



## Creating Opportunities for Interpreters and Interpreter Educators

### **Interpreter Education Beyond 2012: Toward Effective AA and BA Partnership Models**

~

***Linda Stauffer, Rob Hills, Keith Cagle, Brenda Cartwright,  
Shelley Lawrence***

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The National Consortium  
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## NCIEC

- The National Consortium of Interpreter Education Centers is funded from 2005 – 2010 by the U.S. Department of Education
- Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind.

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## What is the National Consortium of Interpreter Education Centers?

- A collaboration of six centers.
- Our goal: To increase the number of qualified interpreters and advance the field of interpreting education.

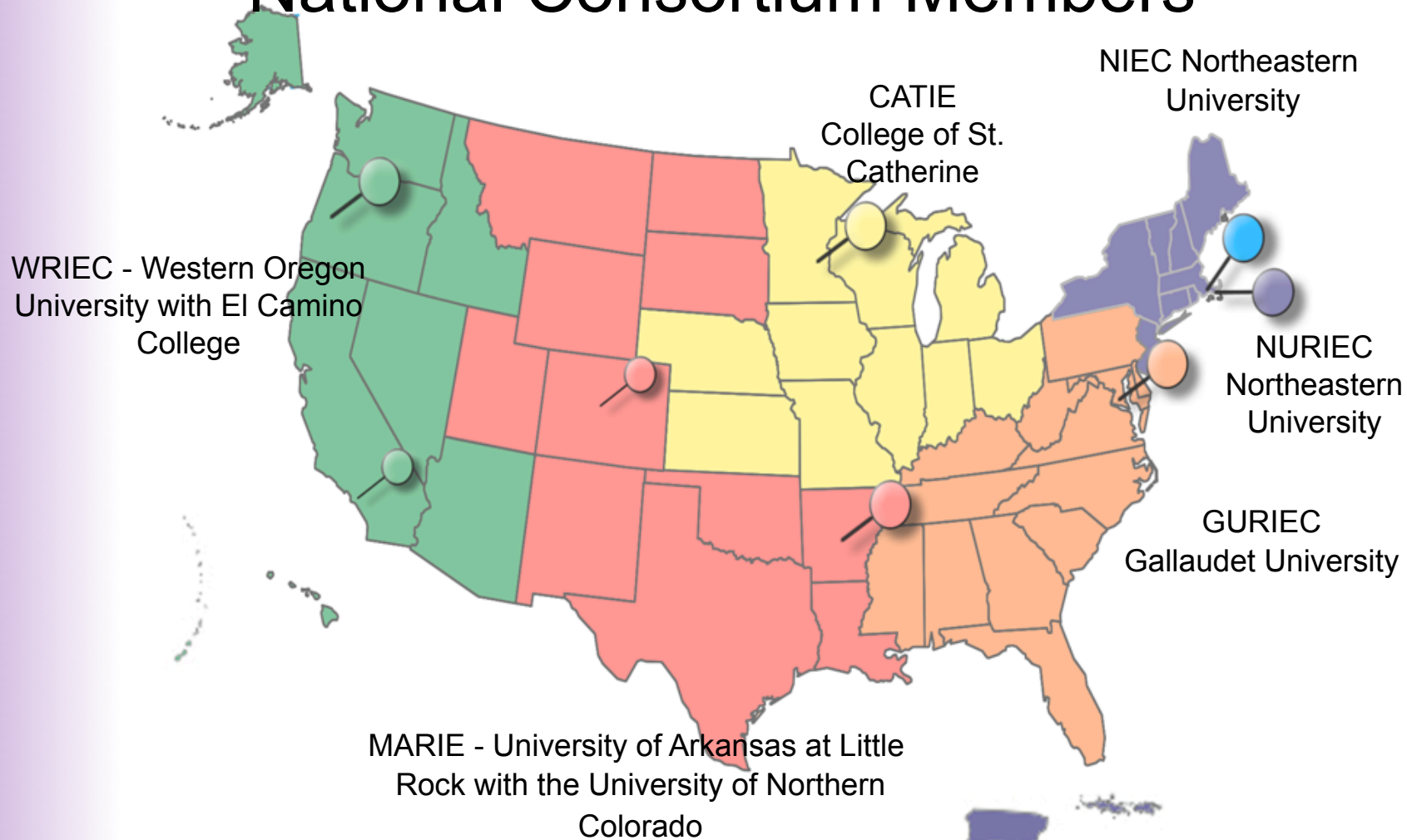
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# National Consortium Members



