working with Beginning Teachers

The New Teacher Center, Honolulu, HI, November 21 – 23, 2005

Mentor Academy I: Foundations in Mentoring

The New Teacher Center, Honolulu, HI, September 21 – 23, 2005

ASL Conference: PM Benchmark (ASL)

E.C. Drury School for the Deaf, Milton, ON, May 14, 2005

Boys' Literacy Symposium

Ontario Ministry of Education, Mississauga, ON, January 25 – 26, 2005

ASL Conference: Bill 4

York University, Toronto, ON, November 6, 2004

Deaf Studies Today! Conference,

Utah Valley State College, Orem, Utah, April 12 – 14, 2004

ASL / English Literacy Conference,

York University, Toronto, ON, November 1 – 2, 2003

ASL / English Literacy Conference,

York University, Toronto, ON, June 1 – 2, 2002

Deaf Heritage Literature Conference,

Mississauga, ON, February 4 – 7, 1999

Bilingual and Bicultural Education, ASL Linguistics, Deaf Culture Workshops,

E. C. Drury School for the Deaf, Milton, ON, 1995 – 1997

ASL Literature Conference,

Rochester, NY, March 1996

First and Second Language Acquisition Workshop,

E. C. Drury School for the Deaf, Milton, ON, Spring 1995

American Sign Language Linguistics Course,

E. C. Drury School for the Deaf, Milton, ON, Fall 1994

TEACHING EXPERIENCE:

Lamar University, Deaf Studies and Deaf Education Department, Beaumont, TX

Instructor, August 2009 – Present

Courses:	Spring 2013:	DSDE 1372 – ASL II DSDE 4310 – Sign Languages and Sign Codes DSDE 5319 – ASL/English Bilingual Methodology/Literacy DSDE 3307 – Intro. to ASL Literature and Visual Media DSDE 5309 – Advanced Practicum (Internship) DSDE 5311 – ASL V: Advanced ASL Linguistics DSDE 1376 – Fingerspelling and Numbers in ASL DSDE 4350 – Interpreting: Strong Language DSDE 1371 – ASL I (3 classes) DSDE 4310 – Sign Languages and Sign Codes DSDE 1374 – Introduction to Deaf Studies DSDE 2375 – ASL I DSDE 3307 – Intro. to ASL Literature and Visual Media DSDE 4350 – ASL/English Bilingual Theories DSDE 1376 – Fingerspelling and Numbers in ASL DSDE 2375 – ASL I (3 classes) DSDE 1374 – Introduction to Deaf Studies DSDE 2376 – ASL II DSDE 3307 – Intro. to ASL Literature and Visual Media DSDE 5311 – ASL V: Advanced ASL Linguistics DSDE 1376 – Fingerspelling and Numbers in ASL DSDE 4307 – ASL IV
	Fall 2012:	
	Summer 2012:	
	Spring 2012:	
	Fall 2011:	
	Summer 2011:	
	Spring 2011:	
	Fall 2010:	
	Summer 2010:	

Spring 2010:	DSDE 1374 – Introduction to Deaf Studies DSDE 2375 – ASL I (2 classes) DSDE 3306 – ASL III
Fall 2009:	DSDE 2376 – ASL II (2 classes) DSDE 3307 – Intro. to ASL Literature and Visual Media DSDE 4308 – ASL as a Second Language

University of Hawaii, Kapiolani Community College, Honolulu, HI

Lecturer

Assistant Lecturer*

<u>Courses:</u>	Summer 2007:	SPED 622 – Children’s Literature for Deaf Students ASL 202
	Spring 2007:	SPED 608* – Literacy Development for Deaf Students IT 111 – ASL/English Comparative Linguistics IT 112 – ASL/English Translation Techniques ASL 102
	Fall 2006:	ASL 101
	Summer 2006:	ASL 102 ASL 202
	Spring 2006:	Deaf 298 – Children’s Literature in Translation Deaf 201 – Educational Principles and Practices

Department of Education, Hawaii Center for the Deaf and the Blind, Honolulu, HI
ASL Teacher / Specialist, Spring 2006 – Spring 2007

University of Hawaii at Manoa, College of Education – Special Education, Honolulu, HI
Junior Specialist in Special Education, Mentor Teacher, August 2006 – August 2007
SPED 628 Internship Supervisor, August 2005 – June 2006

University of Hawaii at Manoa, College of Education – Deaf Education Program, Honolulu, HI
ASL/English Bilingual Specialist, Fall 2005 – Spring 2006

Ontario Ministry of Education, The Ernest C. Drury School for the Deaf, Milton, ON
Grade Seven Teacher, 2008 – 2009
Grade Eight Teacher, 2007 – 2008
Grade Five Teacher, 2004 – 2005
Grade Seven/Eight Teacher, 2001 – 2002
Grade Six/Seven/Eight Teacher, 2000 – 2001
Grade Seven/Eight Teacher, 1998 – 2000
Grade Three Teacher, 1997 – 1998
Grade One Teacher, 1993 – 1997

Master of Science Program in Deaf Education, McDaniel College, Westminster, MD
Adjunct Professor: Summer 2000 – 2005; 2010 – 2012 & Winter 2003 & 2004
Courses: DED 515: Literacy Connections to ASL Storytelling
DED 582: Bilingual-Bicultural Approaches to Teaching Deaf Students

York University, Faculty of Education – Deaf Education Program, Toronto, ON
Course Director, 2004 – 2005
Courses: ASL: Signing Naturally Levels 1 & 3

York University, Faculty of Education – Deaf Education Program, Toronto, ON
Seconded Faculty Member and Course Director, 2002 – 2004

Courses: Introduction to Deaf Bilingual-Bicultural Education
 Deaf Studies
 American Sign Language Linguistics

York University, Faculty of Education – Deaf and HoH Teacher Education Program, Toronto, ON
Course Director, March – May 2012
Course: DEST 3780 (Advanced): Deaf Studies: Culture & Community (online)
Course Director, January – March 2013
Course: BBED 3570: [ASL/English] Bilingual-Bicultural Education (online)

PUBLICATIONS:

Byrne, A. (In press). *Is there such a thing as ASL literacy?* Paper presented at the Fifth Biennial Deaf Studies Today! Conference, Orem, Utah.

Byrne, A. (In press). The five stages of the ASL storysigning process. In A.R. Small (Ed.), *Teacher research in a bilingual/bicultural school for deaf students: Bilingual Bicultural education for deaf students monograph series, no. 2*. Toronto, ON: Queen's Printer for Ontario.

Byrne, A. (2006). *The contamination of ASL: A discussion*. Unpublished paper presented at the Deaf Studies Today! Conference, Orem, Utah.

Byrne, A. (2004). *Culture of resistance: ASL poetry*. Paper presented at the Deaf Studies Today! Conference, Orem, Utah.

Byrne, A. (Actor). (2003). *Adventure* [www.deafplanet.com]. Toronto, ON: Marblemedia and Canadian Cultural Society of the Deaf.

Byrne, A. (Co-creator/Actor). (2003). *Andrew Byrne's amazing animals facts* [VHS/DVD]. Toronto, ON: Marblemedia.

Byrne, A. (Actor). (2002). *The pyramid of light* [www.deafplanet.com]. Toronto, ON: Marblemedia and Canadian Cultural Society of the Deaf.

Byrne, A. (Actor). (2002). *Performances in ASL* [TV]. Toronto, ON: The Nook (TV Ontario).

Byrne, A. (Storyteller). (2000). *River of hands: The documentary* [VHS]. Toronto, ON: Canadian Cultural Society of the Deaf.

Byrne, A. (1999, 2006, 2012). *ASL literature genres and sub-genres*. Unpublished manuscript, Milton, ON & Beaumont, TX.

Byrne, A. (Storyteller). (1999). *TV Ontario freckles and popper* [VHS series]. Toronto, ON: TV Ontario.

Byrne, A. (Host). (1998). *Andrew Byrne's number stories: Animals* [VHS]. Toronto, ON: Ontario Cultural Society of the Deaf.

Byrne, A. (Host/Storyteller). (1998). *Andrew Byrne's a-z stories: Professions* [VHS]. Toronto, ON: Ontario Cultural Society of the Deaf.

Byrne, A., McGuire, M., Addison, N., & Gibson, H. (1998). *ASL literature curriculum guide*. Milton, ON: The Ernest C. Drury School for the Deaf.

Byrne, A. (1998). *What is ASL literature?* Unpublished paper presented at the Canadian Deaf Festival 1998, Mississauga, ON.

Byrne, A. (Actor/Storyteller). (1997). *ASL stories* [TV]. Toronto, ON: Treehouse TV.

Byrne, A. (1997, 2002, 2008, 2012). *The five stages of the ASL storytelling process*. Beaumont, TX: Lamar University.

Byrne, A. (1996, Fall). American Sign Language vs. manually coded English. *OCSD Bulletin*, 5, 18-21.

Byrne, A. (1996). ASL storytelling to deaf children: "More! More! More!" In D.L. Smith & A.R. Small (Eds.), *Teacher research in a bilingual/bicultural school for deaf students: Bilingual Bicultural education for deaf students monograph series, no. 1* (pp. 49-62). Toronto, ON: Queen's Printer for Ontario.

PRESENTATIONS:

Presenter, "Making Sense of ASL Literacy, ASL Literature, and the Five Stages of the ASL Storytelling Process",
BlueGrass Chapter of ASLTA, Eastern Kentucky University, Richmond, KY: November 17, 2012

Presenter, "Making Sense of ASL Literacy, ASL Literature, and the Five Stages of the ASL Storytelling Process",
Sixth National American Sign Language Roundtable: Handiwork, Hone, Historify!, Kansas School for the Deaf, Olathe, KS: November 8, 2012

Presenter, "So, What Should You Know About ASL Name Signs?",
The Deaf Awareness Week, Lamar University, Beaumont, TX: October 1, 2012

Keynote Presenter, "What Does It Take To Be A MODEL ASL/English Bilingual Program?",
The Mississippi School for the Deaf, Jackson, MS: August 2, 2012

Presenter, "Is There Such a Thing as ASL Literacy?",
Fifth Biennial Deaf Studies Today! Conference, Orem, Utah: April 13, 2012

Presenter, "Interpreter Workshop: The Wonderful World of Science",
Golden Triangle Interpreters for the Deaf, Beaumont, TX: April 2, 2011

Presenter, "ASL and English Discrete Language Skills: Onomatopoeia",
Deaf Studies and Deaf Education, Lamar University, Beaumont, TX: June 15, 2009

Presenter, "Elementary & Secondary Science: From English to ASL",
The Toronto District School Board, Toronto, ON: February 15, 2008

Presenter, "The Contamination of ASL",
The Deaf Studies Today! Conference, Orem, Utah: April 7, 2006

Presenter, "Lev Vygotsky and Adult Deaf Learners",
The G.O.L.D. Conference, Toronto, ON: May 11, 2005

Presenter, "Language Endangerment – Bill 4",
The ASL Conference, Toronto, ON: November 6, 2004

Presenter, "Cultural Resistance: ASL Poetry",
The Deaf Studies Today! Conference, Orem, Utah: April 13, 2004

Presenter, "It Takes a Village to Raise a Deaf Child: ASL Literature and Literacy",
The Village Union Public School, Whitby, ON: February 21, 2003

