

SIGN LANGUAGE
INTERPRETER TRAINING PROGRAM
NEEDS ASSESSMENT

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SIGN LANGUAGE INTERPRETER TRAINING PROGRAM
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EXECUTIVE SUMMARY

- Information on the need for a Sign Language Interpreting Training Program at Oakland Community College was obtained by validating and updating a Macomb Community College Needs Study conducted in the Fall of 1989 and again in 1991.
- Extensive telephone interviews, personal interviews, correspondences and Fax's confirm a definite need for qualified sign language interpreters.
- Increased awareness of the needs of deaf people following the 1990 Americans with Disabilities Act (ADA) should stimulate employment demand.
- Certification is available for interpreters, at a national level, through the Registry of Interpreters for the Deaf (RID).
- State qualification is available through Michigan's Quality Assurance (QA).
- Rules and ethics followed by professional interpreters
- Salary scales tend to be hourly, based on interpreter's level of certification qualification and the nature of the interpreters assignment.
- Employment opportunities are definitely available. Agencies contacted, who supply most of the contract interpreters, indicated a serious need for qualified interpreters. Many assignments go unfilled due to lack of interpreters.
- The number of deaf and hard-of-hearing in relation to the number of interpreters.
- Michigan ranks 7th in deaf population but it ranks 45th in the number of interpreters.
- Three colleges and S.E. Michigan provide Interpreter Training Programs, there are NONE in the tri-county area.

PURPOSE

The purpose of this report is to present information to assist in evaluating the need for a Sign Language Interpreter Program at Oakland Community College. There seems to be a consensus of opinion among experts in the field of interpreting that a four-year program is desirable. This program would offer a two-year Sign Language Studies program along with a two-year Interpreter Training Program (ITP) to go hand in hand. After completing the program, the student will be ready to obtain RID certification or QA qualification and be prepared for employment.

Each of the major existing programs in Michigan is listed below with a brief description of its curriculum.

MADONNA UNIVERSITY: Offers a four- year Bachelor of Arts degree with a two-year Associate Degree in the Sign Language Studies department. Associate Degree in the Sign Language Studies department.

LANSING COMMUNITY COLLEGE: Offers a two- year Associate Degree and an Associate in Arts Degree within the Communications Department with prerequisite courses in American Sign Language. The course is currently being changed to a three-year bases, which its director believes to be essential. Approximately 360 students enrolled in the Fall '96 Sign Language I, II , and III classes with 20 students enrolled in two evening sections of interpreter training.

MOTT COMMUNITY COLLEGE: Offers two degrees and one certification program in the field of sign language. The first degree is an Associate in Applied Science degree in Interpreting for the Deaf. Students in this program not only learn American Sign Language, they also learn how to interpret communication between deaf and hearing people. The second degree is an Associate in Applied Science degree in Deaf Studies. Students in this program are given foundations for working with Deaf people. In addition to learning American Sign Language, students will take some beginning interpreting classes and lecture classes dealing with the lives of deaf persons. This is a degree that would supplement other career interests such as teacher, nurse, social worker, psychologist, or any field that has contact with deaf people. The third program is a Deaf Studies Certificate. It is a one year program designed for people who wish to be able to communicate with deaf people and understand their culture.

In addition, Northwestern Michigan College offers an Associate of Arts degree within which students can focus in ASL interpreting training coursework and prepare for Michigan's Quality Assurance examinations.



REGIONAL DISTRIBUTION
MIRID REGIONS

QUALITY ASSURANCE AND
 REGISTRY OF INTERPRETERS FOR THE DEAF
 1995 STATISTICS

<u>REGION</u>	<u>R.I.D</u>	All Levels <u>Q.A.</u>
1.	16	55
2.	20	28
3.	21	51
4.	15	22
5.	16	25
6.	17	20
7.	13	15
8.	<u>10</u>	<u>7</u>
	128	223

These figures seem like we may have an abundance of qualified interpreters; but in fact , we don't. After calculating, the figures actually indicate **40 RID and 63 QA interpreters.** The reason for this is that the same person may be counted in more than one region.

