



M E M O R A N D U M

To: Mary Ann McGee, Interim
Dean, Academic Services

From: Martin A. Orlowski, Director
Institutional Planning & Analysis

Subject: Proposed Sign Language Interpreter Program

Date: October 16, 1991

In Fall 1989 Macomb Community College (MCC) conducted an extensive needs assessment on a Sign Language Interpreter program. The scope and focus of MCC's study parallels methods used by OCC in performing needs assessments. As a result, we are in the fortunate position to simply "validate" MCC's report with current data and information (*providing OCC's proposed program is "similar" to MCC's*). This will result in a much faster turn around time in completing the needs assessment.

Validation will include the following questions and issues:

1. Does MCC's program description compare to OCC's proposed program? If no, in what way? Will this make MCC's report unusable?
2. Has the demand for sign language interpreters changed? If yes, in what direction?
3. Has pertinent legislation which is identified in MCC's report changed since Fall 1989? If yes, in what ways?
4. Update the following information: current employment and salary levels (MOIS); current number of certified interpreters in Michigan; demand for interpreters by potential employers (phone interviews).

MCC's report contains the background information necessary to assess the need for a Sign Language Interpreter program, as such it will serve as a "bench-mark" upon which current data and information will be compared, hence providing you with the information needed to determine the future of OCC's proposed program.

M. McGee
October 15, 1991
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If you have any questions prior to our October 17 meeting,
please feel free to contact me at 7746.

pc: T. Rancont
W. Smith
M. Wells
K. Palmer

att: Sign Language Interpreter Program Needs Assessment (Macomb
Community College)

/s

OAKLAND COMMUNITY COLLEGE
NEEDS ASSESSMENT REPORT FORMAT

I. Executive Summary

II. Introduction

Wally Santos

Registration?

- Initiation of proposed program (who, why, when).
- Description of proposed program.
- Description of occupation.
- ? -Relation of proposed program to college mission.

*Should we check
other employment? See doc
education? yes*

III. Methodology

- Methods of data collection. *Macomb*
- Methods of data analysis. *help*

IV. Analysis

- Employment
 - Current employment.
 - Future employment.
 - Demand for replacement employees.
 - Demand for new employees.
 - Demand for retraining of current employees. -
- Employee Benefits
 - Wage and salary.
 - Advancement opportunities.
 - Occupational desirability.
 - Opportunities for the handicapped. *30% data*
 - Opportunities for minorities.
- Occupation
 - Level of training needed. *4 yrs.*
 - Adequacy of currently available training. *Analysis of existing programs?*
 - General acceptance of the occupation (community).
 - Social utility of the program.
- Preliminary Cost Estimate
 - Initial cost estimate of establishing the program. *If to consider*

V. Summary

VI. Appendix

VII. References

REGIONAL LISTING OF QUALIFIED INTERPRETERS
MARCH, 1991

MIRID Region I

Special Certificate: Legal	1
Masters CSC	1 (same person as SC:L)
Comprehensive Skills Certificate	9
Cert. of Interp/Cert. of Trans.	1 (the 'new' CSC)
Interp. Cert/Translit. Cert.	5
QA III (Intermediate)	17
QA II (Limited)	13
QA I (Beginning)	21

MIRID Region II

Comprehensive Skills Certificate	8
Certificate of Transliteration (new)	1
Reverse Skills Certification	1
Cert. of Interp/Cert. of Trans.	1 (the 'new' CSC)
Transliteration Cert.	1
Interp. Cert/Translit. Cert.	2
QA III (Intermediate)	13
QA II (Limited)	12
QA I (Beginning)	8

MIRID Region III

Specialist Certification:Legal	1
Comprehensive Skills Certificate	7 (includes person with SC:L)
Cert. of Interp/Cert. of Trans.	2
Transliteration Certification	3
QA III (Intermediate)	6
QA II (Limited)	10
QA I (Beginning)	21

MIRID Region IV

Comprehensive Skills Certificate	1
Reverse Skills Certificate	1
QA III (Intermediate)	3
QA II (Limited)	5
QA I (Beginning)	6

Page Two
3/91 listing of interpreters

MIRID Region V

Comprehensive Skills Certificate	1
Cert. of Interp/Cert. of Trans.	1
Certificate of Transliteration	1
Transliteration Certification	1
QA III (Intermediate)	10
QA II (Limited)	4
QA I (Beginning)	6

MIRID Region VI

Comprehensive Skills Certificate	3
Interp./Translit. Cert. (old)	2
QA III (Intermediate)	4
QA II (Limited)	8
QA I (Beginning)	5

MIRID Region VII

QA III (Intermediate)	0
QA II (Limited)	1
QA I (Beginning)	2

*Please note: RID numbers were taken from the DOD listing and recent listing of paid members from the national RID. QA Interpreters include up to the February, 1991 screening.

The Oakland Community College mission statement states "OCC will offer learning opportunities and experiences that anticipate and respond to the vocational, ... needs of the communities it serves." Further it states, "OCC will maintain a curriculum responsive to the changing educational needs of the residents of the district. The range of learning experiences provided will include theory, practical applications, and real-life situations." The Sign Language/Interpreter Program fits this description as a desirable program to be instituted both for the needs of the residents and the growing demands in the field of American Sign Language Communication and Interpretation.

More than 600,000 Hearing Impaired residents in Michigan are served by only three Sign Language/Interpreter programs, none of which are located in Oakland County. Bloomfield Hills Schools employs the largest pool of full and part-time educational Sign Language Interpreters in the state. In addition, Community Services for the Hearing Impaired, Pontiac, refers the largest pool of contract interpreters in the state to a variety of assignments including legal, medical, and mental health.

The demand in Southeast Michigan for qualified Sign Language Communicators/Interpreters has dramatically increased with the establishment of new programs serving the Hearing Impaired population, as well as the increased awareness brought about by television and films. The recent passage of the Americans with Disabilities Act will further increase the demand for qualified people with Sign Language/Interpretation skills. In the most recent figures borrowed from the Michigan Department of Labor, Division on Deafness, Michigan ranks as seventh largest Hearing Impaired population, while it ranks forty-fifth in the number of certified interpreters. With the initiation of a program at OCC, this population would be well on its way to being more adequately served.