Presenter, "It Takes a Village to Raise a Deaf Child: ASL Literature and Literacy",
The Sir James Whitney School for the Deaf, Belleville, ON: January 31, 2003

Presenter, "The Five Stages of the ASL Storysigning Process",
G.O.L.D.'s Annual Fall Conference, Toronto, ON: November 1, 2002

Presenter, "ASL Literature, ASL Literacy, and ASL Storysigning",
ASL and Literacy Consultant Program #2 (OCSD), Toronto, ON: August 16, 2002

Presenter, "ASL Literature, ASL Storysigning, and ASL Storysigning Process",
York University, Toronto, ON: May 2002

Presenter, "ASL Literature, ASL Storysigning, and ASL Storysigning Process",
ASL and Literacy Consultant Program #1 (OCSD), Toronto, ON: March 23, 2002

Presenter, "ASL Storysigning",
G.O.L.D.'s Annual Fall Conference, Brampton, ON: October 27, 2001

Presenter, "ASL Literature and ASL Storysigning Process",
York University, Toronto, ON: April 2001

Presenter, "ASL Literature and ASL Storytelling Process",
Manitoba School for the Deaf, Winnipeg, MB: April 1999

Presenter, "ASL Literature" and "Process of Telling Stories in ASL",
Deaf Heritage Literature Conference, Mississauga, ON: February 1999

Presenter, "What is ASL Literature?",
Canadian Deaf Festival, Mississauga, ON: July 1998

Presenter, "ASL Storytelling Process",
York University, Toronto, ON: February 1998

Presenter, "Features of ASL Storytelling",
The Sir James Whitney School for the Deaf, Belleville, ON: April 1997

Presenter, "Features of ASL Storytelling",
The Second National ASL Literature Conference, Rochester, NY: March 1996

Presenter, "ASL Literature in the Resource Services",
Resource Services, The Ernest C. Drury School for the Deaf, Milton, ON: February 1996

Presenter, "ASL Literature in the Integrated Language Arts",
The Sir James Whitney School for the Deaf, Belleville, ON: February 1996

Presenter, "ASL Literature in the Residence",
Junior and Senior Residences, The Ernest C. Drury School for the Deaf, Milton, ON: January 1996

Presenter, "ASL Literature in the Integrated Language Arts",
Elementary School, The Ernest C. Drury School for the Deaf, Milton, ON: November 1995

Presenter, "ASL Literature in the Integrated Language Arts",
York University, Toronto, ON: October 1995

Presenter, "Literature and ASL Literature",
Elementary School Professional Development Day, The Ernest C. Drury School for the Deaf, Milton, ON: January 1995

WORKSHOPS:

Workshop Presenter, "The Five Stages of the ASL Storytelling Process",
The Mississippi School for the Deaf, Jackson, MS, August 2 & 3, 2012

PROFESSIONAL COMMITTEES:

Member, College of Fine Arts and Communication Curriculum Council
Lamar University, Beaumont, TX: 2011 – Present

Member, Judge Joe J. Fisher Lecture Series Committee
Lamar University, Beaumont, TX: 2011 – Present

Coordinator, Elementary Science Fair 2009,
The Ernest C. Drury School for the Deaf, Milton, ON: January – April 2009

Chairperson, ASL Literature Week 2009,
The Ernest C. Drury School for the Deaf, Milton, ON: September 2008 – April 2009

Member, ASL Curriculum Team,
The Ernest C. Drury School for the Deaf, Milton, ON: 2007 – 2009

Member, ASL Literature Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 2007 – 2009

Chairperson, ASL Banquet
The ASL Program, Kapiolani Community College, Honolulu, HI: 2006 – 2007

Chairperson, Accelerated Reader Committee
The Hawaii Center for the Deaf and the Blind, Honolulu, HI: 2005 – 2006

Coordinator, International Mother Tongue Day Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 2004 – 2005

Member, ASL Curriculum Team,
The Ernest C. Drury School for the Deaf, Milton, ON: 2004 – 2005

Member, ASL Literature Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 2004 – 2005

Member, C&P Sub-Committee on Faculty Research, Awards, and Grants,
York University, Toronto, ON: 2003 – 2004

Consultant, Editorial Consulting Team: Freckles and Popper!: A Guide for Parents and Teachers
The Canadian Cultural Society of the Deaf, 2000

Member, ASL Curriculum Field Testing Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1997 – 2002

Treasurer, ASL Literature Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1997 – 2002

ASL Literature Consultant, ASL Literature Curriculum Guide Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1997 – 1998

Member, First and Second Language Acquisition Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1996 – 1997

Chairperson, ASL Literature Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1995 – 1996

Chairperson, English Literature Committee, Deaf Children's Festival,
The Ernest C. Drury School for the Deaf, Milton, ON: 1995 – 1996

Co-Chairperson, ASL Literature Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1994 – 1995

Co-Chairperson, Professional Development Committee,
The Ernest C. Drury School for the Deaf, Milton, ON: 1994 – 1995

GRANT(S):

The Forrest C. Nickerson Fund of \$10,000: Awarded by the Canadian Cultural Society of the Deaf for the production of two videotapes: "Andrew Byrne's A-Z Stories: Professions" and "Andrew Byrne's Number Stories: Animals"

VOLUNTEER WORK:

ASL Storysigner, 1995 – Present

Council Member, First Baptist Deaf Chapel, Beaumont, TX, 2010 – 2011

Master of Ceremonies, Opening Ceremonies, World Congress of the Deaf, July 20, 2003

Secretary, The Canadian Cultural Society of the Deaf, 1998 – 2000

Cultural Arts Director, The Ontario Cultural Society of the Deaf, 1997 – 1998

Parent Member, School Advisory Council,
The Ernest C. Drury School for the Deaf, 1996 – 1997

Newsletter Director, The Ontario Cultural Society of the Deaf, 1994 – 1997

REFERENCES:

Dr. Tony Martin Chairperson Department of Deaf Studies and Deaf Education Lamar University P.O. Box 10076 Beaumont, TX, 77710 (409) 880-2322 (TTY / V) tony.martin@lamar.edu	Dr. Mark Rust Coordinator Deaf Education Program McDaniel College 2 College Hill Westminster, MD, 21157 (410) 857-2506 (TTY / V) mrust@mcdaniel.edu
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Ms. Heather Gibson
ASL Curriculum Coordinator
E. C. Drury School for the Deaf
255 Ontario Street South
Milton, ON, L9T 2M5
(905) 878-2851 (TTY)
heather.gibson@ontario.ca

(Updated January 23, 2013)

Catherine L. Copeland, CI, CT
731 Topaz Ave.
Billings, MT 59105

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Cell: (406) 661-4857

CCopeland@msubillings.edu

OBJECTIVE: SIGN LANGUAGE INTERPRETER EDUCATOR

EXPERIENCE

2006-Present: Interpreter Training Program Instructor, Spartanburg Community College. Spartanburg, SC (online)

This position is a part time adjunct faculty position. Courses taught are Educational Interpreting Linguistics, Discourse Analysis, Intro to Interpreting, Interpreting I and II and ASL to English I and II.

2000-Present: Adjunct Professor Sign Language, Montana State University Billings. Billings, MT (Professional Studies)

This is a part time position teaching American Sign Language courses, Deaf Culture and Baby Sign Language courses.

1995 – Present: Educational Interpreter, Montana State University-Billings, 1500 N. 30th St., Billings, MT 59101

This position is a full time to part time position as the Lead Sign Language Interpreter. Duties include: hiring, mentoring and supervising of all interpreting staff, interpreting for classes, tutoring sessions, campus activities, meetings and graduation. Other duties when not interpreting entail: answering the phone, servicing Video phones, answering questions regarding deafness, assisting students with finding note takers and proctoring exams and arranging captioning services for hard of hearing students.

1995 – Present: Community Interpreter, Billings and surrounding cities and throughout the states of Montana and Wyoming.

Interpreting for clients with doctors, lawyers, police officers, mental health counselors, employers, and social service agencies such as Social Security, Office of Public Assistance and The Housing Authority. Interpreting for workshops, theater productions, church services and public meetings and rallies.

1989 – 1995 Educational Interpreter III, Golden West Community College, 15744 Goldenwest St., Huntington Beach, CA 92647-2748

This Position was a level III contract position. Duties entailed: interpreting for classes, tutoring, campus activities and events, staff meetings and graduation.

1981 – 1995 Community Interpreter, Dayle McIntosh Center, 150 W. Cerritos, Bldg. 4. Anaheim, CA 92805

Assignments included: community interpreting in the areas of job interviews and training, weekly staff meetings, doctor, dentist, counseling and lawyer appointments, community events and appointments at Social Security, Welfare and other state agencies.

1982 – 1983 Mental health Interpreting, Dr. Geno Vescovi

Interpreted for Dr. Vescovi (Deaf) in his private practice.

1979 – 1981 Staff Interpreter Golden West Community College, 15744 Goldenwest St. Huntington Beach, CA 92647-2748

Staff Interpreter for a Deaf counselor and two faculty members. Duties included: interpreting for all staff and faculty meetings, counseling appointments with hearing students, faculty members on the first scheduled meeting time of their sign language classes, any workshops or outside meetings that the counselor needed to attend, and committee meetings.

1974 – Present: Religious Interpreter

Interpreting for music, announcements and sermons. Interpreting for weddings, funerals and counseling appointments.

EDUCATION

2006 Master Degree, Capella University

2006 Master Mentor Certificate, Northeastern University

2004 Bachelors Degree, Montana State University- Billings

2002 Associates Degree, Front Range Community College

2003 Interpreting in the Legal System, Front Range Community College, completed (1 year course with internship)

2001 Legal Interpreters Workshop, Front Range College (1 Week)

2001 ASL linguistics Certificate, University of Colorado-Boulder

1999 Educational Interpreting Certificate, Front Range Community College, Westminster, CO

1975 – Present: attended 45 workshops on different interpreting topics.

CERTIFICATIONS

2001 Registry of Interpreter's for the Deaf (RID) – Certification in Interpreting, (CI)

2002 Registry of Interpreter's for the Deaf (RID) - Certification in Transliterating (CT)

Organizations, Affiliations

Registry of Interpreter's for the Deaf (RID)

Montana Registry for Interpreter's for the Deaf (MRID) *Served as President 1999-2005*

Montana Association of the Deaf (MAD)

Amy Miller

38 Wolfe Creek Court Glen Carbon, Illinois 62034

314-229-9690

Agmiller2002@gmail.com

Objective: I am seeking employment as an adjunct faculty member.