MICHIGAN COMMISSION ON
DISABILITY CONCERNS

ESTIMATED DEAF/HARD OF HEARING POPULATION BY MICHIGAN COUNTIES, 1990 ALL AGES

COUNTIES	POPULATION	DEAF/HH	DEAF	HARD OF HEARING
MICHIGAN	9,286,325	609,183	90,077	519,106
ALCONA	10,145	666	98	567
ALLEGAN	90,509	5,937	878	5,059
ALPENA	30,605	2,008	297	1,711
ANTRIM	18,185	1,193	176	1,017
ARENAC	14,931	979	145	835
BARAGA	7,954	522	77	445
BARRY	50,057	3,284	486	2,798
BAY	111,723	7,329	1,084	6,245
BENZIE	12,200	800	118	682
BERRIEN	161,378	10,586	1,565	9,021
BRANCH	41,502	2,723	403	2,320
CALHOUN	135,982	8,920	1,319	7,601
CASS	49,477	3,246	480	2,766
CHARLIEVOIX	21,468	1,408	208	1,200
CHEBOYGEN	21,398	1,404	208	1,196
CHIPPEWA	34,604	2,270	336	1,934
CLARE	24,952	1,637	242	1,395
CLINTON	57,883	3,797	561	3,236
CRAWFORD	12,260	804	119	685
DELTA	37,780	2,478	366	2,112
DICKINSON	26,831	1,760	260	1,500

EATON	92,879	6,093	901	5,192
EMMET	25,040	1,643	243	1,400
GENESEE	430,459	28,238	4,175	24,063
GLADWIN	21,896	1,436	212	1,224
GOGEBIC	18,052	1,184	175	1,009
GRAND TRAVERSE	64,273	4,216	623	3,593
GRATIOT	38,982	2,557	378	2,179
HILLSDALE	43,431	2,849	421	2,428
HOUGHTON	35,446	2,325	344	1,981
HURON	34,951	2,293	339	1,954
INGHAM	281,912	18,493	2,735	15,759
IONIA	57,024	3,741	553	3,188
IOSCO	30,209	1,982	293	1,689
IRON	13,175	864	128	736
ISABELLA	54,624	3,583	530	3,053
JACKSON	149,756	9,824	1,453	8,371
KALAMAZOO	223,411	14,656	2,167	12,489
KALKASKA	13,497	885	131	754
KENT	500,631	32,841	4,856	27,985
KEWEENAW	1,701	112	16	95
LAKE	8,583	563	83	480
LAPEER	74,768	4,905	725	4,180
LEELANAU	16,527	1,084	160	924
LENAWEE	91,476	6,001	887	5,114
LIVINGSTON	115,645	7,586	1,122	6,465
LUCE	5,763	378	56	322
MACKINAC	10,674	700	104	597

MACOMB	717,400	47,061	6,959	40,103
MANISTEE	21,265	1,395	206	1,189
MARQUETTE	70,887	4,650	688	3,963
MASON	25,537	1,675	248	1,428
MECOSTA	37,308	2,447	362	2,086
MENOMINEE	24,920	1,635	242	1,393
MIDLAND	75,651	4,903	734	4,229
MISSAUKEE	12,147	797	118	679
MONROE	133,600	8,764	1,296	7,468
MONTCALM	53,059	3,481	515	2,966
MONTMORENCY	8,936	586	87	500
MUSKEGON	158,983	10,429	1,542	8,887
NEWAYGO	38,202	2,506	371	2,135
OAKLAND	1,083,592	71,084	10,511	60,573
OCEANA	22,454	1,473	218	1,255
OGEMAW	18,681	1,225	181	1,044
ONTONAGON	8,854	581	86	495
OSCEOLA	20,146	1,322	195	1,126
OSCODA	7,842	514	76	438
OTSEGO	17,957	1,178	174	1,004
OTTAWA	187,768	12,318	1,821	10,496
PRESQUE ISLE	13,743	902	133	768
ROSCOMMON	19,776	1,297	192	1,105
SAGINAW	211,946	13,904	2,056	11,848
ST. CLAIR	145,607	9,552	1,412	8,139
ST. JOSEPH	58,913	3,865	571	3,293
SANILAC	39,928	2,619	387	2,232

