Module 1: VR as a Federally Mandated System

Study Guide
Fall 2012
Interpreting in VR Settings

Module 1: VR as a Federally Mandated System

Hosted by the UNC MARIE Center of the NCIEC in collaboration with WRIEC.

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Any interpreter participating in the Interpreting in VR Settings Professional Development Series must understand that the MARIE Center and individual faculty members are not responsible for the interpreter’s success or failure in achieving completion of the series.

The program partnership and private individuals who work with the MARIE Center declare that they do not discriminate on the basis of race, color, national origin, creed, gender, sexual orientation, or disability.

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# Table of Contents

Table of Contents .................................................................................................................. 3  
Module Overview .................................................................................................................... 1  
  Purpose .................................................................................................................................. 1  
  Impact .................................................................................................................................... 1  
  Objectives ............................................................................................................................... 2  
Completion Requirements ....................................................................................................... 2  
Student Participation .............................................................................................................. 3  
Facilitator Role ....................................................................................................................... 3  
Guidelines for Use of Technology .......................................................................................... 3  
Guidelines for Blackboard Discussions .................................................................................. 4  
Guidelines for Written Assignments ...................................................................................... 5  
Module Evaluation .................................................................................................................. 6  
  Grading Criteria ...................................................................................................................... 6  
  Materials Checklist ................................................................................................................ 7  
How to use this Study Guide .................................................................................................. 8  
Module Preview ...................................................................................................................... 9  
Unit Preview ............................................................................................................................ 10  
Roadmap ................................................................................................................................ 12  
Assignments ............................................................................................................................ 18  
  Assignment Overview ........................................................................................................... 18  
  Online Discussions/Participation .......................................................................................... 20  
Assignment 1 .......................................................................................................................... 22  
Assignment 2 .......................................................................................................................... 24  
Assignment 3 .......................................................................................................................... 27  
Assignment 4 .......................................................................................................................... 33  
Assignment 5  Pilot Only ......................................................................................................... 36  
Rubrics ...................................................................................................................................... 38  
  Rubric for Graded Discussion Items ...................................................................................... 39  
  Rubric for a Disability Rights Paper (Assignment 1) ............................................................. 41  
  Rubric for a Fact Sheet on VR Evaluation/Assessment (Assignment 2) ............................... 43  
  Rubric for Case Study ........................................................................................................... 45  
  Rubric for Essay (Assignment 4) ............................................................................................ 47
Module Overview

Purpose

The purpose of this module is to provide interpreter practitioners with a holistic view of vocational rehabilitation as a system. This module focuses on increasing an interpreter’s knowledge and understanding of the history and development of the VR system with particular attention to the VR process, current career theories that underpin counselor service delivery, and creation of a common framework for discussing terms and concepts specific to the field of rehabilitation.

This introductory module addresses the competencies relating to the skills, knowledge and understanding of the VR system. The learner will gain a historical perspective on the development of the VR service system, including the state/federal relationship, the VR process, and the role of VR legislation in interpreter education.

Impact

Interpreters work within a variety of systems and as a result, need to be system thinkers. A system is a coordinated body of methods or a scheme or plan of procedure; an organizational scheme. Examples of systems in which interpreters work include: a system of government, a legal system, the healthcare system, the K-12 system of education, or—as is the case with this training module—the VR system. System thinking is a way of viewing the inter-relationship between parts of a process and viewing them holistically. In organizations, systems—such as VR—consist of people, structures, and processes that work together to make an organization work together as a whole.

Systems thinking is based on the belief that the component parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect.

In the case of interpreters, being a system thinker means appreciating how the system works and functions, and how interpreters fit into the system. Sometimes, practitioners can be interpreter-centric and expect the system to adapt to them versus them adapting to the system.

Increased knowledge of the VR system will enable interpreters to work more effectively with counselors, individuals seeking services, community delivery partners and interpreter colleagues. The goal of this module is for the interpreter to understand the history, processes and theories that form the foundation for the VR system to better understand the world view of VR counselors and the activities that VR consumers are engaged in. With better understanding, interpreters can more accurately interpret between consumers, counselors, and other service personnel, and thus be a more effective member of the team.
Objectives

By the end of this module, you will be able to:

- Describe the history of VR and its role in the development of interpreting and interpreter education.
- Understand federal mandate administered through states to help individuals with disabilities obtain employment and the mission of VR as administered through the Rehabilitation Services Administration.
- Explain VR process assessment tools and research a specific tool in detail.
- Understand the mandate administration via the federal/state relationship.
- Describe the VR process from application to post employment services.
- Describe the roles and responsibilities of VR personnel.
- Describe community partners and the implications that a variety of settings has for the job of the interpreter.
- Describe Career Development theories and how they lay the foundation for counselor delivered VR services to consumers.
- Describe Service Delivery theories and how they can be applied to vocational rehabilitation counseling.
- Identify and utilize common terminology and abbreviations.