Availability: August 2014

Certifications and Licensure

Certificate of Transliteration Registry of Interpreters for the Deaf - 2004

Certificate of Interpretation, Registry of Interpreters for the Deaf - 2006

Licensed Interpreter, State of Missouri

Certification - Comprehensive Certification, Missouri Deaf and Hard of Hearing Commission - 2005

Certification – Best Practices in Teaching Online

Education

2014 **Master of Science - Mental Health Counseling**

Capella University, Minneapolis, MN

2008 **Bachelor of Science – Workforce Education and Development**

Southern Illinois University, Carbondale, IL

2005 **Associate in Applied Science – Interpreter Preparation**

John A. Logan Community College, Carterville, IL

1993 **Certificate of Achievement – Interpreter Preparation**

Work Experience

1993 - present **Freelance Interpreter – Self-employed**

2002 - 2005 **Educational Interpreter – Edwardsville School District**

2005 - 2012 **Video Relay Interpreter – Sorenson Communications**

2008 - present **Interpreter Coordinator – St. Louis Community College**

Mara Zuckerman
445 E. 80th Street
NYC, NY 10021
Phone: (212) 249-4117
Email: MaraZucker@AOL.com

DEGREES AND CERTIFICATIONS:

1991-1997 French Language Certificate and continuing education - L'Institut de Francais, France
1980 M.A. Deafness Rehabilitation and Counseling, New York University
1977 University of Nevada
Intensive study of sign language development in chimpanzees
1977 B.A. Psychology, University of Rochester

Interpreting Certificates:

- CI (Certificate of Interpreting)
- CSC (Comprehensive Skills Certificate)
- OIC/C (Oral Interpreting Certificate / Comprehensive)

TRAINING:

1999 Teacher Education Workshop Series / Sandra Gish
1998 " "
1997 " "
1996 " "
1991 Signing in the Theatre, The Juilliard School
1989 International Sign Interpreting Training, Gallaudet University
1988 Legal Interpreter Training Workshop, Northeastern University
1980 Basic Interpreter Training Program, National Technical Institute for the Deaf

TEACH AMERICAN SIGN LANGUAGE:

Privately as well as at University level
Developed curriculum and subsequently taught ASL
Museum – Museum of Modern Art, NY, NY
movie - “Deaf President Now”
hospital departments - Lenox Hill Hospital, NY, NY
Disney - with script writer
TV - “Law and Order”

TEACHING EXPEREINCE:

2009-present Adjunct Professor of ASL various levels Bergen Community College, NJ
2006 Presented interpreting workshop “Making It Clearer and Easier-
Classifiers and Use of Space”, Bergen Community College, NJ
2002-present Teach continuing education courses in ASL and interpreting - InterSign
Academy
2002-present Mentor interpreters in further development of their skills and getting
certified

2002-2005	Taught ASL 1 non-credit courses at Fordham University - Bronx, Tappan & Manhattan, NY
2000	Presented Skills Development Workshop for College Interpreters, City University of NY (CUNY)
1998-present	Present Signs of Art Workshops for both Sign Language Students and Interpreters, Metropolitan Museum of Art
1998	Presented workshop "Preparation for the Written Test" for Long Island RID
1996-1998	Adjunct Professor - Lehman College
1992	Presented workshop on the National Certification System at New Jersey RID convention
1986-1990	Taught - Interpreter Education Program, New York Society for the Deaf
1990	Mentor in "Interpreter Skills Development through Mentoring" pilot project - LaGuardia Community College
1989-present	Mentor interpreters and interpreting students as part of an ongoing process of improving professional qualifications and skills

OPENED INTERSIGN ACADEMY Fall 2003

Founded and direct ASL and Interpreting school which teaches classes and workshops for students and interpreters

PROFESSIONAL EXPERIENCE:

1980-present	Freelance Interpreter Interpret in a variety of settings including artistic, theatrical, musical, performance, political, educational, medical, legal, corporate, religious and conferences on a local, national, and international level.
2006	Presented workshop and consulted in Rome with Italian Government, National Museums of Italy, Roberto Wirth Foundation for Deaf Children
2006	Consulted with the Vatican in Vatican City
2005	Vagina Monologues
2004	"Harmony" Barry Manilow Broadway show - private performance
2003	Open school InterSign Academy - Sign Language and Interpreting Classes and Workshops
2002	Get Out The Vote Rally with President Clinton et al
2001	World Trade Center Memorial Services - Yankee Stadium
2001	World Trade Center Memorial Poetry readings - Ground Zero
1999-present	Bimonthly poetry readings at the Metropolitan Museum of Art
1999	Princess Diana Memorial Service - Central Park
1999	International Video and Documentary Awards
1999	Voice interpret for Cochlear Implant documentary - "The Sound and the Fury"
1998	Act role of Interpreter in movie "You've got Mail"
1995	Disney Corporation Board of Directors Annual Meeting - corporate takeover
1993-present	Feast with Famous Faces Gala Evening
1992	Democratic National Convention

1991-present Broadway Theatrical Interpreting
1991-1997 Children's Music/Television Group Concert "Sharon, Lois and Bram's The Elephant Show" in NYC and yearly East Coast Tour
1990 Director of interpreters for "Piano Lesson", Broadway
1989 International Sign Interpreter, DEAF WAY
1988-present Regularly scheduled stand-up comedy evenings at clubs throughout the East Coast and on Television
1988-1990 Clearwater Music Concert Festival Stage Interpreting

Broadway Theatrical Interpreting Experience:

Harmony - private performance
Wizard of Oz
The Inspector Calls
Damn Yankees
Victor, Victoria
The Secret Garden
42nd Street
The Kiss of the Spider Woman

General Interpreting Experience:

Interpret international conferences and assignments for extended periods of time up to 3 months
Act as advocate for hearing impaired community
Other Non Broadway Theatrical Interpreting including Off Broadway and Regional Theater

Miscellaneous:

Member of New York State Arts Accessibility Advisory Network
In process of creating Photo Documentary Book documenting my work with professional photographer Mara Letham
Act role of Interpreter in movie "You've Got Mail"
Advisor for documentary "The Bruce Hlibok Story"
Consultant to Disney for movie script development

CONSULTING EXPERIENCE:

Act as consultant for different programs and organizations to develop and or expand their services to Deaf and Hard of Hearing consumers, and to make them compliant under the Americans with Disabilities Act.

Ex: International Governments

Italy 2006
Vatican 2006
England 2000

International Deaf Organizations

Roberto Wirth Foundation for Deaf Children, Italy
Association for the Handicapped, France

Museums in US and Europe

ex: Metropolitan Museum of Art, NY
 MOMA, NY
 Whitney, NY
 British Museum, London
Hospitals
Television Programs
Movies
Commercials
Private Religious School
Religious Seminary of Chicago

EDUCATION:

2005-present Hebrew Language
2002 Italian Language
1998-2000 Persian Language
1998-2001 Study for Middle Eastern Languages Certificate, New York University
1998 Drawing I and II - Botanical Gardens, N.Y.

LANGUAGES:

English
French
American Sign Language
Signed English
International Sign

REFERENCES:

Available upon request

General Education Clusters

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content. **(9 credit hours)**

- **Critical Thinking:** Students will use the principles of logic to develop analytical and reasoning skills. (3 credit hours)
- **Ethical Reasoning:** Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas. (3 credit hours)
- **Meaning:** Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning. (3 credit hours)

Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms. **(12 credit hours)**

- **Communication:** Students will transmit information effectively in written or spoken form. (9 credit hours)
- **Fine & Performing Arts:** Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music. (3 credit hours)

Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context. **(10 credit hours)**

- **Natural Sciences:** Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses. (7 credit hours)
- **Mathematics:** Students will solve problems through an analysis of quantitative relationships. (3 credit hours)

Society & the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors. **(12 credit hours)**

- **Social Science:** Students will study the behavior of people and employ the principles of science to explain both group and individual behavior. (3 credit hours)
- **Diversity:** Students will analyze the traditions and values of a variety of cultures. (3 credit hours)
- **Historical Perspective:** Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present. (6 credit hours)

In the attempt to catch up with Alumni of the online Interperiting program, we would like to hear from you and what you are doing now. We would also appreciate your perspective on the program after some time to catch your breath and think about your experience. Please take a few minutes to complete this survey for the program faculty.

What year did you graduate from the program?

- 13-14
- 14-15
- 15-16

Your current employment status:

- Working as an interpreter
- Working with deaf individuals, not as an interpreter
- Working in an unrelated field
- Not working, in graduate school? Where:
- Not working.

After completing the program did you:

- Obtain Interpreter Certification, if so what certification:
- Retest and increase Certification level, if so, what certification:
- Change jobs
- Stayed the same

1. The Program faculty provided timely feedback about my academic progress.

Disagree 1 2 3 4 5 Strongly Agree

2. The program staff were quick to respond to questions and comments.

Disagree 1 2 3 4 5 Strongly Agree

3. The program is up to date curriculum and relevant to the profession.

Disagree 1 2 3 4 5 Strongly Agree

4. The interpreting program expanded my knowledge of the interpreting profession.

Disagree Strongly Agree
1 2 3 4 5

5. If the Interpreting program were to expand to include concentrations in specialty areas (medical interpreting, mental health interpreting, educational interpreting), would you be interested?

Not Interested 1 2 3 4 5 Strongly Interested

6. How would you rate your overall satisfaction with the online interpreting program?
Not Satisfied Highly Satisfied
1 2 3 4 5

7. Would you recommend the online Interpreting program to other interpreters?
Not recommend Highly Recommend
1 2 3 4 5

What do you see as a strength of the online Interpreting program?

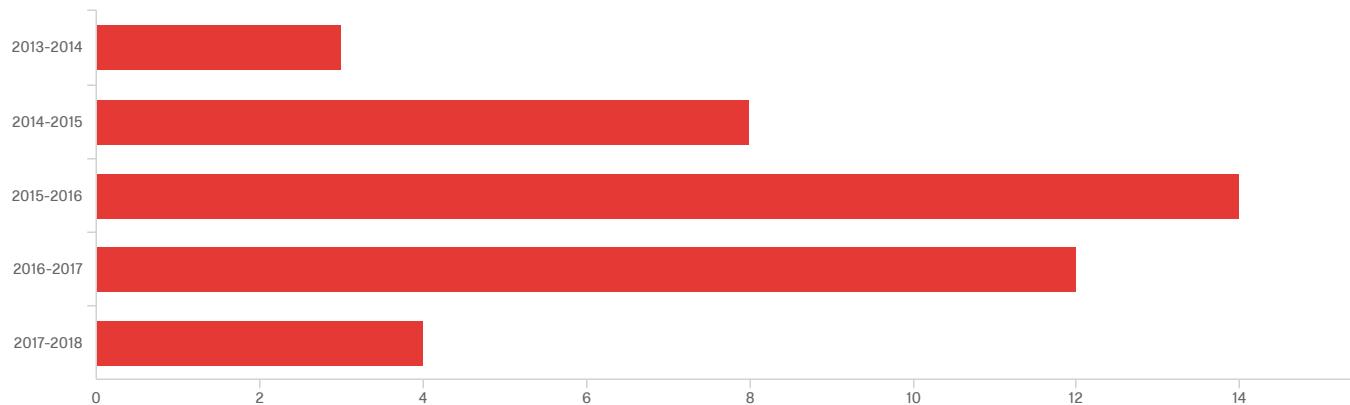
What do you see as a weakness of the online Interpreting program?