SCHOOLCRAFT	8,302	545	81	464
SHIAWASSEE	69,770	4,577	677	3,900
TUSCOLA	55,498	3,641	538	3,102
VAN BUREN	70,060	4,596	680	3,916
WASHTENAW	282,937	18,561	2,744	15,816
WAYNE	2,111,687	138,527	20,483	118,043
WEXFORD	26,360	1,729	256	1,474
TOTAL	9,286,325	609,183	90,077	519,106
PERCENTAGES	---	6.56%	0.97%	5.59%

The prevalence rates from **THE DEAF POPULATION OF THE UNITED STATES** (Schein & Delk), 1974, pp.25 were used to compute the deaf and hard of hearing population. The rate for hearing impaired (deaf/hh) population is approximately 6,563 per 100,000 or 6.56% and deaf population is approximately 965 per 100,000 or .97% (almost 1%) of the general population in the North Central region. The hard of hearing figures are the differences between the deaf/hh and deaf columns.

** Note: State and local estimates are not available at this time because sample households in the national surveys are not selected to be representative of states and localities. This is unfortunate, since the allocation of resources and administration of services for this population are generally at the state and local level.

The U.S. Bureau of the Census has not included a question on hearing impairment since 1930, and no plans have been announced to include a question in 2000. However, beginning in 1995, the National Center for Health Statistics plans to change the sampling strategy for the Health Interview Survey to allow some state and regional estimates.

(Taken from Gallaudet University Demographic Aspects of Hearing Impairment, by Judith Holt and Sue Hotto, 1994)

DEMOGRAPHIC ASPECTS OF HEARING IMPAIRMENT
GALLAUDET UNIVERSITY

Judith Holt
Sue Hotto
Third Edition 1994

The deaf or hard-of-hearing population is estimated by the National Center for Health Statistics (NCHS) of the U.S. Department of Health and Human Services. According to their 1990 and 1991 Health Interview Surveys, approximately 20 million persons, or 8.6 percent of the total U.S. population 3 years and older were reported to have hearing problems. **

Estimate of the Prevalence of Hearing Impairments by Age Group,
United States, 1990-1991

<u>Age Group</u>	<u>Population</u>	<u>Number of Hearing Impaired</u>	<u>Percent of Population</u>
TOTAL	235,688,000	20,295,000	8.6%
3-17 years	53,327,000	968,000	1.8%
18-34 years	67,414,000	2,309,000	5.4%
35-44 years	38,019,000	2,380,000	6.3%
45-54 years	25,688,000	2,634,000	10.3%
55-64 years	21,217,000	3,275,000	15.4%
65 years & older	30,045,000	8,729,000	29.1%

Source: National Survey for Health Statistics, Data from the National Health Interview Survey, Series 10, Number 188, Table 1, 1994.

** Note: NCHS does not collect data on persons under 3 years of age. For more information on this age group, refer to Special Education, December 1, 1995 chart.