DEMOGRAPHIC STUDIES

AREA/STATE	GENERAL POPULATION	RANK OF DEAF POPULATION	RANK OF HEARING IMPAIRED
USA	218,245,000	3,880,000	14,439,500
CALIFORNIA	22,294,000	207,500 (1)	1,598,500 (1)
NEW YORK	17,748,000	123,500 (2)	1,061,000 (2)
TEXAS	13,014,000	116,500 (3)	886,000 (3)
PENNSYLVANIA	11,750,000	82,000 (7)	702,500 (6)
ILLINIOS	11,243,000	108,500 (4)	738,000 (4)
OHIO	10,749,000	103,500 (5)	705,500 (5)
MICHIGAN	9,189,000	88,500 (6)	603,000 (7)

These figures are borrowed from the Michigan Department of Labor, Division on Deafness based on the 1980 census figures. Michigan has the seventh largest population among the 50 states, yet it ranks 45th in the number of certified interpreters available.

Kay,

MaryAnn McGee would like to meet with us for a few minutes next time you and I are in. She wants to be certain that we examine the issue of how "other" ASL programs are staffed in terms of faculty.

Thank you.

Marty

Hansing - Full time administrator teacher 2 classes 15-20 part time instructors

Mott - Full time co-ordinator teacher
teacher within the area of discipline
1 other full-time instructor
1 class
4 additional part-time instructors

Madanna - 3-4.
3 full-time part time
Dept chair
32.

4/30

INTERPRETER EDUCATION PROGRAM

COURSES

Pre-requisite
Sign, hand, or computer
Teaching *of Sign Language Curriculum*

IEP 101 THEORIES OF INTERPRETATION AND TRANSLITERATION 3 s.h.

Introduction to the theory, practice and criticism of interpretation and transliteration: simultaneous and consecutive. Definition of basic terms and concepts. Study of various models of the interpreting and transliterating processes, problems of linguistic and communicative equivalence, historical foundations and professional issues.

Prerequisite: Completion of Sign Language program or departmental approval.

IEP 102 LANGUAGE SKILLS FOR INTERPRETERS 3 s.h.

This course develops the student's vocabulary and language skills used in interpreting for deaf and hearing persons. Idiomatic expressions, synonyms and antonyms, language registers and linguistics will be studied. Students will be given the opportunity to practice the signs they learn.

IEP 103 INTERPRETER ETHICS 2 s.h.

This course is an indepth study of the professional interpreters Code of Ethics as stated by the National Registry of Interpreters for the Deaf. Development of decision making and problem solving skills.

IEP 151 ENGLISH TO AMERICAN SIGN LANGUAGE INTERPRETATION I 3 s.h.

In this course students will gain practical English to ASL interpreting experience through a combination of classroom and lab work. They will be able to develop vocabulary and competence in appropriate phrase selection through analysis of various texts.

IEP 152 AMERICAN SIGN LANGUAGE TO ENGLISH INTERPRETATION I 3 s.h.

In this course students will gain practical American Sign Language to English interpreting experience through a combination of classroom and lab work. They will be able to develop vocabulary and competence in appropriate phrase selection through analysis of various texts.

- IEP 153 RECEPTIVE AND EXPRESSIVE TRANSLITERATION I 3 s.h.
- Students will gain knowledge and practice of transliteration through a combination of classroom and lab work.
Prerequisite: IEP 151 English to American Sign Language I.
- IEP 154 INTERPRETING/TRANSLITERATING PRACTICUM I 4 s.h.
- This course will provide practical experience in interpreting and transliterating for deaf and hearing persons. Students will complete a series of observations in professional interpreting situations and will then be assigned to work with professional interpreters. They will have the opportunity to interpret in a variety of settings. Prerequisite: IEP 151, IEP 152 and IEP 153.
- IEP 201 INTERPRETERS IN SPECIALIZED SETTINGS 2 s.h.
- An exploration of the various settings in which interpreters work. A range of settings and situations will be presented and observed. Students will gain a better understanding of the specific area of the interpreting field that they would like to seek employment.
- IEP 202 INDIVIDUAL SPECIALIZED INTERPRETING. 3 s.h.
- Students will explore various specialized fields analyzing their procedures, ideas and vocabulary to convey their equivalence in American Sign Language.
- IEP 203 ORAL INTERPRETING 2 s.h.
- An introductory class that will enable students to develop oral interpreting skills to work with hearing impaired persons who use communication other than sign language. Prerequisite: IEP 201
- IEP 251 ENGLISH TO AMERICAN SIGN LANGUAGE INTERPRETING II 3 s.h.
- A continuation of IEP 151 English to American Sign Language Interpreting I. Prerequisite: IEP 151
- IEP 252 AMERICAN SIGN LANGUAGE TO ENGLISH INTERPRETING II 3 s.h.
- A continuation of IEP 152 American Sign Language to English Interpreting I. Prerequisite: IEP 152
- IEP 253 RECEPTIVE AND EXPRESSIVE TRANSLITERATION II 3 s.h.
- A continuation of IEP 153 Receptive and Expressive Transliteration I. Prerequisite: IEP 153

IEP 254 INTERPRETING/TRANSLITERATING PRACTICUM II 4 s.h.

A continuation of IEP 153 Interpreting/Transliterating Practicum I. Prerequisite: IEP 154, IEP 251, IEP 252, IEP 253

TOTAL 41 s.h.

2 yrs -

AMERICAN SIGN LANGUAGE PROGRAM

COURSES

ASL 100 INTRODUCTION TO SIGN LANGUAGE STUDIES 3 s.h.

This course is a survey of Sign Language communication systems used by Deaf people and the Hearing people in direct contact with them. History, definitions, topics of research, attitudes and cultural factors will be introduced.