Default Report

ITP OLC Survey

April 24, 2018 2:17 PM CDT

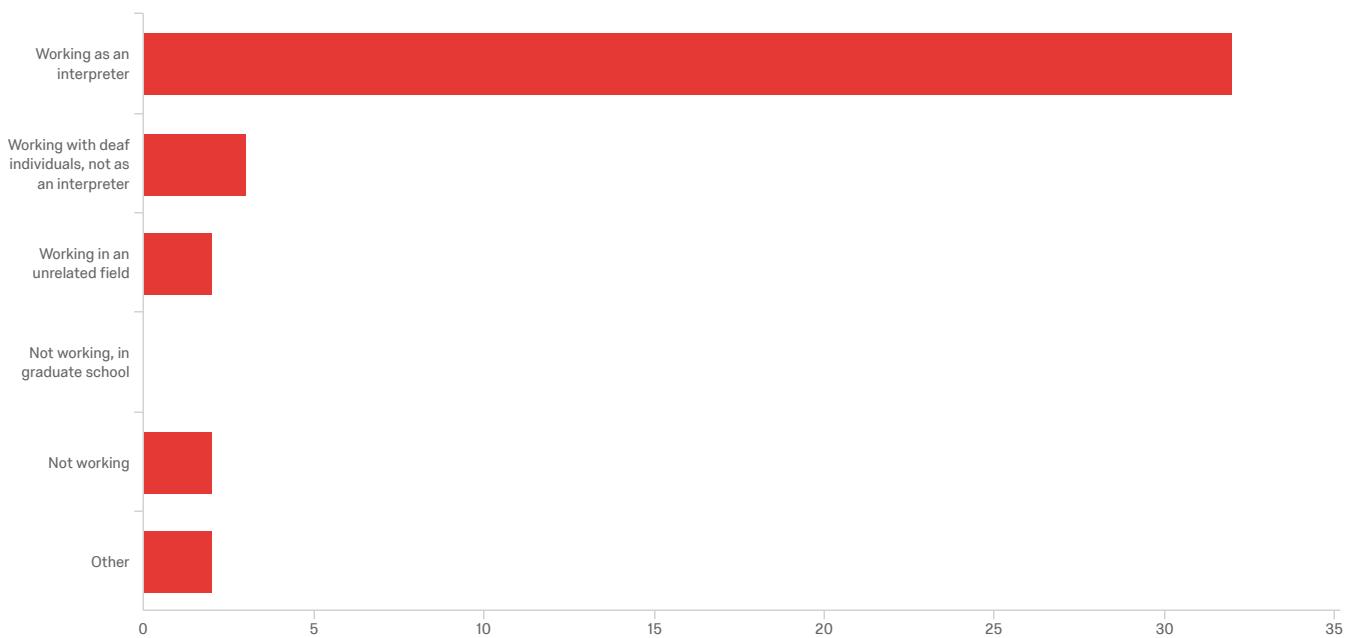
Q2 - What year did you graduate from the program?



#	Field	Choice Count	
1	2013-2014	7.32%	3
2	2014-2015	19.51%	8
3	2015-2016	34.15%	14
4	2016-2017	29.27%	12
5	2017-2018	9.76%	4
			41

Showing Rows: 1 - 6 Of 6

Q3 - Your current employment status:



#	Field	Choice Count
1	Working as an interpreter	78.05% 32
2	Working with deaf individuals, not as an interpreter	7.32% 3
3	Working in an unrelated field	4.88% 2
4	Not working, in graduate school	0.00% 0
5	Not working	4.88% 2
6	Other	4.88% 2
		41

Showing Rows: 1 - 7 Of 7

Q4 - In what unrelated field are you working?

In what unrelated field are you working?

Retail

Showing Records: 1 - 1 Of 1

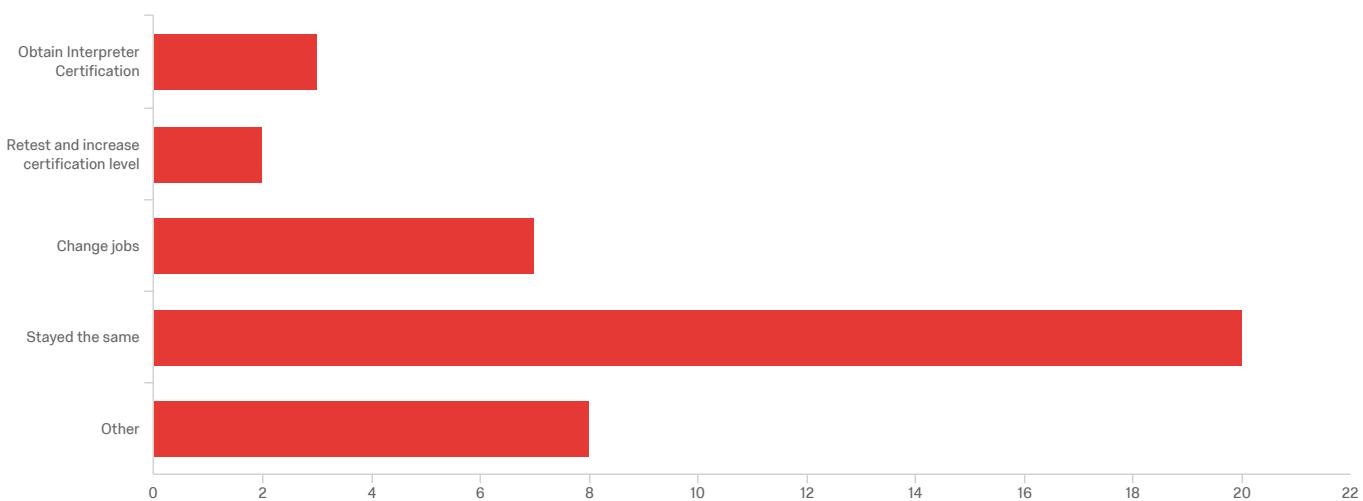
Q6 - Where are you attending graduate school?

Where are you attending graduate school?

Q7 - You selected "Other" as your current employment status. Please explain.

You selected "Other" as your current employment status. Please explain.

Q8 - After completing the program did you:



#	Field	Choice Count
1	Obtain Interpreter Certification	7.50% 3
2	Retest and increase certification level	5.00% 2
3	Change jobs	17.50% 7
4	Stayed the same	50.00% 20
5	Other	20.00% 8
		40

Showing Rows: 1 - 6 Of 6

Q9 - What Interpreter Certification did you obtain?

What Interpreter Certification did you obtain?

NIC knowledge Exam/Provisional

MIC Advanced

State level certification

Showing Records: 1 - 3 Of 3

Q10 - What Interpreter Certification did you retest and increase level?

What Interpreter Certification did you retest and increase level?

Went from MICS Apprentice level 2 to BEI Basic 3

QAST 5/5 and passed NIC written

Showing Records: 1 - 2 Of 2

Q22 - You selected "Other" as your status after completing the program. Please explain.

You selected "Other" as your status after completing the program. Please e...

I am already nationally certified and I am the owner of a sign language interpreting agency. I did find the information I learned useful

Been working as an educational interpreter

Obtained additional job opportunities

I already had my master certification and NIC. I just wanted a bachelors degree.

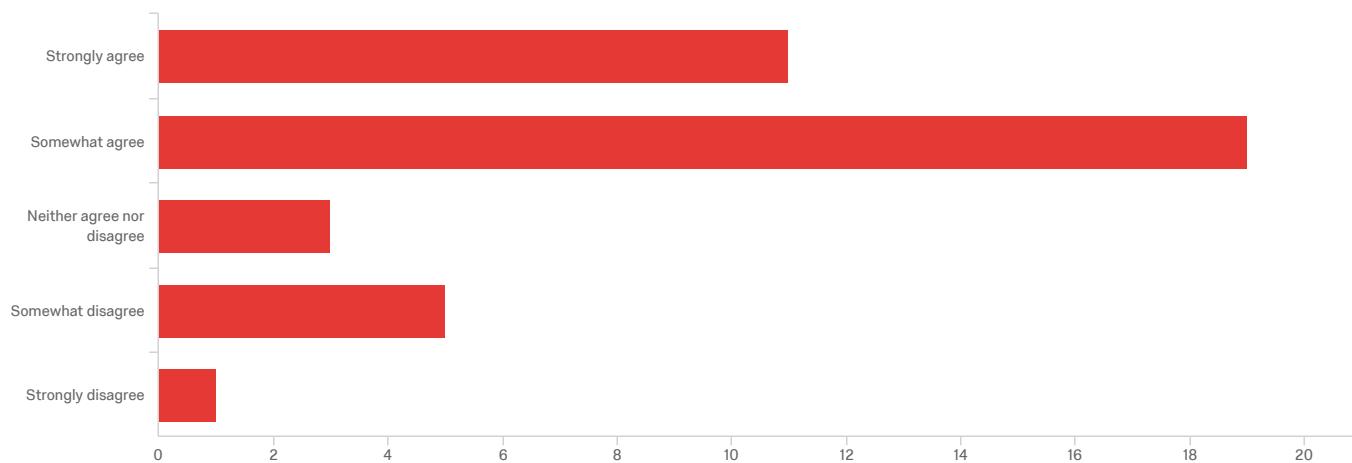
I have completed my written for certification and now working towards my performance

Took the NIC Knowledge, failed by a few points.

Received EIPA certification

Showing Records: 1 - 7 Of 7

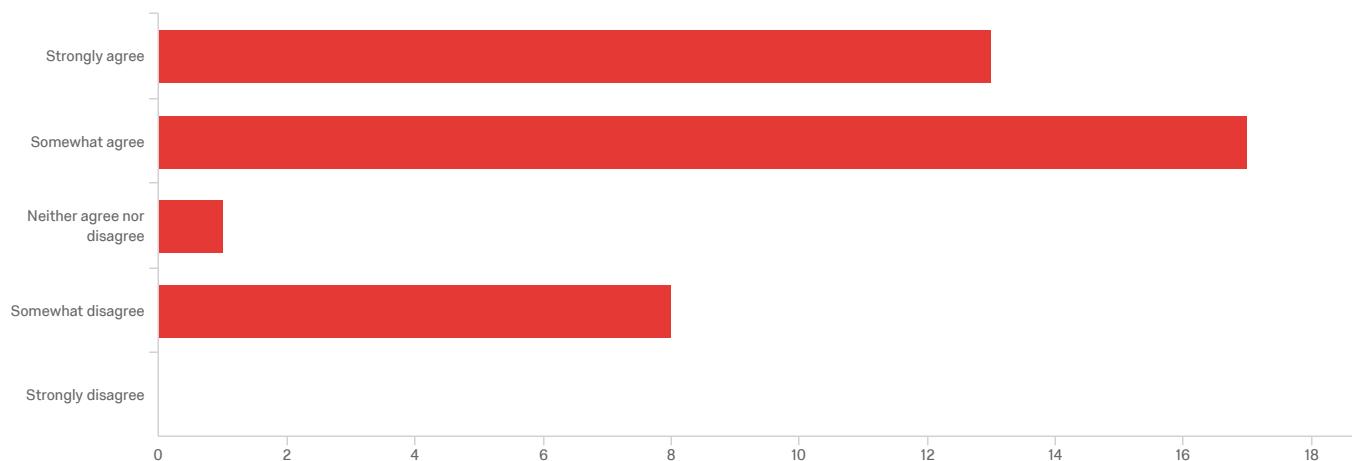
Q11 - The program faculty provided timely feedback about my academic progress.