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## Building a New Model

- Promote professional development and effective practices in the profession
- Use the power of partnerships
- Maximize shrinking federal dollars
- Eliminate duplication

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## AA~BA Partnership Workteam

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Linda Stauffer, Co Chair	<i>Arkansas</i>
Pauline Annarino, Co Chair	<i>California</i>
Rob Hills	<i>New York</i>
Keith Cagle	<i>North Carolina</i>
Brenda Cartwright	<i>Michigan</i>
Cynthia Roy	<i>Wash., DC</i>
Leilani Johnson	<i>Colorado</i>
Shelley Lawrence	<i>California</i>
Sherry Shaw	<i>Florida</i>

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# AA ~BA Partnership Workteam Partners

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Betsy Winston

*Colorado*

Pam Morris

*North Carolina*

Annette Miner

*California*

Lynda Remmel

*Colorado*

Rico Peterson

*Massachusetts*

Eileen McCaffrey

*California*

*DO-IT Center Staff*

*Colorado*

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## AA-BA Workteam

### *Overarching Purpose*

- To increase the number of interpreters who hold bachelor degrees by assisting post-secondary institutions to engage in AA-BA partnership models that have merit for sign language interpreter education.

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# Strategic Plan

1. **By September 30, 2009**, AA-BA partnership models, both existing and new, that have merit for sign language interpreter education will be identified, defined and summarized, and shared with the field
2. **By September 30, 2010** a robust relationship between CCIE, AA-BA Workteam will be established and maintained with the goal of supporting the promotion of CCIE standards and program accreditation.
3. **By Sept 30, 2010**, open potential electronic discussion format for IEP directors to communicate/dialogue regarding AA-BA transitions.
4. **By September 30, 2010** support the CCIE as they develop and duplicate educational materials for administrators and interpreter educators.
- 1.

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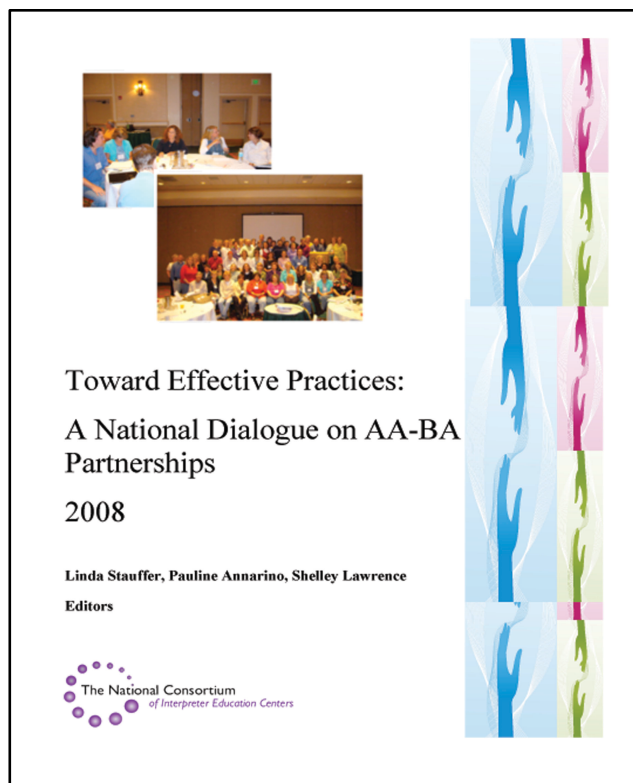