ASL 101 AMERICAN SIGN LANGUAGE I 3 s.h.

This course is a beginning level development of practical receptive and expressive conversational skills. Grammatical principles will be introduced.

ASL 102 AMERICAN SIGN LANGUAGE II 3 s.h.

This course continues the development of conversational skills with emphasis being placed on comprehension and vocabulary development.

ASL 150 AMERICAN SIGN LANGUAGE III 3 s.h.

This course further develops the practical receptive and expressive American Sign Language skills with continued emphasis on comprehension and vocabulary development.

ASL 151 AMERICAN SIGN LANGUAGE IV 3 s.h.

This course is a continuation of the development of American Sign Language receptive and expressive skills.

ASL 170 FINGERSPELLING 1 s.h.

This course will focus on the development of increasing comprehension of fingerspelling when used in context and the development of speed, accuracy and style.

ASL 201 AMERICAN SIGN LANGUAGE V 3 s.h.

This course will focus on the development of American Sign Language skills on a more advanced conversational level. Emphasis is placed on grammatical accuracy and conceptual accuracy.

ASL 202 AMERICAN SIGN LANGUAGE VI 3 s.h.

This course will focus further on advanced conversational skills with continued emphasis on grammatical accuracy and conceptual accuracy.

ASL 220 DEAF CULTURE

2 s.h.

This course will provide the student with insights into the attitudes, behaviors and beliefs that are part of the Deaf Experience through lecture, videotape and personal experience.

ASL 250 AMERICAN SIGN LANGUAGE VII

3 s.h.

This course emphasizes fluency in American Sign Language on an advanced level focusing on aesthetic and technical vocabulary and concepts.

ASL 251 AMERICAN SIGN LANGUAGE VIII

3 s.h.

This course continues the emphasis on fluency on an advanced level focusing on aesthetic and technical vocabulary and concepts.

ASL 270 AMERICAN SIGN LANGUAGE STRUCTURE

3 s.h.

This course will analyze the linguistic structure of American Sign Language using a lecture format to discuss grammatical structure, semantics and the symbolic nature of language.

In addition, it is recommended that the student be required to take General Education courses currently offered by the college in the areas of English, Effective Communication, Psychology, Sociology, Arts and Science.

It is further recommended that the student have Elective options in the area of the Major, including as examples: Physiology of Hearing Impairment and Field Placement Experience.



October 22, 1991

Kay Palmer
Department of Institutional
Planning and Analysis
Oakland Community College
27055 Orchard Lake Road
Farmington Hills, MI 48018

Dear Ms. Palmer:

As you requested, here is the information you requested about certified interpreters in Michigan:

CI and CT	4	Certification + Interpretation + Transliteration ASL and Exp.
CSC	23	Comprehensive Skills Certification
CT	1	Certificate of Transliteration
IC/TC	11	ASL and spoken English / Transliterate Spoken Exp + signed contracts
MCSC/SC:L	1	legal and Restoring Arts
TC	4	Transliteration - transliterate between spoken exp. + signed code for English
Total	43	

I have enclosed an explanation of the different types of certificates awarded by the RID. If you have any questions, please contact me.

Sincerely,

Bethany L. Stancliff
Membership Coordinator

APPENDIX A

LIST OF EMPLOYERS AND SCHOOLS SURVEYED

(6) Hospitals:

- ✓ 1. Bi-County Hospital, Warren 759-7300
- ✓ 2. Children's Hospital, Detroit 745-5437
- ✓ 3. Harper Hospital, Detroit 745-8040
- ✓* 4. St. John Hospital, Detroit - 343-4000
- ✓ 5. St. Joseph Hospitals, Mt. Clemens/Clinton Township 263-2521.
- ✓ 6. Sinai Hospital, Detroit 493-6800.

Service Agencies for Hearing Impaired:

- ✓ 7. Community Svcs for Hearing Impaired, Pontiac - 332-3323
- ✓ (3) 8. Deaf Hearing & Speech Center, Detroit 391-1353
- ✓ 9. Social Services for Hearing Impaired, Flint 239-3112

Religious and Social Service Organizations:

- ✓ 10. Alcoholics Anonymous, Detroit 541-6565
- ✓ 11. Baptist State Convention, Livonia - 557-4200
- ✓ 12. Catholic Social Services, Detroit 883-2100
- ✓ 13. Episcopal Diocese, Detroit - 832-4400
- ✓ 14. Goodwill Agencies, Detroit - 964-3900 - Elizabeth Little -
- ✓ 15. Jewish Welfare Federation, Detroit - 965-3939.
- ✓ 16. Lutheran Church in America, Detroit - 823-7700
- ✓ 17. Salvation Army, Detroit - 965-7760
- (10) 18. United Methodist Church, Detroit - 963-6351
- 19. Veterans Hospital, Allen Park - 562-6000. Sloo Hill - 3269 Ext.

Government Agencies:

- (11) 20. Detroit Health Department, Detroit - 876-4290
- 21. Detroit Recreation Dept., Detroit - 224-1100
- ✓ 22. Macomb County Sheriff's Dept., Mt. Clemens - 469-5093/469-5566
- ✓ 23. Northville Regional Psychiatric Hospital, Northville 349-1800
- ✓ 24. Shelby Township Senior Center, Shelby Township - 739-7540.
- ✓ 25. State of Michigan-Department of Corrections, Lansing 517 373 0415
- ✓ 26. U.S. Army Tank Automotive Command, Warren 574-6000.
- ✓ 27. U.S. District Court, Detroit - 226-2120. 226-4311
- ✓ 28. U.S. District Court, Warren 574-4928
- ✓ 29. U.S. District Court, Sterling Heights - 977-6450.
- 30. U.S. Circuit Court, Macomb - 752-9670.