#	Field	Choice Count	
1	Strongly agree	28.21%	11
2	Somewhat agree	48.72%	19
3	Neither agree nor disagree	7.69%	3
4	Somewhat disagree	12.82%	5
5	Strongly disagree	2.56%	1
			39

Showing Rows: 1 - 6 Of 6

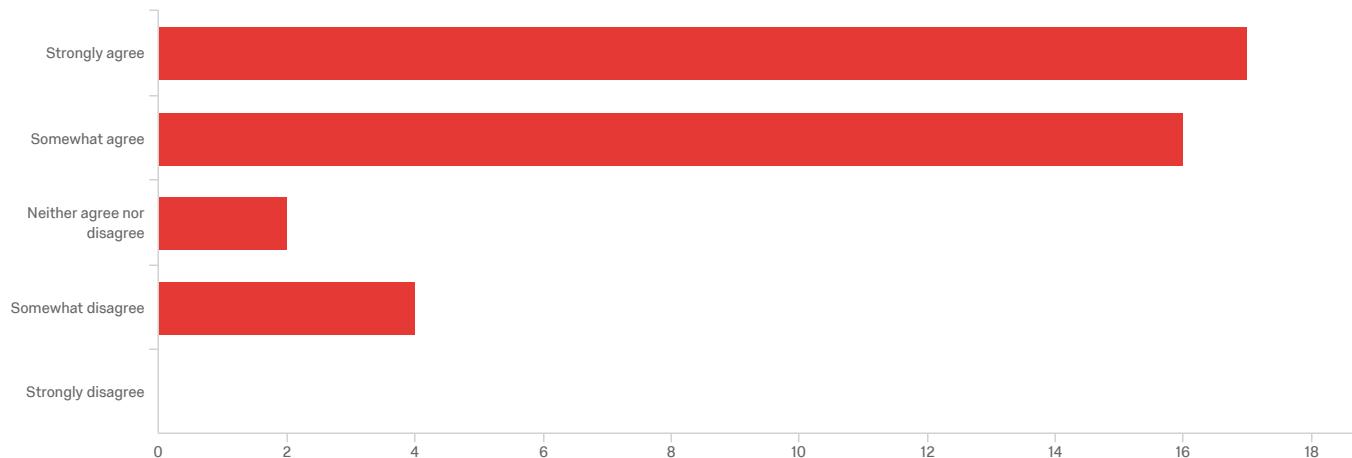
Q12 - The program staff were quick to respond to questions and comments.



#	Field	Choice Count
1	Strongly agree	33.33% 13
2	Somewhat agree	43.59% 17
3	Neither agree nor disagree	2.56% 1
4	Somewhat disagree	20.51% 8
5	Strongly disagree	0.00% 0
		39

Showing Rows: 1 - 6 Of 6

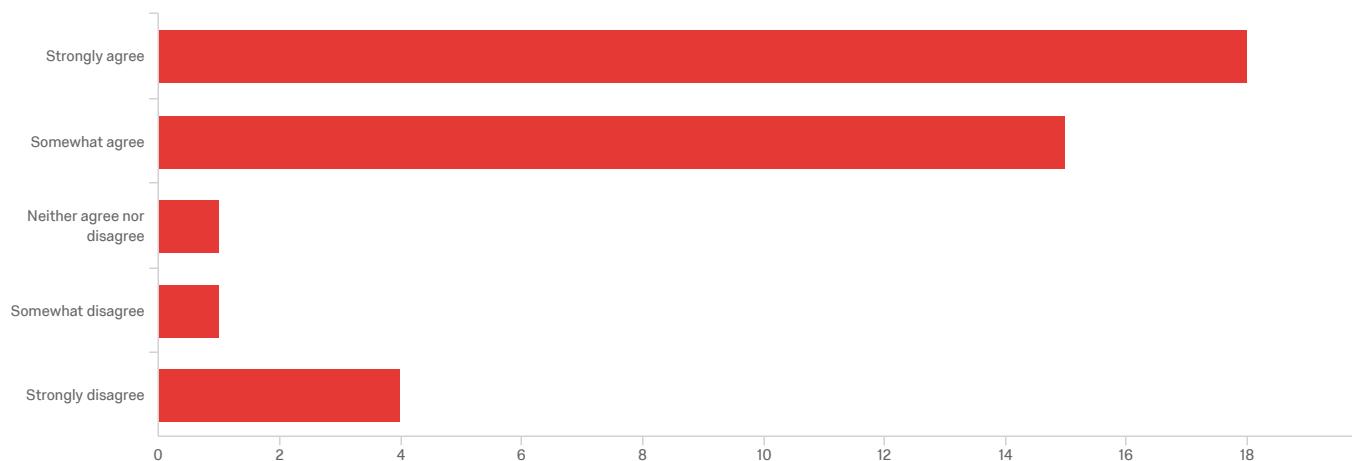
Q13 - The program has up to date curriculum and relevant to the profession.



#	Field	Choice Count	
1	Strongly agree	43.59%	17
2	Somewhat agree	41.03%	16
3	Neither agree nor disagree	5.13%	2
4	Somewhat disagree	10.26%	4
5	Strongly disagree	0.00%	0
			39

Showing Rows: 1 - 6 Of 6

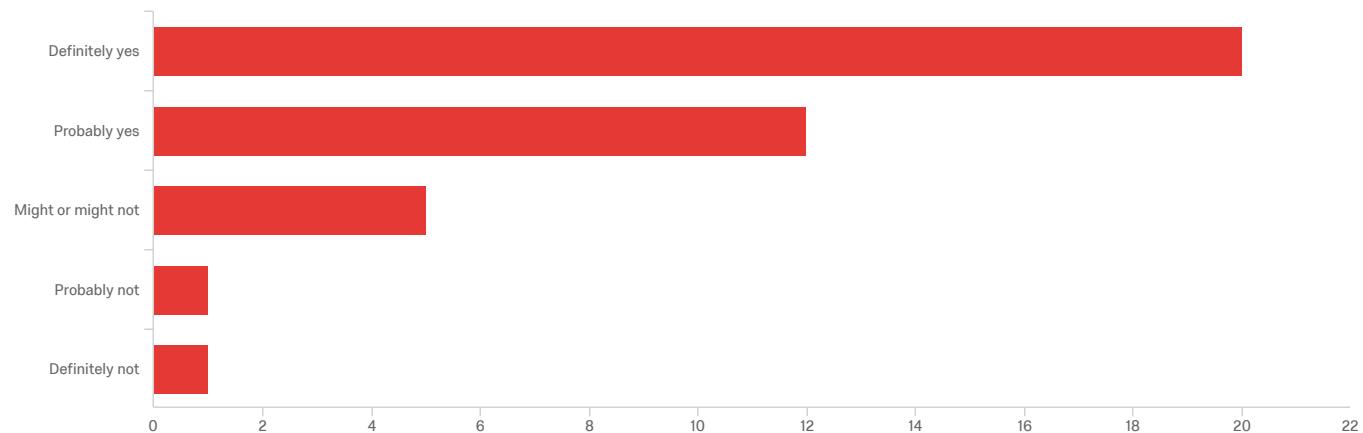
Q14 - The interpreting program expanded by knowledge of the interpreting profession.



#	Field	Choice Count	
1	Strongly agree	46.15%	18
2	Somewhat agree	38.46%	15
3	Neither agree nor disagree	2.56%	1
4	Somewhat disagree	2.56%	1
5	Strongly disagree	10.26%	4
			39

Showing Rows: 1 - 6 Of 6

Q15 - If the Interpreting program were to expand to include concentrations in specialty areas (medical interpreting, mental health interpreting, educational interpreting), would you be interested?

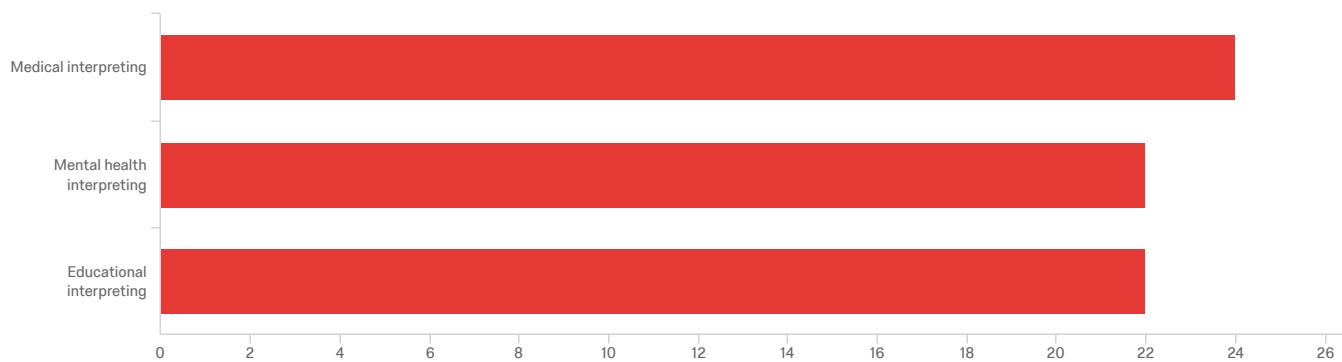


#	Field	Choice Count
1	Definitely yes	51.28% 20
2	Probably yes	30.77% 12
3	Might or might not	12.82% 5
4	Probably not	2.56% 1
5	Definitely not	2.56% 1

39

Showing Rows: 1 - 6 Of 6

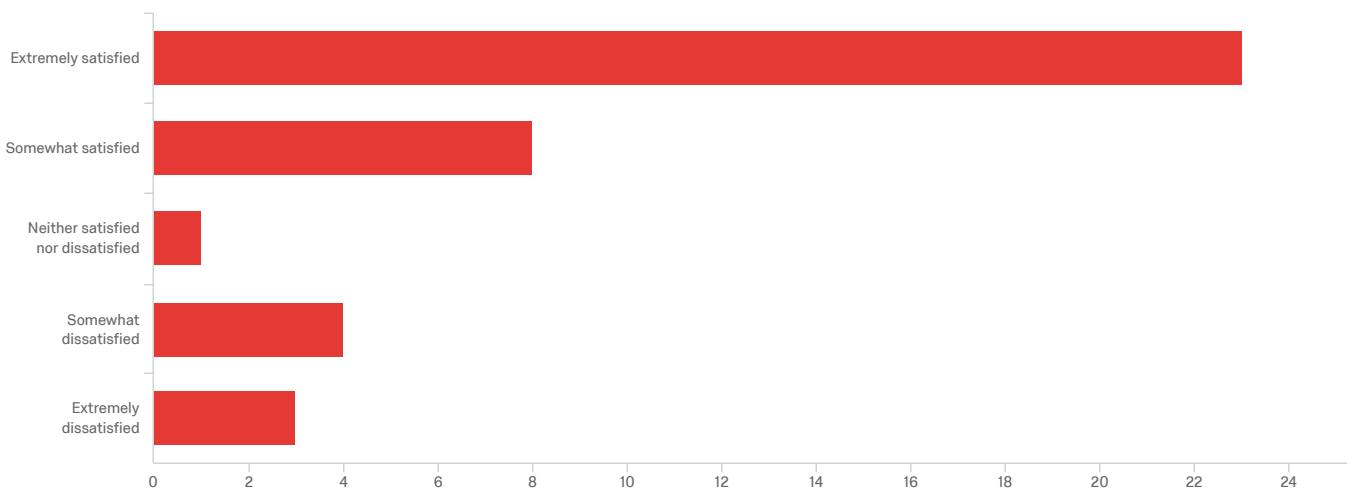
Q16 - Which concentration(s) would you be interested in?