Source Form SE-4568
School Year 1995-1996

Special Education -- December 1, 1995
Students by Diagnostic Category and by Age

Date: April 5, 1996

AGE	EMI	TMI	SMI	EI	LD	HI	VI	POHI	SXI	SPEECH	PPI	AI	TOTAL
0 TO 2 YRS													
0	4	1	3	.	.	5	5	181	12	54	50	.	315
1	20	3	5	.	1	25	14	443	79	71	237	.	898
2	40	33	19	2	1	66	26	484	153	554	458	13	1,849
SUBTOTAL	64	37	27	2	2	96	45	1,108	244	679	745	13	3,062
3 TO 5 YRS													
3	106	76	45	23	13	80	29	448	206	1,956	800	82	3,864
4	185	100	45	53	35	126	34	488	188	3,576	961	114	5,905
5	318	110	53	126	125	156	58	477	225	6,024	632	167	8,471
SUBTOTAL	609	286	143	202	173	362	121	1,413	619	11,556	2,393	363	18,240
6 TO 11 YRS													
6	730	189	56	304	658	205	55	612	210	7,201	99	159	10,478
7	899	201	51	560	2,286	220	59	614	213	6,754	1	171	12,029
8	1,197	219	59	895	4,945	209	71	716	202	6,296	1	173	14,983
9	1,259	256	76	1,139	7,419	239	66	712	195	5,147	.	148	16,656
10	1,350	227	73	1,311	8,731	229	73	715	170	3,984	.	163	17,026
11	1,347	275	72	1,545	8,867	233	63	699	150	2,299	.	145	15,695
SUBTOTAL	6,782	1,367	387	5,754	32,906	1,335	387	4,068	1,140	31,681	101	959	86,867
12 TO 17 YRS													
12	1,246	287	73	1,663	8,787	195	61	649	161	1,444	.	123	14,689
13	1,185	349	90	1,891	8,506	211	69	646	138	899	.	87	14,071
14	1,226	298	74	1,949	7,980	217	53	642	135	533	.	91	13,198
15	1,191	340	95	2,020	7,642	190	77	588	124	360	.	95	12,722
16	1,083	318	104	1,770	6,629	204	63	558	128	241	.	88	11,186
17	877	318	64	1,140	5,333	178	59	431	130	141	.	74	8,745
SUBTOTAL	6,808	1,910	500	10,433	44,877	1,195	382	3,514	816	3,618	.	558	74,611
18 TO 21 YRS													
18	629	274	99	574	3,429	119	28	269	94	65	.	65	5,645
19	320	253	79	164	601	39	21	75	105	12	.	65	1,734
20	167	248	78	65	134	10	8	39	82	5	.	57	893
21	150	205	82	31	57	12	3	33	107	2	.	58	740
SUBTOTAL	1,266	980	338	834	4,221	180	60	416	388	84	.	245	9,012

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Source Form SE-4568
School Year 1995-1996

Special Education -- December 1, 1995
Students by Diagnostic Category and by Age

Date: April 5, 1996

AGE	EMI	TMI	SMI	EI	LD	HI	VI	POHI	SXI	SPEECH	PPI	AI	TOTAL
22 TO 26 YRS													
22	138	204	95	23	31	8	6	17	82	.	.	40	644
23	109	218	82	11	16	3	5	21	97	1	.	40	603
24	108	234	86	19	7	1	3	34	73	1	.	40	606
25	92	231	93	18	4	2	5	24	91	.	.	40	600
26	13	56	21	.	2	.	2	2	14	.	.	10	120
SUBTOTAL	460	943	377	71	60	14	21	98	357	2	.	170	2,573
STATE TOTAL	15,989	5,523	1,772	17,296	82,239	3,182	1,016	10,617	3,564	47,620	3,239	2,308	194,365
PERCENT	8.23%	2.84%	.91%	8.90%	42.31%	1.64%	.52%	5.46%	1.83%	24.50%	1.67%	1.19%	100.00%

- EMI - Educably Mentally Impaired
- TMI - Trainably Mentally Impaired
- SMI - Severely Mentally Impaired
- EI - Emotionally Impaired
- LD - Learning Disabled
- HI - Hearing Impaired
- VI - Visually Impaired
- POHI - Physically or Otherwise Health Impaired
- SXI - Severally Multiply Impaired
- SPEECH - Self explanatory
- PPI - PrePrimary Impaired
- AI - Austically Impaired

LEGAL BASE AND DEFINITIONS

The legal basis for providing interpreters is found in the Americans with Disabilities Act of 1990 (ADA), The Michigan Handicapper Civil Rights Act of 1976 (PA 220), and the Deaf Person's Interpreter Act of 1982 (PA 204), which are detailed below.