Business:

- (12) 31. AAA, Dearborn 336-0990 336-1598. - 336-1848 Pance.
- 32. Advance Limosine Service, Dearborn - 721-7767
- 33. Consumers Power, Royal Oak - 549-7700
- 34. Detroit Edison, Detroit - 237-8422
- 35. IBM Corporation, Atlanta, GA
- 36. Memorial Medical Center, Sterling Heights - 293-5200
- 37. Michigan Bell, Detroit - 223-8170. Joyce Simpson - 8136
- 38. Michigan Consolidated Gas, Detroit - 965-8000
- 39. Paramed-Fleet Ambulance Service, Bloomfield Hills - 334-4901.
- 40. Redwood Dental Group, Warren 977-2800
- 41. Warren Dental Associates, Warren 573-0811.

Debit - (Pulaski) TV. 873-7200. No.

Cont back.

- 42. UAW-BOC, Lansing 517.
- 43. UAW-CPC, Flint - 313-235-3576.

257-1921 Susan Swartz.

Education:

- 44. Macomb Intermediate School District, Mt. Clemens 228-3360.
- 45. Oakland Intermediate School District, Bloomfield Hills 858-2121.
- 46. Wayne County Intermediate School District, Detroit 469-1360.

- 47. Central Michigan University, Mt. Pleasant 774-4000.
- 48. Eastern Michigan University, Ypsilanti 487-1841.
- 49. Hope College, Holland 616 392 5111
- 50. Michigan State University, East Lansing 355-1855
- 51. Oakland University, Rochester 312 370-2100
- 52. University of Michigan, Ann Arbor 464-1811.
- 53. University of Michigan, Dearborn 593-5000
- 54. University of Michigan, Flint 462-3000
- 55. Wayne State University, Detroit 577-2424

- 56. Alpena Community College, Alpena 517 356-9021.
- 57. Delta College, University Center Saginaw 517-6869000.
- 58. Gogebic Community College, Ironwood 706 932-4231.
- 59. Jackson Community College, Jackson 517-787-0800
- 60. Kalamazoo Valley Community College, Kalamazoo 616-383-8400
- 61. Lansing Community College, Lansing 517 483 1957
- 62. Mid-Michigan Community College, Harrison 517 386-7172.
- 63. Mott Community College, Flint 462-0200
- 64. Oakland Community College, Pontiac
- 65. North Central Michigan College, Petoskey 616-347-2913.
- 66. St. Clair Community College, St. Clair 948-3881
- 67. Schoolcraft Community College, Livonia 462-4400
- 68. Washtenaw Community College, Ann Arbor 975-3300
- 69. Wayne County Community College, Detroit 496-2758.

25. Detroit Public Schools 494-1000. Davis-Henderson

Kaiser School - 334-2510

- a) Oakland 540-5713.
- b) Bloomfield Hills Total Communications Department - 540-9800
- c) Dearborn - 582 2010.

d) Warren Consolidated Schools - Warren
Jim Heckman Director of Special Education
825-2487.

APPENDIX E

SIGN LANGUAGE INTERPRETER STUDY
COLLEGE AND UNIVERSITY
Page 1

Good _____ (morning or afternoon), this is _____ from Macomb Community College's Research Department. In conjunction with a proposed Sign Language Interpreter program, MCC is conducting a survey of Michigan colleges and universities to determine the demand for interpreters for the hearing impaired and the current status of training of sign language interpreters. Can you help me with this by taking a few minutes of your time to answer some questions over the phone?

IF YES, PROCEED. IF NO, ASK IF THEY CAN DIRECT YOU TO SOMEONE ELSE WHO COULD ASSIST. IF YES, TAKE NUMBER AND NAME AND START AGAIN. IF NO, THANK THEM AND GO TO THE NEXT NUMBER.

1. Does your college teach credit courses in American Sign Language?
Yes.....1
No.....2 (GO TO 9)
Don't Know.....8 (GO TO 9)
N/A.....9 (GO TO 9)

2. How many courses do you offer? (_____)

3. Approximately how many students are enrolled in these classes?
None.....1
1-50.....2
51-100.....3
101-150.....4
151-200.....5
Over 200.....6 (ENTER #_____)
Don't know.....8
N/A.....9

4. About how long have you offered credit classes in American Sign Language?
This is the first semester.....1
1 - 2 years.....2
3 - 5 years.....3
6 -10 years.....4
More than 10 years.....5 (How many?_____)
Don't Know.....8
N/A.....9

5. In what department are these classes being taught?
Public Service.....1
Humanities.....2 (ROTATE SEQUENCE)
Foreign Language.....3
Communications.....4
Social Work.....5
Other.....6 (_____)
Don't Know.....8
N/A.....9
6. Do you currently offer a major or degree in Interpreter Training?
Yes.....1
No.....2 (GO TO 14)
Don't Know.....8 (GO TO 14)
N/A.....9 (GO TO 14)
7. Approximately how many students are enrolled in this program?
None.....1
1-10.....2
11-20.....3
21-30.....4
Over 30.....5 (How many? _____)
Don't know.....8
N/A.....9
8. About how long has Interpreter Training been part of your curriculum?
This is the first semester.....1 (GO TO 18)
1 - 2 years.....2 "
3 - 5 years.....3 "
6 -10 years.....4 "
More than 10 years.....5 (How many? _____)"
Don't Know.....8 "
N/A.....9 "
9. Has your college ever taught credit courses in American Sign Language?
Yes.....1
No.....2 (GO TO 21)
Don't Know.....8 (GO TO 21)
N/A.....9 (GO TO 21)
10. Approximately how many students were enrolled in these classes?
None.....1
1-20.....2
21-40.....3
41-60.....4
61-100.....5
More than 100.....6 (How many? _____)
Don't know.....8
N/A.....9