#	Field	Choice Count
1	Medical interpreting	35.29% 24
2	Mental health interpreting	32.35% 22
3	Educational interpreting	32.35% 22
		68

Showing Rows: 1 - 4 Of 4

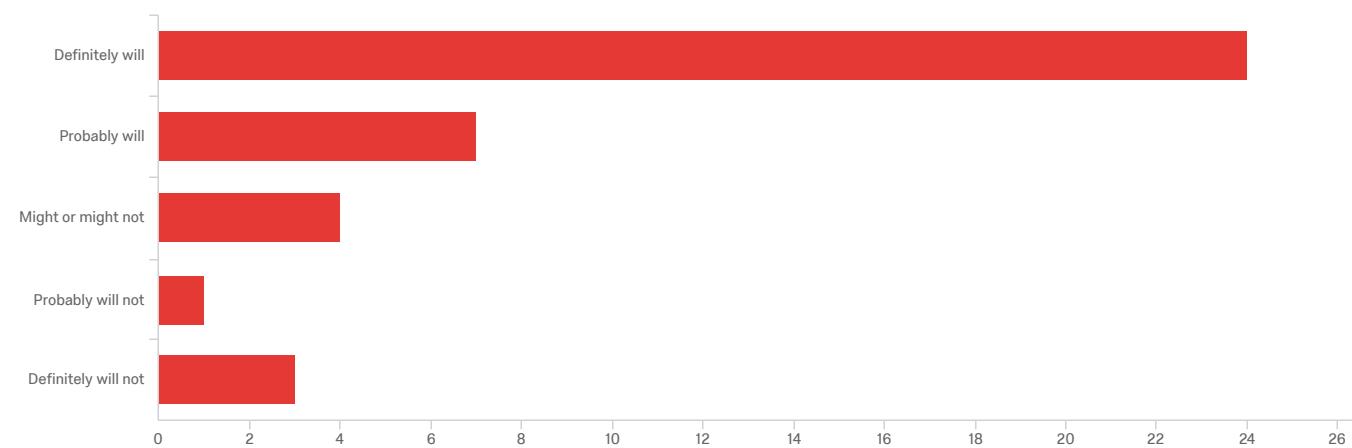
Q17 - How would you rate your overall satisfaction with the online interpreting program?



#	Field	Choice Count	
1	Extremely satisfied	58.97%	23
2	Somewhat satisfied	20.51%	8
3	Neither satisfied nor dissatisfied	2.56%	1
4	Somewhat dissatisfied	10.26%	4
5	Extremely dissatisfied	7.69%	3
			39

Showing Rows: 1 - 6 Of 6

Q18 - Would you recommend the online interpreting program to other interpreters?



#	Field	Choice Count
1	Definitely will	61.54% 24
2	Probably will	17.95% 7
3	Might or might not	10.26% 4
4	Probably will not	2.56% 1
5	Definitely will not	7.69% 3
		39

Showing Rows: 1 - 6 Of 6

Q19 - What do you see as a strength of the online interpreting program?

What do you see as a strength of the online interpreting program?

The variety of interpreting areas and Deaf instructors

Video capabilities with professors and peers

Self paced. Most of the professors are very knowledgeable. I thought Paula was so incredibly helpful and up-to-date.

Ease of access from anywhere and great faculty and colleagues

Being online allows more flexibility in scheduling.

Online allowed me to do work on my own time. I was working full time while i was getting my BA

The comfort of your home and time management

Freedom in personal schedule

Flexibility

Training in current practices. Networking with peers.

The ITP at a community college just provides basics to the Interpreting field this program expanded on that and taught me to write the language which made it easier to break down in the Interpreting process.

This program is good for seasoned interpreters working in the field, whom want to expand knowledge or advance in education.

The flexibility to work a full time job and still take classes around my schedule

Online

Flexibility in when I could do my class work .

Flexibility

The expectation of getting the work done.

The ability to study from home

Did not have to take a full time course load. Did not have to interact with woefully underqualified classmates.

Teachers be able to chat and give lectures via internet

the material and the use of the GoReact online tool

Flexibility

The faculty - variety, support, knowledge

It allowed me to continue working while completing my degree; the professors as well as the students attending classes with me were from a wide range of backgrounds giving a different perspective on topics discussed.

The availability of the program to fit into everyone's schedule.

Online allows students to complete coursework while maintaining a full time job!

Convenience of time and not having to relocate

Instructors who are willing to meet via skype or or video sources and relationships with colleagues

Able to get more interpreters in rural areas that don't have programs in their area.

Feedback from the instructors.

Flexibility of time and assignments, quickness of classes and program

Easily accessible for those who don't have a local option.

Showing Records: 1 - 32 Of 32

Q20 - What do you see as a weakness of the online interpreting program?

What do you see as a weakness of the online interpreting program?

Could use more focus on helping prepare to be nationally certified

lack of flexibility in applying real world experience and allowing for alternate coursework. Example: an already certified interpreter could be released from the internship requirement and instead take a paralegal course or anatomy and physiology course that would be more beneficial to the career.

Andrew Byrne. Of my whole time they're there was no professor more profoundly and focused on the student. I failed a research paper because I put for punctuation marks in the wrong place. There was no credit given to all the research I have done. He was very strict in things that didn't seem to need to be strict on. I just found him to be dead weight in this program

Someone told me that it was not an accredited program and that was bad.

At the time I was there, I felt unqualified to be grouped in a class with people who were master level interpreters. We were asked to evaluate their skills, but as a MICS 2 EIPA 3.0, I was asked to evaluate the Sorenson supervisor from Canada.

The non interpreting related classes has too heavy of a work load (history especially)

Face to face interaction

Not enough signing interaction with teachers and peers

Limits to forming peer/colleague relationships

Some of the instructors were very unorganized and did not provide adequate feedback. There was a lot of confusion and honestly most of the classes felt like they were self taught. There was not enough investment from the instructors. I had one instructor tell me that I was only here for the paper degree. I found that to be extremely offensive. I paid a lot of money to better myself. I am also disappointed that the online students are just now being recognized. I felt at graduation the online students were overlooked and neglected. It was not a positive experience.

Receiving direct feedback on application assignments could be improved. Watching other students struggle was not easy; I felt bad for the ones that had a lack of field experience

There seemed to be a lot of people who were new to the field and I thought the program was for working interpreters to upgrade skills (five years of work experience). It made some of the assignments hard to comment on because there was a lack of real life experience

Sometimes adjunct teachers took over specific classes. Very confusing when teachers did not create their own syllabus and followed a different one.

Not enough interaction with instructors and students

The only weakness I can think of would be not having an immediate response from a teacher like the in class students would get.

Communication

More feedback from professors on your interpreting, ASL/ENG.

Instructor contact

Zero admissions standards. Lack of meaningful feedback. Complete lack of support for practicum students.

More explanation on how to use the online system

na

Teachers aren't that invested in online students.

Nothing at this time.

Attending online had limitations to access material needed to interpret to a one dimensional plane, not allowing for the best work to be captured. Sometimes the technology would not cooperate during a taping session.

You miss out on face to face interaction and feedback.

Some of the classes were not organized well & some instructors did not respond to questions/concerns.

Interpreting is a face to face profession, online loses some of the effectiveness

outdated videos and materials

There wasn't any good feedback for improving interpreting skills from people who are truly skilled with ASL-English interpreting

Not enough signing classes

Lack of attentiveness by teachers, including failing to grade until week 8 of a course. Cohort models where other students are inexperienced and/or don't give feedback or do their homework, making their partners for that week fail. Poor feedback from staff, especially as it applies to how to strengthen interpreting product. Downgrading without giving specific, measureable feedback.

No face-to-face interaction, lack of teacher-student interaction, teacher and student accountability was not actively addressed, the level of interpreting assignments was not up to a standard I expected coming from an already completed Community College ITP.

No connection to the staff. Would be hard to get a recommendation from an instructor.

Showing Records: 1 - 33 Of 33

Q23 - Please provide any other comments or feedback in the space provided below.

Please provide any other comments or feedback in the space provided below.

I have already recommended this program to several friends

I went to school with others that went to the same ITP program, but we did not all have the same ASL classes. Come to find out, the online coordinator chose electives for them. I called several times through the program to be sure I was taking everything I needed since I was not taking as many classes in ASL. I was assured that I was fine only to find out I would not be graduating with my class because I did not have enough electives. This was not my error. I went off the advice of the coordinator. I ended up having to complete nine more hours of classes and did not graduate for another year.

Love the fact people from all over can be in your class

I am overall happy that I decided to go with this program. My career and pay scale drastically changed 2 weeks after graduation because of my new job working as a Job Developer/ Interpreter at EDD through the Deaf organization I did my internship with! Thank you William Woods!

Make information about internship more clear and readily available.

Overall, my time with William Woods was pleasant, and have and will continue to tell others about your program.

It is hard to learn sign Language online and to take this program you should have graduated from an ITP program already.

N/A

Need to get instructors involved more. Not enough feedback provided from the instructors on many assignments.

My experience with the online program was extremely beneficial to me, I worked full time while attending so having the chance to do homework late at night or early in the morning was very helpful to me.

Would like to have more assignments requiring my hands up and ASL to English interpreting.

Paula MacDonald and Hilary Hardin-Ferguson were both fantastic instructors.

My biggest complaint regarding the online program is that most of the teachers I had did not provide adequate feedback in a timely manner. I also think that the program should be tweaked for seasoned interpreters who are certified and have experience in the field.

The program needs less nonsense electives and more ASL classes.

The GOOD online instructors were good at what they do! The bad ones it seems were NEVER around to answer questions or attend Skype meetings that were set. One instructor in particular was quizzing & testing on information not included in the coursework. When asked to identify where that information was, she was unable to do so.

This program was too alike the AA program JCCC provides. Some of the work we were given at WWU was 100% the same work we had at JCCC.

I love the program!!!!

I have recommended this program to quite a few people but I wish this program was harder. I didn't feel as though I learned much that has helped me in my career. I came into the program hoping to build upon what I already learned. I was glad to have the program though

Maybe have a short on campus component.