1. ADA, Title II, Sec. 202 (PL 101-336) - Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity.
2. ADA, Title III Sec. 302 (A) (PL 101-336) - General Rule. - No individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of any place of public accommodation by any person who owns, leases (or leases to), or operates a place of public accommodation.
3. PA 220, Article 1, Sec. 102 (PA 220 of 1976) - The opportunity to obtain employment, housing, and other real estate and full and equal utilization of public accommodations, public services, and educational facilities without discrimination because of a handicap is guaranteed by this act and is a civil right.
4. PA 204, Sec. 3 (PA 204 of 1982) - In any action before a court or grand jury where a deaf person is a participant in the action, either as a plaintiff, defendant, or witness, the court shall appoint a **certified interpreter** or in its discretion, appoint a **qualified interpreter**, to interpret the proceedings to the deaf person, to interpret for the deaf person's testimony or statements, and to assist in preparation of the action with the deaf person's counsel.
5. PA 204, Sec. 5 (PA 204 of 1982) - If a deaf person is **arrested** and taken into custody for **any alleged violation** of a criminal law of this state, the arresting officer and the officer's supervisor shall procure a **certified interpreter** or a **qualified interpreter** in order to properly interrogate the deaf person and to interpret the deaf person's statements.

NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF (RID)
CERTIFICATION DEFINITIONS

- MCSC** Master Comprehensive Skills Certificate: Awarded to an interpreter/transliterators who has held a CSC for a least four years and has met the standards of a CSC at a higher competency rate.
- SC:L** Specialist Certificate: Awarded to an interpreter/transliterators who possesses a CSC plus specialized skills to qualify at standards established for interpreting/transliterating in a variety of legal settings with comprehension of English and signed legal terminology.
- CSC** Comprehensive Skills Certificate: Ability to interpret/transliterate using either English or American Sign Language in the situation, selecting the preferred communication mode of the hearing impaired individual.
- RSC CDI-P** Reverse Skills Certificate*: Ability to interpret with working knowledge of American Sign Language and English or transliterate with working knowledge of English and a signed code for English. (Intermediary interpreter/Deaf interpreter)
- CI** Certificate of Interpretation
or
- IC** Interpretation Certificate: Ability to convey a spoken message from English into appropriate or acceptable American Sign Language for interpretation. Also has the ability to voice the hearing impaired person's message in English.
- CT** Certification of Transliteration
or
- TC** Transliteration Certificate: Ability to convey a spoken message from English into manually coded English for transliteration. Also has the ability to voice the hearing impaired person's message in English.
- OIC:C** Oral Interpreter Certification: Comprehensive: Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movement for the hearing impaired person. Also has the ability to voice the message of the hearing impaired person for the benefit of the third person.
- OIC:S/V** Oral Interpreter Certificate: Spoken to Visible: Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movement for the hearing impaired.
- OIC:V/S** Oral Interpreter Certificate: Visible to Spoken: The ability to understand the speech and silent mouth movements of a hearing impaired person, and to voice the message for a hearing person.

STATE QUALITY ASSURANCE (QA) LEVELS
DESCRIPTIONS

QA LEVEL III

Intermediate Skill Level: demonstrated ability to interpret/transliterate communication between hearing and hearing impaired persons with a minimum of 85% accuracy.

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

Examples: educational/tutorial, informal meetings and daily living skills, training, public meetings, interviews.

QA LEVEL II

Limited skill level. demonstrated 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 the opportunity to stop communication for clarification.

Examples: Education/tutorial situations, informal meetings and daily living skills training.

QA LEVEL I

Restricted skill level: demonstrated 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 clarification.

Examples: Social/recreation situations, non technical and informal meetings.

ADMINISTRATION RULES FOR SPECIAL EDUCATION
REGARDING
INTERPRETERS FOR THE DEAF

The following is a discussion of qualifications for interpreters of the deaf. The criteria can be found in the Administrative Rules for Special Education, R 340.1793(1) which follows:

- (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 advance training in a community college or degree-granting institution whose training program has been approved by a department.