11. How long did you offer credit classes in American Sign Language?
 1 - 2 years.....1
 3 - 5 years.....2
 6 -10 years.....3
 More than 10.....4 (How many? _____)
 Don't Know.....8
 N/A.....9
12. In what department were these classes taught?
 Public Service....1 ROTATE SEQUENCE
 Humanities.....2
 Foreign Language..3
 Communications....4
 Social Work.....5
 Other.....6 (_____)
 Don't Know.....8
 N/A.....9
13. To the best of your knowledge, what was the reason for eliminating American Sign Language courses from your curriculum?
 Lack of student interest.....1
 Unable to place students.....2 ROTATE SEQUENCE
 Poor wage scale.....3
 Courses not transferrable.....4
 No qualified faculty.....5
 Other.....6 (_____)
 Don't Know.....8
 N/A.....9
14. Has your college ever had a major or degree program in Interpreter Training?
 Yes.....1
 No.....2 (GO TO 21)
 Don't Know.....8 (GO TO 21)
 N/A.....9 (GO TO 21)
15. Approximately how many students were enrolled in this program?
 None.....1
 1-15.....2
 16-30.....3
 31-45.....4
 46-60.....5
 61-75.....6
 Over 75.....7
 Don't know.....8
 N/A.....9
16. For approximately how long was the Interpreter Training Program part of your curriculum?
 1-2 years.....1
 3-5 years.....2
 6-10 years.....3
 More than 10.....4 (How many? _____)
 Don't Know.....8
 N/A.....9

17. To the best of your knowledge, what was the reason for eliminating Interpreter Training from your curriculum?

- Lack of student interest.....1 ROTATE SEQUENCE
- Unable to place students.....2
- Poor wage scale.....3
- Courses not transferrable.....4
- No qualified faculty.....5
- Other.....6 (_____)
- Don't Know.....8
- N/A.....9

18. Do you accept American Sign Language credits as transfer credit?

- Yes.....1
- No.....2 (GO TO 21)
- Don't Know.....8 (GO TO 21)
- N/A.....9 (GO TO 21)

19. How many credit hours will you accept?

- 1 - 6.....1
- 6 -12.....2
- More than 12.....3 (How many?_____)
- Don't Know.....8
- N/A.....9

20. In what department are these accepted?

- Foreign Language..1
- Communication.....2
- Humanities.....3
- Other.....4 (_____)
- Don't Know.....8
- N/A.....9

21. To the best of your knowledge, is your college currently providing interpreters for any hearing impaired students?

- Yes.....1
- No.....2 (GO TO 26)
- Don't Know.....8 (GO TO 26)
- N/A.....9 (GO TO 26)

22. About how many students are receiving this assistance?

- 1 - 5.....1
- 6 -10.....2
- 11-20.....3
- Over 20.....4 (How many?_____)
- Don't Know.....8
- N/A.....9

23. How many hours a week are interpreters being used for classroom assistance?

- 1-3.....1
- 4-8.....2
- 9-15.....3
- More than 15.....4 (How many?_____)
- Don't Know.....8
- N/A.....9

COLLEGE AND UNIVERSITY

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24. How are sign language interpreters hired?
On college staff.....1 ROTATE SEQUENCE
Through a contractor.....2 (GO TO 26)
By Social Service agency.....3 (GO TO 26)
By Student.....4 (GO TO 26)
Other.....5 () (GO TO 26)
Don't Know.....8 (GO TO 26)
N/A.....9 (GO TO 26)
25. How many interpreters are employed by the college?
1 - 3.....1
4 - 8.....2
9 -12.....3
Over 12.....4
Don't Know.....8
N/A.....9
26. Does the college have any plans to add sign language interpreters to the staff within the next year?
Yes.....1 (How many?)
No.....2
Don't Know.....8
N/A.....9
27. Does the college have any plans to add sign language interpreters to the staff within the next five years?
Yes.....1 (How many?)
No.....2
Don't Know.....8
N/A.....9
28. Does American Sign Language meet a foreign language requirement for any department or college in your institution?
Yes.....1 IF YES -
No.....2 (Dep't)
Don't Know.....8
N/A.....9 (College)

That concludes the questions. Thank you very much for your help.

09-034

APPENDIX D

SIGN LANGUAGE INTERPRETER STUDY
COMMUNITY COLLEGE
Page 1

Good _____ (morning or afternoon), this is _____ from Macomb Community College's Research Department. In response to a proposed Sign Language Interpreter program, MCC is conducting a survey of Michigan community colleges to determine the current status statewide for training of sign language interpreters. Can you help me with this by taking a few minutes of your time to answer a some questions over the phone?

IF YES, PROCEED. IF NO, ASK IF THEY CAN DIRECT YOU TO SOMEONE ELSE WHO COULD ASSIST. IF YES, TAKE NUMBER AND NAME AND START AGAIN. IF NO, THANK THEM AND GO TO THE NEXT NUMBER.

1. Does your college have credit courses in American Sign Language?
Yes.....1
No.....2 (GO TO 9)
Don't Know.....8 (GO TO 9)
N/A.....9 (GO TO 9)

2. How many courses do you offer? (_____)

3. Approximately how many students are enrolled in these classes?
None.....1
1-50.....2
51-100.....3
101-150.....4
151-200.....5 (ENTER #_____)
Over 200.....6
Don't know.....8
N/A.....9

4. About how long have you offered credit classes in American Sign Language?
This is the first semester.....1
1 - 2 years.....2
3 - 5 years.....3
6 -10 years.....4
More than 10 years.....5 (How many?_____)
Don't Know.....8
N/A.....9

COMMUNITY COLLEGE

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5. In what department are these classes being taught?