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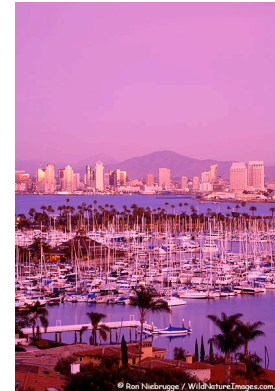
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## B.A. Directors Meeting

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- October 18, 2006, San Diego, CA
- 29 BA IEP Directors attended
- Online discussion before meeting – Rob Hills

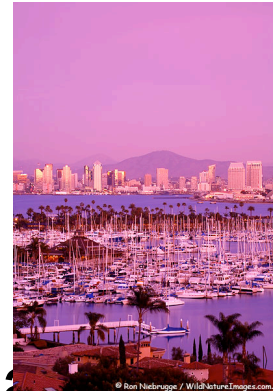
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## B.A. Directors Meeting

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- Rico Peterson presented on language standards in interpreter education
- Outcome
- Online discussion post meeting – Rob Hills

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# A.A. Directors Summit

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- May 18-20, 2007, in Denver, CO
- 48 AA degree programs represented
- Online before meeting – Rob Hills

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# A.A. Directors Summit

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- Definitions – Shelley Lawrence

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## *Definitions...*

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### *AA-BA Collaborative Model*

*A.A. and B.A. faculty work together to design a shared four-year degree program. Program design is new and built from the ground up.*

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## *Definitions...*

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### *Articulation*

The process of developing a formal, binding written agreement that identifies courses or sequence of courses at one college/university that are comparable to, or acceptable in lieu of, specific course requirements at another college/university. Written agreements may take the form of memorandum of understandings, transfer agreements, inter- or intra-state agreements, etc.

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## *Definitions...*

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### ***B.A. Completion: 2+2, 3+1, 3+2, etc.***

Often defined as an agreed upon four-year plan of coursework between the two-year and four-year institutions. In our field such a plan may take the form of deaf studies/language coursework at the two-year institution and interpreting coursework at the four-year institution, or take the form of a terminal degree in interpreting with transfer capabilities to the four-year institution to complete a related major, etc.

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## *Definitions...*

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### *Block Transfer*

Block transfer is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma, or cluster of courses that is recognized as having an academic wholeness or integrity and can be related meaningfully to a degree program or other credential.

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## *Definitions...*

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### *Blended Model*

Courses offered at different sites (several colleges) with collaboration among institutions regarding courses offered. Course numbering and sequencing are coordinated. Results in a joint degree. Also known as vertical or concurrent articulation.

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### *Bridging*

A bridging course is a special course that prepares a student for a particular university or college course, usually in specialist areas like math or science. Bridging courses usually do not include general studies. Bridging courses may fulfill gaps between programs or provide remedial work while in transition.

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## *Definitions...*

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### *Cluster Credit*

Cluster credit denotes situations where two or more courses must be combined, at either the sending or the receiving institution, in order to achieve equivalence.

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## *Definitions...*

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### *Dual Admission*

Dual admission provides early registration and guaranteed acceptance upon successful completion of coursework at the associate level. The student enters the four-year institution with junior standing providing he or she has maintained the academic grade point average required at the transfer institution.

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## *Definitions...*

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### *Dual Enrollment / Articulation*

Also referred to as "co-admission" or "concurrent enrollment." College-to-university degree partnership agreements are student-focused arrangements that enable college students to be formally enrolled at both a community college and university campus at the same time. Students have access to classes on both campuses, an integrated system of financial aid administration, and library and computer resources on both campuses.

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## *Definitions...*

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### *Hybrid Model*

A generic term used to describe specialized models, most often the combining of traditional approaches with non-traditional (innovative) approaches to degree completion.

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### *Language to Skill Model*

Provides for a language to be developed at either the two- and/ or four-year institution, with post language interpreting skill obtained at the certificate level.

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## *Definitions...*

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### *Post-Graduate Certificate Model*

Allows people with baccalaureate degrees to complete interpreter preparation in one-two years at either the four-year institution or two-year college.