A certified interpreter, as described in part (a) above, is one who is certified by the Registry of Interpreters for the Deaf. The agency may be contacted at the following address or phone number to obtain certification requirements:

Mr. Clay Nettles, Executive Director
Registry of Interpreters for the Deaf
8630 Fenton Street, Suite 324
Silver Spring, MD 20910
(301) 608-0050

Part (b) of R 340.1793(2) refers to a qualified interpreter. This person will have passed a quality assurance test, given by the Michigan Department of Labor, Division of Deaf and Deafened, at quality assurance level of II or III. Information regarding quality assurance testing may be requested from the following source:

Ms. Maureen Wallace, Interpreter Coordinator
Michigan Department of Labor
Division on Deafness
201 N. Washington Square, Box 30015
Lansing, MI 48909
(517) 649-3777 T/V

Interpreters for the Deaf

Lansing Community College, Mott Community College, and Madonna University offer training programs for interpreters that were approved by the Department (State Board of Education) on April 17, 1990. Candidates for interpreter of the deaf may qualify under part # (c) of R 340.1793(2) by completing a training program offered by one of these institutions.

If a candidate had completed a training program for interpreter for the deaf at one of these institutions before approval of the program by the Department and now wishes to qualify as an interpreter, such candidate should contact the institution of training to determine whether all required coursework has been completed.

On July 1, 1987, when Rule 340.1793 became effective, and since that time, there were personnel hired in the role of interpreter for the deaf who were not able to meet the qualifications of the rule. On August 24, 1988, Dr. Edward Birch drafted proposed procedures for utilizing interpreters for the deaf who have been unsuccessful in meeting the requirements of R340.1793(2) This memo stated that:

The proposed standards for interpreters who have been unsuccessful in meeting the requirements of Rule 340.1793(2) are as follows:

- A. The employing school district shall:
 - 1. Verify that efforts have been made to identify and to hire fully qualified personnel.
 - 2. Submit a yearly letter recommending the interpreter for continued service in the school district.
 - 3. Allow release time for the interpreter to attend training if the B.2 option is chosen.

- B. The interpreter shall:
 - 1. Complete a minimum of six hours of course work per year in interpreter for the deaf training in a community college or a degree-granting institution. (After September 1, 1989, this training must be in a program approved by the State Board of Education, or
 - 2. Demonstrate proof of yearly participation in the Michigan Department of Education sponsored interpreter for the deaf training or training provided by the Division of Deafness.

Interpreters for the Deaf

Continuation of reimbursable status shall be dependent upon the satisfactory completion of the above standards but shall not exceed two years from the date of initial recommendation.

On September 6, 1988, the State Board of Education approved procedures for utilizing interpreters for the deaf who have been unsuccessful in meeting the requirements of R340.1793(2).

The action of the State Board is described in a memo from Donald L. Bemis dated October 5, 1988 (attached), and is very similar to the proposed language.

As indicated in the Birch memo of August 24, 1988, candidates are allowed two years from the date of initial recommendation (by the employer, as an interpreter who has not met the qualifications) to meet the requirements of R 340.1793(2). At this time, some individuals have continued to be employed for two years after the date of initial recommendation by the employer as an interpreter and have failed to meet the requirements of 340.1793(2). The Department of Education, Special Education Services, is currently reviewing the question of continued employment for such unqualified interpreters and/or conditions for continued employment.

INTERPRETERS CODE OF ETHICS

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide the interpreter, the consumers (hearing and hearing impaired) and the profession, as well as to insure for all the right to communicate.

This code of ethics applies to all nationally certified and state qualified interpreters.

- * Interpreter/transliterators shall keep all assignment-related information strictly confidential.
- * Interpreter/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.
- * Interpret/transliterators shall not counsel, advise or interject personal opinions.
- * Interpreter/transliterators shall accept assignments using discretion with regard to skill, setting and the consumer involved.
- * Interpreter/transliterators shall request compensation for services in a professional and judicious manner.
- * Interpreter/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading current literature in the field.
- * Interpreter/transliterators by virtue of membership in or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.

INTERPRETER AGENCIES INTERVIEW

Deaf-Hearing and Speech Center, Inc.
 19185 Wyoming Blvd.
 Detroit, MI 48221
 (313) 341-4090
 Interpreter-coordinator Kathy Tisch

QA I	QA II	QA III	RID	DEGREE
6	3	2	2	9

Sign Language Services of Michigan
 P.O. Box 412
 Eastpointe, MI 48021
 (810) 778-4188
 Interpreter-coordinator Dawn Flanagan

QA I	QA II	QA III	RID	DEGREE
11	7	4	2	19

Deaf-Can
 2111 Orchard Lake Road
 Suite #101
 Sylvan, MI 48320
 (810) 332-3323
 Interpreter-coordinator Marcy Colton

QA I	QA II	QA III	RID
3	8	12	10

Expressions in Sign
 P.O. Box 7107
 Flint, MI 48507-0101
 (810) 743-5439

QAI	QAII	QAIII	RID
4	3	3	4

All the above agencies, with the exception of one, expressed an overwhelming need for qualified interpreters.