- Public Service.....1
- Humanities.....2 ROTATE SEQUENCE
- Foreign Language.....3
- Communications.....4
- Social Work.....5
- Other.....6 (_____)
- Don't Know.....8
- N/A.....9

6. Do you currently have a certificate or associate degree in Interpreter Training?

- | | Yes | No | DK | NA |
|-------------------------------------|-----|----|----|----|
| Certificate.....1.....2.....8.....9 | | | | |
| Associate.....1.....2.....8.....9 | | | | |
- [IF answer is 2,8,or 9, (GO TO 14)]

7. Approximately how many students are enrolled in this program?

- None.....1
- 1-10.....2
- 11-20.....3
- 21-30.....4
- Over 30.....5 (How many?_____)
- Don't know.....8
- N/A.....9

8. About how long has Interpreter Training been in your curriculum?

- This is the first semester.....1 (GO TO 18)
- 1 - 2 years.....2 "
- 3 - 5 years.....3 "
- 6 -10 years.....4 "
- More than 10 years.....5 (How many?_____)
- Don't Know.....8 "
- N/A.....9 "

9. Has your college ever taught credit courses in American Sign Language?

- Yes.....1
- No.....2 (GO TO 20)
- Don't Know.....8 (GO TO 20)
- N/A.....9 (GO TO 20)

10. Approximately how many students were enrolled in these classes?

- 1-20.....1
- 21-40.....2
- 41-60.....3
- 61-100.....4
- More than 100.....5 (How many?_____)
- Don't know.....8
- N/A.....9

11. For how many years did you offer credit classes in American Sign Language?

- 1 - 2 years.....1
- 3 - 5 years.....2
- 6 -10 years.....3
- More than 10.....4 (How many? _____)
- Don't Know.....8
- N/A.....9

12. In what department were these classes taught?

- Public Service....1 ROTATE SEQUENCE
- Humanities.....2
- Foreign Language..3
- Communications....4
- Social Work.....5
- Other.....6 (_____)
- Don't Know.....8
- N/A.....9

13. To the best of your knowledge, what was the reason for eliminating American Sign Language courses from your curriculum?

- Lack of student interest.....1
- Unable to place students.....2 ROTATE SEQUENCE
- Poor wage scale.....3
- Courses not transferrable.....4
- No qualified faculty.....5
- Other.....6 (_____)
- Don't Know.....8
- N/A.....9

14. Has your college ever had a certificate or associate degree PROGRAM in Interpreter Training?

- Yes.....1
- No.....2 (GO TO 20)
- Don't Know.....8 (GO TO 20)
- N/A.....9 (GO TO 20)

15. Approximately how many students were enrolled in this program?

- None.....1
- 1-15.....2
- 16-30.....3
- 31-45.....4
- 46-60.....5
- 61-75.....6
- Over 75.....7
- Don't know.....8
- N/A.....9

16. For approximately how long was the Interpreter Training Program part of your curriculum?
1-2 years.....1
3-5 years.....2
6-10 years.....3
More than 10.....4 (How many? _____)
Don't Know.....8
N/A.....9
17. To the best of your knowledge, what was the reason for eliminating Interpreter Training from your curriculum?
Lack of student interest.....1
Unable to place students.....2 ROTATE SEQUENCE
Poor wage scale.....3
Courses not transferrable.....4
No qualified faculty.....5
Other.....6 (_____)
Don't Know.....8
N/A.....9
18. Do you accept American Sign Language credits as transfer credit?
Yes.....1
No.....2 (GO TO 20)
Don't Know.....8 (GO TO 20)
N/A.....9 (GO TO 20)
19. How many credit hours will you accept?
1 - 6.....1
6 -12.....2
More than 12.....3 (How many? _____)
Don't Know.....8
N/A.....9
20. Is your college currently teaching NON-CREDIT courses in American Sign Language through adult and continuing education?
Yes.....1
No.....2 (GO TO 24)
Don't Know.....8 (GO TO 24)
N/A.....9 (GO TO 24)
21. How many courses do you offer? (_____)
22. Approximately how many students are enrolled in these classes?
1-20.....1
21-40.....2
41-60.....3
61-80.....4
81-100.....5
Over 100.....6 (How many? _____)
Don't know.....8
N/A.....9

COMMUNITY COLLEGE

23. For how many years have you offered NON-CREDIT classes in American Sign Language through adult and continuing education?

- This is the first semester.....1
- 1-2 years.....2
- 3-4 years.....3
- 5-7 years.....4
- 8-10 years.....5
- More than 10.....6(How many?_____)
- Don't Know.....8
- N/A.....9

(SKIP TO 27)

24. Has your college ever taught NON-CREDIT courses in American Sign Language through adult or continuing education?

- Yes.....1
- No.....2(SKIP TO 27)
- Don't Know.....8(SKIP TO 27)
- N/A.....9(SKIP TO 27)

25. Approximately how many students were enrolled in these classes?

- 1-20.....1
- 21-40.....2
- 41-60.....3
- 61-80.....4
- 81-100.....5
- Over 100.....6(How many?_____)
- Don't know.....8
- N/A.....9

26. For how many years did you offer NON-CREDIT classes in American Sign Language through adult and continuing education?

- 1-2 years.....2
- 3-4 years.....3
- 5-7 years.....4
- 8-10 years.....5
- More than 10.....6(How many?_____)
- Don't Know.....8
- N/A.....9

27. Are you aware of any plans by your college to teach American Sign Language for credit within the next year?

- Yes.....1
- No.....2
- Don't Know.....8
- N/A.....9

28. Are you aware of any plans by your college to teach American Sign Language for credit within the next five years?

- Yes.....1
- No.....2
- Don't Know.....8
- N/A.....9

29. To the best of your knowledge, is your college currently providing interpreters for any hearing impaired students?

- Yes.....1
- No.....2 (GO TO 34)
- Don't Know.....8 (GO TO 34)
- N/A.....9 (GO TO 34)

30. About how many students are receiving this assistance?

- 1 - 5.....1
- 6 -10.....2
- 11-20.....3
- Over 20.....4 (How many? _____)
- Don't Know.....8
- N/A.....9

31. How many hours a week are interpreters being used for classroom assistance?

- 1-3.....1
- 4-8.....2
- 9-15.....3
- More than 15.....4 (How many? _____)
- Don't Know.....8
- N/A.....9

32. How are sign language interpreters hired?

- On college staff.....1 ROTATE SEQUENCE
- Through a contractor.....2 (GO TO 34)
- By Social Service agency.....3 (GO TO 34)
- By Student.....4 (GO TO 34)
- Other.....5 (_____) (GO TO 34)
- Don't Know.....8 (GO TO 34)
- N/A.....9 (GO TO 34)

33. How many interpreters are employed by the college?

- 1 - 3.....1
- 4 - 8.....2
- 9 -12.....3
- Over 12.....4 (How many? _____)
- Don't Know.....8
- N/A.....9

34. Does the college have any plans to add sign language interpreters to the staff within the next year?

- Yes.....1 (How many? _____)
- No.....2
- Don't Know.....8
- N/A.....9

35. Does the college have any plans to add sign language interpreters to the staff within the next five years?

- Yes.....1 (How many? _____)
- No.....2
- Don't Know.....8
- N/A.....9

This concludes the questions. Thank you for your assistance.