End of Report

Demographics

Gender	N	%	Current Class Load		N	%	
			Full-time	Part-time			
Female	27	79.41%	Full-time		22	64.71%	
Male	7	20.59%	Part-time		12	35.29%	
Total	34	100.00%	Total		34	100.00%	
No Response	2		No Response		2		
 Age		N	%	Class Level	N	%	
18 and under	0	0.00%	First year		4	11.76%	
19 to 24	8	24.24%	Second year		6	17.65%	
25 to 34	9	27.27%	Third year		2	5.88%	
35 to 44	6	18.18%	Fourth year		18	52.94%	
45 to 54	9	27.27%	Special student		1	2.94%	
55 to 64	1	3.03%	Graduate/professional		3	8.82%	
65 and over	0	0.00%	Other class level		0	0.00%	
Total	33	100.00%	Total		34	100.00%	
No Response	3		No Response		2		
 Ethnicity/Race		N	%	Educational Goal	N	%	
African-American	6	17.65%	Associate degree		1	2.86%	
American Indian or Alaskan Native	0	0.00%	Bachelor's degree		26	74.29%	
Asian or Pacific Islander	0	0.00%	Master's degree		3	8.57%	
Caucasian/White	24	70.59%	Doctorate or professional degree		3	8.57%	
Hispanic	3	8.82%	Certification (initial or renewal)		1	2.86%	
Other race	0	0.00%	Self-improvement/pleasure		1	2.86%	
Race - Prefer not to respond	1	2.94%	Job-related training		0	0.00%	
Total	34	100.00%	Other educational goal		0	0.00%	
No Response	2		Total		35	100.00%	
			No Response		1		
 Current Enrollment Status		N	%	 Employment		N	%
Primarily online	35	100.00%	Full-time		29	82.86%	
Primarily on-campus	0	0.00%	Part-time		5	14.29%	
Total	35	100.00%	Not employed		1	2.86%	
No Response	1		Total		35	100.00%	
			No Response		1		

Demographics

Current Residence		N	%	Previous Online Enrollment		N	%
Own house		19	57.58%	No classes		4	11.76%
Rent room / apartment / house		10	30.30%	1-3 classes		16	47.06%
Relative's home		4	12.12%	4-6 classes		7	20.59%
Residence hall		0	0.00%	7-9 classes		2	5.88%
Other residence		0	0.00%	10-12 classes		0	0.00%
Total		33	100.00%	13-15 classes		2	5.88%
No Response		3		More than 15 classes		3	8.82%
				Total		34	100.00%
				No Response		2	
Marital Status		N	%	Institution Question		N	%
Single		10	29.41%	Campus item - Answer 1		0	0%
Single with children		3	8.82%	Campus item - Answer 2		0	0%
Married		9	26.47%	Campus item - Answer 3		0	0%
Married with children		11	32.35%	Campus item - Answer 4		0	0%
Marital - Prefer not to respond		1	2.94%	Campus item - Answer 5		0	0%
Total		34	100.00%	Campus item - Answer 6		0	0%
No Response		2		Total		0	100.00%
				No Response		36	
Current Plans		N	%	Institution Question 2		N	%
Complete online degree program		35	100.00%	Campus item 2 - Answer 1		0	0%
Complete degree on campus		0	0.00%	Campus item 2 - Answer 2		0	0%
Transfer credits		0	0.00%	Campus item 2 - Answer 3		0	0%
Complete this course		0	0.00%	Campus item 2 - Answer 4		0	0%
Total		35	100.00%	Campus item 2 - Answer 5		0	0%
No Response		1		Campus item 2 - Answer 6		0	0%
				Total		0	100.00%
				No Response		36	
Current Online Enrollment		N	%	Group Code		N	%
1-3 credits		11	31.43%	1001: Business Administration		7	20.59%
4-6 credits		14	40.00%	1002: ASL English Interpreting		19	55.88%
7-9 credits		2	5.71%	1003: Paralegal Studies		6	17.65%
10-12 credits		6	17.14%	1005: Associates Degree		2	5.88%
13-15 credits		1	2.86%	Total		34	100.00%
More than 15 credits		1	2.86%	No Response		2	
Total		35	100.00%				
No Response		1					

Strategic Planning Overview

Strengths and Challenges

Strengths

- 18. Registration for online courses is convenient.
- 10. This institution responds quickly when I request information.
- 2. My program advisor is accessible by telephone and e-mail.
- 23. Billing and payment procedures are convenient for me.
- 16. Appropriate technical assistance is readily available.
- 26. The bookstore provides timely service to students.
- 28. Campus item: The coursework exposed me to new theories/approaches to solving problems.

Challenges

- 20. The quality of online instruction is excellent.
- 4. Faculty provide timely feedback about student progress.
- 32. Campus item: Faculty are available to discuss academic performance.
- 11. Student assignments are clearly defined in the syllabus.
- 14. I receive timely information on the availability of financial aid.

Strategic Planning Overview

Benchmarks

Higher Satisfaction vs. National Online Learners

- 2. My program advisor is accessible by telephone and e-mail.
- 16. Appropriate technical assistance is readily available.

Higher Importance vs. National Online Learners

- 18. Registration for online courses is convenient.
- 7. Program requirements are clear and reasonable.
- 10. This institution responds quickly when I request information.
- 2. My program advisor is accessible by telephone and e-mail.
- 16. Appropriate technical assistance is readily available.
- 26. The bookstore provides timely service to students.

Institutional Summary

Scales: In Order of Importance

Scale	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Enrollment Services	6.73	6.14 / 0.92	0.59	6.52	6.07 / 1.08	0.45	0.07
Academic Services	6.61	6.18 / 0.64	0.43	6.45	5.94 / 1.02	0.51	0.24
Institutional Perceptions	6.57	6.01 / 1.11	0.56	6.55	5.93 / 1.18	0.62	0.08
Student Services	6.56	6.09 / 0.95	0.47	6.39	5.89 / 1.15	0.50	0.20
Instructional Services	6.46	5.88 / 0.96	0.58	6.43	5.88 / 1.06	0.55	0.00

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Items: In Order of Importance

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
18. Registration for online courses is convenient.	6.94	6.59 / 0.86	0.35	6.65	6.39 / 1.08	0.26	0.20
51. Factor to enroll: Convenience	6.89			6.75			
7. Program requirements are clear and reasonable.	6.86	6.23 / 0.88	0.63	6.64	5.96 / 1.30	0.68	0.27
44. Factor to enroll: Ability to transfer credits	6.85			6.23			
50. Factor to enroll: Flexible pacing for completing a program	6.85			6.63			
20. The quality of online instruction is excellent.	6.82	5.97 / 1.14	0.85	6.68	5.88 / 1.39	0.80	0.09
33. Campus item: The academic program as a whole increased my knowledge of tools necessary for success in my chosen profession.	6.81	6.19 / 1.20	0.62				
10. This institution responds quickly when I request information.	6.80	6.37 / 1.03	0.43	6.60	6.02 / 1.35	0.58	0.35
40. Source of information: Web site	6.80			6.35			
25. Faculty are responsive to student needs.	6.79	6.12 / 1.12	0.67	6.66	5.96 / 1.34	0.70	0.16
4. Faculty provide timely feedback about student progress.	6.77	5.86 / 1.40	0.91	6.62	5.86 / 1.38	0.76	0.00
49. Factor to enroll: Work schedule	6.75			6.61			
6. Tuition paid is a worthwhile investment.	6.74	6.06 / 1.24	0.68	6.64	5.82 / 1.44	0.82	0.24
32. Campus item: Faculty are available to discuss academic performance.	6.73	5.94 / 1.48	0.79				
2. My program advisor is accessible by telephone and e-mail.	6.71	6.54 / 0.82	0.17	6.47	6.09 / 1.33	0.38	0.45 *
11. Student assignments are clearly defined in the syllabus.	6.71	5.91 / 1.34	0.80	6.68	5.99 / 1.31	0.69	-0.08

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Items: In Order of Importance

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
23. Billing and payment procedures are convenient for me.	6.68	6.47 / 1.11	0.21	6.56	6.20 / 1.24	0.36	0.27
16. Appropriate technical assistance is readily available.	6.67	6.66 / 0.55	0.01	6.50	6.09 / 1.27	0.41	0.57 *
26. The bookstore provides timely service to students.	6.67	6.38 / 0.98	0.29	6.34	6.07 / 1.29	0.27	0.31
29. Campus item: The coursework introduced new points of view and information.	6.67	6.31 / 1.00	0.36				
3. Instructional materials are appropriate for program content.	6.66	6.06 / 0.97	0.60	6.63	6.00 / 1.23	0.63	0.06
14. I receive timely information on the availability of financial aid.	6.64	5.88 / 1.69	0.76	6.42	5.84 / 1.51	0.58	0.04
28. Campus item: The coursework exposed me to new theories/approaches to solving problems.	6.64	6.35 / 1.11	0.29				
30. Campus item: Assignments encouraged me to consider new concepts shifting my understanding of issues discussed in the course.	6.64	6.21 / 1.19	0.43				
9. Adequate financial aid is available.	6.63	5.44 / 1.80	1.19	6.46	5.82 / 1.55	0.64	-0.38
27. Campus item: Faculty members are available to discuss future career plans.	6.63	5.75 / 1.75	0.88				
34. Campus item: The academic program included exploration of ethical decision making.	6.59	6.32 / 1.04	0.27				
21. Adequate online library resources are provided.	6.57	6.40 / 1.16	0.17	6.53	6.11 / 1.26	0.42	0.29
12. There are sufficient offerings within my program of study.	6.56	6.00 / 1.14	0.56	6.58	5.96 / 1.30	0.62	0.04
17. Assessment and evaluation procedures are clear and reasonable.	6.55	6.06 / 1.27	0.49	6.53	6.01 / 1.26	0.52	0.05
45. Factor to enroll: Cost	6.55			6.38			

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National Group Means are based on 131074 records.

Institutional Summary

Items: In Order of Importance

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
22. I am aware of whom to contact for questions about programs and services.	6.53	5.82 / 1.65	0.71	6.53	5.98 / 1.40	0.55	-0.16
31. Campus item: Discussion and coursework included diverse perspectives (political, religious, racial/ethnic, gender, ect.) when applicable.	6.52	6.13 / 1.29	0.39				
42. Source of information: Recommendation from instructor or program advisor	6.50			5.65			
5. My program advisor helps me work toward career goals.	6.49	6.03 / 1.45	0.46	6.30	5.65 / 1.60	0.65	0.38
38. Source of information: Catalog (online)	6.44			5.95			
19. Online career services are available.	6.42	6.00 / 1.59	0.42	6.11	5.74 / 1.47	0.37	0.26
36. Campus item: The academic program as a whole required me to synthesize information from multiple courses.	6.39	6.29 / 1.16	0.10				
53. Factor to enroll: Program requirements	6.39			6.48			
1. This institution has a good reputation.	6.38	5.97 / 1.21	0.41	6.45	6.04 / 1.19	0.41	-0.07
24. Tutoring services are readily available for online courses.	6.35	5.05 / 1.96	1.30	6.10	5.67 / 1.57	0.43	-0.62
13. The frequency of student and instructor interactions is adequate.	6.32	5.82 / 1.42	0.50	6.36	5.87 / 1.34	0.49	-0.05
15. Channels are available for providing timely responses to student complaints.	6.32	5.81 / 1.33	0.51	6.30	5.57 / 1.62	0.73	0.24
46. Factor to enroll: Financial assistance available	6.32			6.32			
47. Factor to enroll: Future employment opportunities	6.26			6.23			
48. Factor to enroll: Reputation of institution	6.18			6.37			

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** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 131074 records.