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## *Definitions...*

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### *Reverse 2+2 Model*

Student matriculation takes a reverse path, with a student possibly having completed some coursework at a four-year institution and next seeking a degree at a two-year institution. There are also some "reverse 2 + 2" programs whereby a student completes coursework at a four-year institution and returns to a two-year institution to complete a program of study. This process can also occur within a single four-year institution. Also referred to as a B.A./Certificate Model, general education courses can be taken at any university, but core program content is taken at a specific college/university and can occur concurrently.

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## *Definitions...*

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### *University Center Model*

Often refers to the offering of four-year degrees on two-year campuses. University faculty teach on the campus of the two-year institution, and students may take both A.A. and B.A. coursework, but most or all coursework occurs on the two-year campus. Ultimately, students receive their degrees from the four-year institution.



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# A.A. Directors Summit

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- Dr. David Longanecker, keynote
  - Others have gone before
  - Issues:
    - Differences in institutional missions
    - Faculty credentials
    - Lapse in logic
    - Three major waves: demographic change, change within demographic change, resource constraints

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- Recommendations (Longanecker)
  - *Resolve the “mission differentiation/mission creep” dilemma*
  - *Resolve the faculty qualifications dilemma.*
  - *Resolve the program attrition issue.*
  - *Resolve the “lapse in logic” dilemma.*

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- Panelists outside the field
    - Rehabilitation
    - Respiratory Therapy
    - Early Childhood Education
  - Panelists of interpreter programs in partnerships
    - Ann Reifel, Vincennes University, Indianapolis, IN
    - Lynda Remmel, Front Range Com College, Denver, CO
    - Lynn Finton, NTID, Rochester, NY
    - Rob Hills, LaGuardia Community College/CUNY, New York, NY
  - Roundtable discussion

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- Models: Shelley Lawrence
  - 2+2 Model
  - 3+1 Model
  - Blended Model
  - University Centered Model
  - Block Transfer Model

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# A.A. Directors Summit

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- Summit Evaluation
- Online Discussion after Summit Rob Hills

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## Conclusions

- Constructing new models of partnership requires much time and daring to build creatively outside the box and perhaps outside one's comfort zone. Collaboration is hard work--voluntary collaboration is even harder.
- In order to foster quality interpreter education, stronger links must be forged between two- and four-year interpreter education programs and the institutions in which they reside.

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## Conclusions

- A.A. programs are not going away anytime soon. All interpreter programs will *not look* the same in terms of partnering and evolving, and that is good.
- A.A. and B.A. program directors must dialogue with program faculty in order foster “buy-in” of collaborative endeavors.



## Conclusions

- The ASL and English skills of students matriculating from A.A. into B.A. programs vary from program to program. There is a collective desire among educators to work with ASLTA to develop ASL standards for ASL sequenced courses so that students enter programs with skills commensurate with established standards.



## Conclusions

- Two-year IEPs are not easily defined. They lead to a variety of degree outcomes: A.A., A.A.S., and certificate. They are housed in a variety of institutions: two-year colleges, four-year universities, public institutions, and private institutions. This variety presents challenges to articulation and partnership that must be addressed.
- IEPs vary in their focus--emphasizing community interpreting, education interpreting, or deaf studies.

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## Conclusions

- All IEPs must work collaborative to ensure a seamless four-year continuum for student learning. It behooves institutions to work hand in hand when developing any collaboration.
- Faculty members are very experienced, but aging, dedicated educators. These individuals will be retiring in large numbers in the next decade. The challenge will be to continue to meet the demands for qualified faculty.



## Conclusions

- Many IEP faculty members are personally working toward higher degrees, not only modeling lifelong education for their students, but also setting the bar higher for themselves as the field sets the bar higher for students.
- Some A.A. and B.A. programs have already established partnerships ranging in design from formal to informal, and with success rates ranging from minimal to outstanding.