APPENDIX F

SIGN LANGUAGE INTERPRETER STUDY
INTERMEDIATE SCHOOL DISTRICTS

Page 1

Good _____ (morning or afternoon), this is _____ from Macomb Community College's Research Department. In conjunction with a proposed Sign Language Interpreter program, MCC is conducting a survey of public school districts in the county to determine to what degree they employ trained sign language interpreters. Can you help me with this by taking a few minutes of your time to answer a few questions over the phone?

1. Approximately how many hearing impaired students are currently enrolled in your district?
(How many? _____)
2. How many are fully mainstreamed?
(How many? _____)
3. How many are assigned to a Resource Room?
(How many? _____)
4. How many are in self-contained classrooms?
(How many? _____)
5. Do any hearing-impaired students have sign language interpreters assisting them in the classroom?
Yes.....1
No.....2 (Skip to 7)
Don't Know.....8 (Skip to 7)
N/A.....9 (Skip to 7)
6. How are these interpreters paid
By the school district.....1
By the ISD.....2
By the student.....3
by an outside agency.....4
Other.....5
7. Are any tutorial services provided for hearing impaired students by the district?
Yes.....1
No.....2 (Skip to 9)
Don't Know.....8 (Skip to 9)
N/A.....9 (Skip to 9)

INTERMEDIATE SCHOOL DISTRICTS

8. How are these services provided?
Teacher consultant.....1
Teacher Aide.....2
Other5 (_____)
Don't Know.....8
N/A.....9
9. From what agency or firm are interpreters hired?
Detroit Deaf, Hearing & Speech Center.....1
Community Services for Hearing Impaired.....2
Social Services for Hearing Impaired.....3
Other4 (_____)
Don't Know.....8
N/A.....9
10. To the best of your knowledge, how many current staff members or faculty are trained in sign language?
(How many? _____)
11. Would training in sign language enable any employees to upgrade their current positions?
Yes.....1
No.....2
Don't Know.....8
N/A.....9
12. Do you expect to hire any sign language interpreters within the next five years?
Yes.....1
No.....2
Don't Know.....8
N/A.....9
13. Do you expect to hire any sign language interpreters within the next year?
Yes.....1
No.....2
Don't Know.....8
N/A.....9
14. Do you have any special concerns, reservations, or candid advice about the need, feasibility or potential of this type of program?

That concludes the questions. Thank you very much for your help.

APPENDIX G

MCC STUDENT INTEREST SURVEY
SIGN LANGUAGE INTERPRETER STUDY
OCTOBER, 1989

This survey is being conducted as part of a study to determine whether MCC should establish a program leading to an associate degree as a Sign Language Interpreter. A minimum of four semesters of study would be required to complete this program and achieve state certification.

A Sign Language Interpreter translates spoken material into sign language (manual communication) for the deaf and interprets sign language of the deaf into written or oral language for those not familiar with sign language. The interpreter is most likely to work in educational, health, or public service situations. The State of Michigan requires certification at a minimum accuracy of 60%. Ability to succeed in such a program requires strong language skills and manual dexterity.

Would you please help us determine the interest in such a program by answering the following questions? When you are finished, return the survey to your professor.

Thank you for your time and assistance.

Marilyn Schueneman
Project Director

Research and Evaluation
Project #89-034

MCC STUDENT INTEREST SURVEY
SIGN LANGUAGE INTERPRETER STUDY
OCTOBER, 1989

1. Course being surveyed in _____
2. What is your gender? Male _____
Female _____
3. How many non-credit classes have you taken at MCC?
None _____
1 - 3 _____
4 - 8 _____
More than 8 _____
4. How many hours of credit have you earned at MCC?
None _____
Less than 30 _____
30 or more _____
5. Check all degrees which you currently hold.
Certificate..... _____
Associate Degree... _____
Bachelor's Degree.. _____
Master's Degree.... _____
Doctorate..... _____
Other..... _____
None..... _____
6. Please specify what program or area of interest you are currently pursuing at MCC:
Associate of Applied Science..... _____
Associate of Arts..... _____
Associate of General Studies..... _____
Other..... _____
Don't Know..... _____
None..... _____
7. Check the highest educational level you plan to reach in the next 5 years.
Certificate..... _____
Associate Degree... _____
Bachelor's Degree.. _____
Master's Degree.... _____
Doctorate..... _____
Other..... _____
Don't Know..... _____
None..... _____

(over please)

SIGN LANGUAGE INTERPRETER STUDY

Page 2

8. Would you be interested in obtaining an Associate Degree in Sign Language Interpreting?
Yes. _____
No.. _____
DK.. _____
9. Would you be interested in limited course work for credit in Sign Language?
Yes. _____
No.. _____
DK.. _____
10. Would knowledge of Sign Language complement your present program or enhance your career opportunities?
Yes. _____
No.. _____
DK.. _____
11. Would you be interested in taking a credit course in Sign Language as an elective or to support a personal interest?
Yes. _____
No.. _____
DK.. _____
12. Do you know anyone who uses Sign Language?
Yes.. _____
No... _____
13. Have you yourself ever used Sign Language?
Yes.. _____
No... _____
14. Have you ever taken any instruction in Sign Language?
Yes.. _____
No... _____