Institutional Summary

Items: In Order of Importance

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
35. Campus item: I spent a minimum of 6 hours a week working on out-of-class assignments for each class enrolled.	6.10	6.42 / 0.85	-0.32				
54. Factor to enroll: Recommendations from employer	6.10			5.19			
43. Source of information: Contact with current students and / or recent graduates of the program	5.67			5.21			
39. Source of information: College representatives	5.41			5.58			
8. Student-to-student collaborations are valuable to me.	5.03	5.19 / 1.54	-0.16	5.24	5.48 / 1.46	-0.24	-0.29
41. Source of information: Advertisements	4.56			4.39			
52. Factor to enroll: Distance from campus	4.55			5.26			
37. Source of information: Catalog and brochures (printed)	4.43			4.47			

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	6.61	6.18 / 0.64	0.43	6.45	5.94 / 1.02	0.51	0.24
2. My program advisor is accessible by telephone and e-mail.	6.71	6.54 / 0.82	0.17	6.47	6.09 / 1.33	0.38	0.45 *
5. My program advisor helps me work toward career goals.	6.49	6.03 / 1.45	0.46	6.30	5.65 / 1.60	0.65	0.38
7. Program requirements are clear and reasonable.	6.86	6.23 / 0.88	0.63	6.64	5.96 / 1.30	0.68	0.27
12. There are sufficient offerings within my program of study.	6.56	6.00 / 1.14	0.56	6.58	5.96 / 1.30	0.62	0.04
16. Appropriate technical assistance is readily available.	6.67	6.66 / 0.55	0.01	6.50	6.09 / 1.27	0.41	0.57 *
21. Adequate online library resources are provided.	6.57	6.40 / 1.16	0.17	6.53	6.11 / 1.26	0.42	0.29
24. Tutoring services are readily available for online courses.	6.35	5.05 / 1.96	1.30	6.10	5.67 / 1.57	0.43	-0.62

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Enrollment Services

Scale/Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ENROLLMENT SERVICES	6.73	6.14 / 0.92	0.59	6.52	6.07 / 1.08	0.45	0.07
9. Adequate financial aid is available.	6.63	5.44 / 1.80	1.19	6.46	5.82 / 1.55	0.64	-0.38
14. I receive timely information on the availability of financial aid.	6.64	5.88 / 1.69	0.76	6.42	5.84 / 1.51	0.58	0.04
18. Registration for online courses is convenient.	6.94	6.59 / 0.86	0.35	6.65	6.39 / 1.08	0.26	0.20
23. Billing and payment procedures are convenient for me.	6.68	6.47 / 1.11	0.21	6.56	6.20 / 1.24	0.36	0.27

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Institutional Perceptions

Scale/Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTITUTIONAL PERCEPTIONS	6.57	6.01 / 1.11	0.56	6.55	5.93 / 1.18	0.62	0.08
1. This institution has a good reputation.	6.38	5.97 / 1.21	0.41	6.45	6.04 / 1.19	0.41	-0.07
6. Tuition paid is a worthwhile investment.	6.74	6.06 / 1.24	0.68	6.64	5.82 / 1.44	0.82	0.24

National Group Means are based on 131074 records.

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 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Instructional Services

Scale/Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL SERVICES	6.46	5.88 / 0.96	0.58	6.43	5.88 / 1.06	0.55	0.00
3. Instructional materials are appropriate for program content.	6.66	6.06 / 0.97	0.60	6.63	6.00 / 1.23	0.63	0.06
4. Faculty provide timely feedback about student progress.	6.77	5.86 / 1.40	0.91	6.62	5.86 / 1.38	0.76	0.00
8. Student-to-student collaborations are valuable to me.	5.03	5.19 / 1.54	-0.16	5.24	5.48 / 1.46	-0.24	-0.29
11. Student assignments are clearly defined in the syllabus.	6.71	5.91 / 1.34	0.80	6.68	5.99 / 1.31	0.69	-0.08
13. The frequency of student and instructor interactions is adequate.	6.32	5.82 / 1.42	0.50	6.36	5.87 / 1.34	0.49	-0.05
17. Assessment and evaluation procedures are clear and reasonable.	6.55	6.06 / 1.27	0.49	6.53	6.01 / 1.26	0.52	0.05
20. The quality of online instruction is excellent.	6.82	5.97 / 1.14	0.85	6.68	5.88 / 1.39	0.80	0.09
25. Faculty are responsive to student needs.	6.79	6.12 / 1.12	0.67	6.66	5.96 / 1.34	0.70	0.16

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* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Scales: In Order With Items That Make Up the Scale - Student Services

Scale/Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT SERVICES	6.56	6.09 / 0.95	0.47	6.39	5.89 / 1.15	0.50	0.20
10. This institution responds quickly when I request information.	6.80	6.37 / 1.03	0.43	6.60	6.02 / 1.35	0.58	0.35
15. Channels are available for providing timely responses to student complaints.	6.32	5.81 / 1.33	0.51	6.30	5.57 / 1.62	0.73	0.24
19. Online career services are available.	6.42	6.00 / 1.59	0.42	6.11	5.74 / 1.47	0.37	0.26
22. I am aware of whom to contact for questions about programs and services.	6.53	5.82 / 1.65	0.71	6.53	5.98 / 1.40	0.55	-0.16
26. The bookstore provides timely service to students.	6.67	6.38 / 0.98	0.29	6.34	6.07 / 1.29	0.27	0.31

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Institutional Summary

Items: In Sequential Order

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. This institution has a good reputation.	6.38	5.97 / 1.21	0.41	6.45	6.04 / 1.19	0.41	-0.07
2. My program advisor is accessible by telephone and e-mail.	6.71	6.54 / 0.82	0.17	6.47	6.09 / 1.33	0.38	0.45 *
3. Instructional materials are appropriate for program content.	6.66	6.06 / 0.97	0.60	6.63	6.00 / 1.23	0.63	0.06
4. Faculty provide timely feedback about student progress.	6.77	5.86 / 1.40	0.91	6.62	5.86 / 1.38	0.76	0.00
5. My program advisor helps me work toward career goals.	6.49	6.03 / 1.45	0.46	6.30	5.65 / 1.60	0.65	0.38
6. Tuition paid is a worthwhile investment.	6.74	6.06 / 1.24	0.68	6.64	5.82 / 1.44	0.82	0.24
7. Program requirements are clear and reasonable.	6.86	6.23 / 0.88	0.63	6.64	5.96 / 1.30	0.68	0.27
8. Student-to-student collaborations are valuable to me.	5.03	5.19 / 1.54	-0.16	5.24	5.48 / 1.46	-0.24	-0.29
9. Adequate financial aid is available.	6.63	5.44 / 1.80	1.19	6.46	5.82 / 1.55	0.64	-0.38
10. This institution responds quickly when I request information.	6.80	6.37 / 1.03	0.43	6.60	6.02 / 1.35	0.58	0.35
11. Student assignments are clearly defined in the syllabus.	6.71	5.91 / 1.34	0.80	6.68	5.99 / 1.31	0.69	-0.08
12. There are sufficient offerings within my program of study.	6.56	6.00 / 1.14	0.56	6.58	5.96 / 1.30	0.62	0.04
13. The frequency of student and instructor interactions is adequate.	6.32	5.82 / 1.42	0.50	6.36	5.87 / 1.34	0.49	-0.05
14. I receive timely information on the availability of financial aid.	6.64	5.88 / 1.69	0.76	6.42	5.84 / 1.51	0.58	0.04
15. Channels are available for providing timely responses to student complaints.	6.32	5.81 / 1.33	0.51	6.30	5.57 / 1.62	0.73	0.24
16. Appropriate technical assistance is readily available.	6.67	6.66 / 0.55	0.01	6.50	6.09 / 1.27	0.41	0.57 *

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* Difference statistically significant at the .05 level

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*** Difference statistically significant at the .001 level

Institutional Summary

Items: In Sequential Order

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Assessment and evaluation procedures are clear and reasonable.	6.55	6.06 / 1.27	0.49	6.53	6.01 / 1.26	0.52	0.05
18. Registration for online courses is convenient.	6.94	6.59 / 0.86	0.35	6.65	6.39 / 1.08	0.26	0.20
19. Online career services are available.	6.42	6.00 / 1.59	0.42	6.11	5.74 / 1.47	0.37	0.26
20. The quality of online instruction is excellent.	6.82	5.97 / 1.14	0.85	6.68	5.88 / 1.39	0.80	0.09
21. Adequate online library resources are provided.	6.57	6.40 / 1.16	0.17	6.53	6.11 / 1.26	0.42	0.29
22. I am aware of whom to contact for questions about programs and services.	6.53	5.82 / 1.65	0.71	6.53	5.98 / 1.40	0.55	-0.16
23. Billing and payment procedures are convenient for me.	6.68	6.47 / 1.11	0.21	6.56	6.20 / 1.24	0.36	0.27
24. Tutoring services are readily available for online courses.	6.35	5.05 / 1.96	1.30	6.10	5.67 / 1.57	0.43	-0.62
25. Faculty are responsive to student needs.	6.79	6.12 / 1.12	0.67	6.66	5.96 / 1.34	0.70	0.16
26. The bookstore provides timely service to students.	6.67	6.38 / 0.98	0.29	6.34	6.07 / 1.29	0.27	0.31
27. Campus item: Faculty members are available to discuss future career plans.	6.63	5.75 / 1.75	0.88				
28. Campus item: The coursework exposed me to new theories/approaches to solving problems.	6.64	6.35 / 1.11	0.29				
29. Campus item: The coursework introduced new points of view and information.	6.67	6.31 / 1.00	0.36				
30. Campus item: Assignments encouraged me to consider new concepts shifting my understanding of issues discussed in the course.	6.64	6.21 / 1.19	0.43				

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** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

Institutional Summary

Items: In Sequential Order

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
31. Campus item: Discussion and coursework included diverse perspectives (political, religious, racial/ethnic, gender, ect.) when applicable.	6.52	6.13 / 1.29	0.39				
32. Campus item: Faculty are available to discuss academic performance.	6.73	5.94 / 1.48	0.79				
33. Campus item: The academic program as a whole increased my knowledge of tools necessary for success in my chosen profession.	6.81	6.19 / 1.20	0.62				
34. Campus item: The academic program included exploration of ethical decision making.	6.59	6.32 / 1.04	0.27				
35. Campus item: I spent a minimum of 6 hours a week working on out-of-class assignments for each class enrolled.	6.10	6.42 / 0.85	-0.32				
36. Campus item: The academic program as a whole required me to synthesize information from multiple courses.	6.39	6.29 / 1.16	0.10				
37. Source of information: Catalog and brochures (printed)	4.43			4.47			
38. Source of information: Catalog (online)	6.44			5.95			
39. Source of information: College representatives	5.41			5.58			
40. Source of information: Web site	6.80			6.35			
41. Source of information: Advertisements	4.56			4.39			
42. Source of information: Recommendation from instructor or program advisor	6.50			5.65			
43. Source of information: Contact with current students and / or recent graduates of the program	5.67			5.21			
44. Factor to enroll: Ability to transfer credits	6.85			6.23			

* Difference statistically significant at the .05 level

** Difference statistically significant at the .01 level

*** Difference statistically significant at the .001 level

National Group Means are based on 131074 records.

Institutional Summary

Items: In Sequential Order

Item	William Woods University - PSOL			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
45. Factor to enroll: Cost	6.55			6.38			
46. Factor to enroll: Financial assistance available	6.32			6.32			
47. Factor to enroll: Future employment opportunities	6.26			6.23			
48. Factor to enroll: Reputation of institution	6.18			6.37			
49. Factor to enroll: Work schedule	6.75			6.61			
50. Factor to enroll: Flexible pacing for completing a program	6.85			6.63			
51. Factor to enroll: Convenience	6.89			6.75			
52. Factor to enroll: Distance from campus	4.55			5.26			
53. Factor to enroll: Program requirements	6.39			6.48			
54. Factor to enroll: Recommendations from employer	6.10			5.19			

National Group Means are based on 131074 records.

* Difference statistically significant at the .05 level
 ** Difference statistically significant at the .01 level
 *** Difference statistically significant at the .001 level

Institutional Summary

Summary Items

Summary Item	William Woods University - PSOL	National Online Learners	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 5.34 0% 0% 5% 17% 37% 17% 22%	Average: 5.19 1% 1% 6% 24% 24% 15% 26%	0.15
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 6.17 0% 0% 2% 2% 8% 45% 40%	Average: 5.84 1% 2% 4% 5% 11% 37% 37%	0.33
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 6.11 0% 2% 5% 5% 5% 22% 57%	Average: 5.88 2% 4% 3% 6% 7% 26% 49%	0.23