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## Conclusions

- Programs need additional resources for, as well as better understanding from, their administrators.
- All programs are facing:
  - changing student and consumer demographics;
  - increasingly limited resources with ever increasing demands on time and programs;
  - fiscal restraints beyond programmatic control; and
  - the task of determining what to “become” in the next few years.

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## Conclusions

- Interpreting is not the first profession to face increased credentialing requirements. Thankfully there are partnership models in other professions. It is beneficial to step outside the interpreting profession and listen to other perspectives (e.g., higher education) regarding collaboration and articulation. It is equally enlightening to learn from other professions that have faced increased educational requirements for credentialing (e.g., nursing, early childhood studies, rehabilitation counseling, respiratory therapy).

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## Recommendations



- 1) Develop partnerships should be a joint venture between two- and four-year interpreter education programs. Ongoing conversation and collaboration are essential for effective partnerships.
- 2) Develop partnership models that ensure a seamless four-year continuum for student learning with “buy-in” from all faculty members.

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## Recommendations



- 3) Develop language standards for ASL sequenced courses.
- 4) Establish a national communication structure for dialogue between interpreter education programs.
- 5) Promote programmatic accreditation as critical underpinning for educational success for interpreting students.



## Recommendations



- 6 Create mechanisms for a continued national dialogue between A.A. and B.A. interpreter educators to address common issues.
- 7) Continue empirically-based research to define, describe, and evaluate effective partnership models in interpreter education.
- 8) Advocate for financial resources for programs to meet the critical challenges of changing student populations.

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## Recommendations



- 9) Develop product-based tools to support faculty in their dialogue with and education of administrators, or those in a position to affect change, about program needs and barriers to programmatic change (e.g., classroom size, restricted degree hours, instructor credentials, financial resources), as well as the importance of engaging in AA-BA partnerships, adopting CIT standards, and CCIE accreditation.



## Recommendations



- 10) Use RID's mandate of a bachelor's degree to sit for certification testing to influence paradigm shift in interpreter education.
- 11) Develop materials to support programs in engaging administrators in dialogue regarding changing standards and programmatic needs.



## Action Plan for Years 4 and 5

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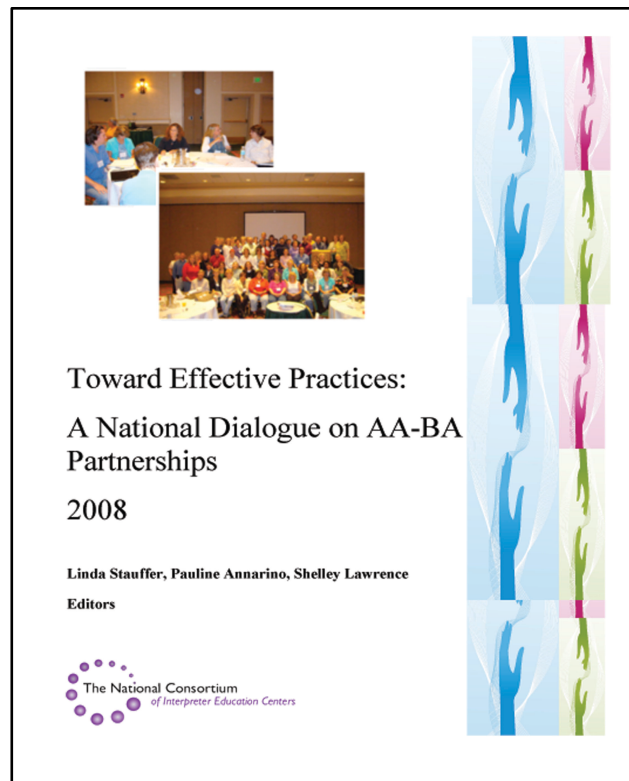
- 1) Work with local partners to describe the partnership models in more depth so as to make them more replicable within the field of interpreter education.
- 2) Identify B.A. programs wishing to enter partnerships under these models. Develop a template for evaluation and field-testing.
- 3) Disseminate the AA-BA Workteam's collective "lessons learned" to the field.



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# Questions and Answers



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## Resources

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