APPENDIX H

NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF CERTIFICATION DEFINITIONS

Listed in order of highest competency level achievable

NATIONAL SIGN LANGUAGE CERTIFICATION

1. Masters Comprehensive Skills Certificate (MCSC) Awarded to an interpreter/transliterater who has held a CSC for at least four years and has met the standards of a CSC at a higher competency rate.
 2. Specialist Certificate: Legal (SC:L) Awarded to an interpreter/transliterater who possesses a CSC for at least three years plus specialized skills to qualify for standards for interpreting and transliterating in a variety of legal settings and comprehension of both English and signed legal terminology.
 3. Comprehensive Skills Certificate (CSC) Ability to interpret and transliterate using either a manual code for English or American Sign Language in an interpreting or transliterating situation, utilizing the preferred communication mode of the hearing impaired individual. Effective facilitation of communication between hearing and hearing impaired individuals includes the ability to render manually, orally or through writing a hearing impaired person's message.
 4. Reverse Skills Certificate (RSC) * Ability to convey a message from American Sign Language or a manual code for English into appropriate English either signed or spoken. (Intermediary Interpreter).
 5. Interpretation Certificate (IC) Ability to convey a message from spoken English into appropriate or acceptable American Sign Language or ASL-like signing for interpretation. Also includes the ability to interpret manually or orally from American Sign Language to English a hearing impaired person's message.
 6. Transliteration Certificate (TC) Ability to convey a message from spoken English into a manual code for English for transliteration. Also includes the ability to transliterate manually or orally from a manual code for English to English a hearing impaired person's message.
- * The majority of RSC interpreters are deaf or hearing impaired.

NATIONAL ORAL INTERPRETING CERTIFICATION

1. Oral Interpreter Certification: Comprehensive (OIC) Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements for hearing impaired persons. Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of the third person.
2. Oral Interpreter Certificate: Spoken to Visible (OIC:S/V) Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements for hearing impaired persons. Possesses limited or minimal ability in understanding the speech and/or mouth movements of a hearing impaired person to repeat the message exactly or in essence for the benefit of the third person.
3. Oral Interpreter Certificate: Visible to Spoken (OIC:V/S) Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of the third person.

DESCRIPTION OF STATE QUALITY ASSURANCE LEVELS
(QA)

QA LEVEL III

Intermediate skill level: for the candidate who demonstrates the ability to interpret/transliterate communication between hearing and hearing impaired persons with a minimum of 85% accuracy.

Recommended for situations where there may or may not be an opportunity for the interpreter to stop communication for purposes of clarification.

Example: Educational/tutorial situations, public meetings and job interviews.

QA LEVEL II

Limited skill level: for the candidate who demonstrates the ability to interpret/transliterate communication between hearing and hearing impaired persons with a minimum of 75% accuracy.

Recommended for one-to-one or small group situations where the interpreter may or may not have an opportunity to stop communication for the purpose of clarification.

Example: Educational/tutorial situations, informal meetings and daily living skills training.

QA LEVEL I

Restricted skill level: for the candidate who demonstrates the ability to interpret/transliterate communication between hearing and hearing impaired persons with a minimum of 60% accuracy.

Recommended mainly for one-to-one situations where the interpreter has the opportunity to stop communication for the purpose of clarification.

Example: Social/recreational situations, non-technical and informal meetings.

NOTE:

Nationally RID certified interpreters are strongly recommended for legal, mental health, medical and long term counselling situations.

APPENDIX I

REVISED ADMINISTRATIVE RULES FOR SPECIAL EDUCATION Effective July 1, 1987
Michigan State Board of Education

governmental agency as a condition of practicing their profession, certified by a legally recognized professional board or association as an indication of adequate preparation and training, or recommended by a college or university offering an appropriate training program as approved by the state board of education.

R 340.1793 Paraprofessional personnel; qualifications.

Rule 93.(1) Paraprofessional personnel employed in special education programs shall be qualified pursuant to requirements established by their respective intermediate school district plan. Paraprofessional personnel include, but are not limited to teacher aides, health care aides, bilingual aides, instructional aides, and program assistants in programs for severely mentally and severely multiply impaired.

(2) An interpreter for the deaf shall be any of the following:

(a) A certified interpreter as defined in Act No. 204 of the Public Acts of 1982, being §393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons' interpreters act.

(b) A qualified interpreter as defined in Act No. 204 of the Public Acts of 1982, being §393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons' interpreters act who has been approved at quality assurance level II or III.

(c) A high school graduate, or equivalent, with advanced training in a community college or degree-granting institution whose training program has been approved by the department.

R 340.1794 Instructional aides; qualifications.

Rule 94. An instructional aide employed in programs for the severely multiply impaired, the severely mentally impaired and the trainable mentally impaired shall meet either of the following qualifications:

(a) Be a high school graduate, or equivalent, with a minimum of 2 years of successful experience as an aide in a day care training program or a trainable classroom, or equivalent experience, and be recommended by an administrator who has supervised the work of the aide for at least 1 year.

(b) Be a high school graduate, or equivalent, with advance training in a community college or degree-granting institution whose special education instructional aide training program has been approved by the department.

R 340.1795 Teachers of the preprimary age impaired; special requirements.

Rule 95.(1) A fully approved teacher of preprimary age students, in addition to meeting the specific requirements set forth in R 340.1782, shall possess either of the following:

(a) A major or minor in early childhood education or child growth and development, as recommended by an approved university.

(b) The early childhood endorsement on the teaching certificate.

(2) Certified staff who have been assigned to a program for preprimary age children pursuant to R 340.1738 to R 340.1744, R 340.1747 and R 340.1748, R 340.1756, and R 340.1758 within 3 years prior to the time this rule became effective shall have full approval.

R 340.1796 Teachers of the speech and language impaired; special requirements.

Rule 96.(1) A teacher of the speech and language impaired shall meet all of the following requirements:

(a) An earned master's degree in speech and language pathology.