RECOMMENDED FEE SCHEDULE
(Con't)

NYSS (Not Yet Successfully Screened) \$8.50
Very restricted skill appropriate for social situations and areas where accurate communication is not essential. The interpreter should have nearly complete control over the speed and flow of the communication.
ABSOLUTELY NO MEDICAL OR LEGAL INTERPRETING.

OTHER RECOMMENDATIONS/EXPLANATION:

ONE interpreter is usually sufficient for assignments described previously for up to two hours, IF at least a fifteen-minute (15) break is scheduled and adhered to.

A TEAM of two or more interpreters should be hired for all situations involving more than two hours, regardless of the length or number of breaks allowed. Each interpreter hired for a team situation should be paid at the full recommended rate OR MORE.

The hourly rates listed previously are the MINIMUM RECOMMENDED rates for each skill level. Individual interpreters may elect to negotiate their hourly rates or special conditions, such as a daily rate, as they feel necessary.

All interpreting assignments outside of "normal business hours" should be paid with the following adjustments:

Weekends and evenings: Hourly rate multiplied by factor 1.5

Holidays: Hourly rate multiplied by a factor of 2.0 or 3.0

**OAKLAND COMMUNITY COLLEGE
PROPOSED INTERPRETER RATES
1996**

<u>CERTIFICATION</u>	<u>CURRENT HOURLY RATE</u>	<u>RECOMMENDED RATED</u>
Non-certified without degree	12.00	13.00
Non-certified with degree	13.20	15.00
QA1 without degree	13.20	15.00
QA1 with degree	14.40	17.00
QA2 without degree	14.40	17.00
QA2 with degree	15.60	19.00
QA3 without degree	15.60	19.00
QA3 with degree	16.80	21.00
National Certification	18.00	23.00

SUMMARY

The profession of interpreting is becoming a fast and growing field in the United States. Due to the passing of the Americans with Disabilities Act of 1990, there has been more demands for qualified interpreters than ever before.

Based on this assessment there is a clear and well-documented need for more qualified sign language interpreters in Michigan. Increased awareness of the needs of deaf people following the implementation of the 1990 Americans with Disabilities Act may open up more employment opportunities. At the present time employment opportunities, outside the field of education, are more available for part-time or contract work. Existing college and university programs are attracting considerably more students at the Sign Language Studies level than at the Interpreting Training level. It is a demanding profession with a considerable degree of physical and mental stress, but still, a very rewarding career.

REFERENCES

Division on Deafness
Maureen Wallace, Interpreter-coordinator

Lansing Community College,
Brenda Cartwright, Interpreter-coordinator

Northwestern Michigan College
Margarite Cotto, Discipline Chair

Macomb County Library Services for the Blind and Handicapped
Linda Champion

Macomb Intermediate School District,
Joyce Sheehy, Consultant for Hearing Impaired

United Way
Karen Carotta, L.I.N.K.

United Way
Dan McDougall

Michigan Rehabilitation Services
Cheryl Emory, Vocational Rehabilitational Counselor

Oakland Intermediate School District
Sandra Robison

Mott Community College
Stephanie Jo Naeyart, Coordinator
Interpreter Training Program

Deaf-Can!
Marcy Colton, Interpreter-coordinator

East Hills Middle School - Hearing Impaired Center Program
Nancy Mosher, Educator

REFERENCES

Con't

Michigan Department of Education - Office of Special Education
Ted Beck, Supervisor

Deaf-Hearing and Speech Center
Kathy Tisch - Interpreter-coordinator

Sign Language Services of Michigan
Dawn Flanagan - Interpreter-coordinator