Completion Requirements

As a distance learner, you have a unique opportunity to take responsibility for your own learning by establishing a study and participation schedule that maximizes your learning. Since the class does not ‘meet’ at an established time and day of the week, it will be your responsibility to stay current with your readings, activities and assignments. As well, it is important for you to be an active participant in the online discussions that connect you with your peer learners and section facilitator for the purpose of exploring and discussing your new learning.

This Blackboard class will challenge you to do your best work. Information, exercises and activities are provided to help you with this process. You will have the opportunity to assist each other toward success. Your input is essential. You will gain what you put into the class. All assignments will be done electronically.

Deadlines are important. Web-based participation requires that you stay on top of your work, communicating with your classmates and your facilitator. There will be requirements for discussion and collaboration using the Blackboard discussion groups. You have interpreting experiences and personal perspectives to share. This sharing will facilitate new learning for all participants.

So, to ensure that this learning experience works for you, the following items are required for satisfactory completion:

- Complete the Module Pre-Test
- Read all assigned readings.
- Complete all defined activities.
- Complete homework assignments per instructions.
- Submit homework as directed by the assignment on, or before, assigned due dates.
• Actively participate in online discussion groups. You should be posting both original and responding posts each week of the module.
• Maintain a journal of your observations about module content and learning experiences to assist you with module evaluation.
• Complete Module Post-Test
• Complete the Module evaluation(s).

Student Participation

The primary goal of this module is to deliver training and knowledge to prepare interpreters to effectively work within VR settings. This module is created for individuals with a direct knowledge of the interpreting process and demands associated with the interpreting task. It will be most beneficial for those individuals who can apply this module to their work as an interpreting in a broad range of VR settings.

Facilitator Role

The facilitator for this module will be Anna Witter-Merithew, Director for the Mid America Regional Interpreter Education Center (MARIE)—which is one of the partners of the National Consortium of Interpreter Education Centers (NCIEC) and funded by the Rehabilitation Services Administration (RSA). She is a one of the lead content specialists for this area of study and has been an interpreter practitioner and/or educator for four decades.

The facilitator’s role is to assist you in accomplishing the learning objectives of this module. In this capacity, she will provide general guidance for discussions and overall module management, act as a resource and provide feedback on assignments. She will not function as a “teacher” in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side). If you have a question and/or concerns regarding assignments, materials, or module-related issues please contact your Section Facilitator.

Reasonable expectations for responses from your Section Facilitator electronically are 48 to 72 hours and feedback on written assignments may take up to a week. When contacting your Section Facilitator for specific or assignment related information, plan ahead. Remember she will need a couple of days to respond to you. Assignment grades will be posted to Blackboard and can be viewed in the “My Grades” icon.

anna.witter-merithew@unco.edu or 704-795-0052.

Guidelines for Use of Technology

Responsible use of the MARIE Center technologies and services (i.e., Blackboard, video conferencing, media) requires that you:

• Respect the rights of others by complying with all college and program policies regarding intellectual property and copyright.
• Respect the rights of others by complying with all college and program policies regarding sexual, racial and other forms of harassment, and by preserving the privacy of personal data to which you may have access.
- Respect the privacy of others by not tampering with their tapes, files, attachments, passwords, or accounts, or representing others when messaging or conferencing.

- Use only computer IDs or accounts and communication facilities which you are duly authorized to use, and use them for the purposes for which they were intended.

- Do not allow anyone else to use your ID or accounts to access classes or other resources available to registered students of the program.

- Respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.

**Inappropriate Use**

Certain activities are considered inappropriate use of technology services. These include electronic chain letters, pyramid schemes, mass-mailing of unsolicited e-mail, and "spamming". Spamming refers to the mass posting of a single message to multiple Usenet newsgroups regardless of whether the message is relevant to each group's topic.

### Guidelines for Blackboard Discussions

The following guidelines should be followed for all discussion groups unless otherwise indicated in the activity or assignment.

- Different discussions are created for difference purposes. Some are for academic discussion and exchange. The Student Lounge was designed as a discussion where personal information could be shared by all student members of the module. Participation in this discussion is voluntary—this is not considered part of module instruction, therefore, no staff member is facilitating the interactions in this discussion, nor are participation points considered for student interactions. All guidelines of use of technology apply in this discussion. Respect for diversity and disagreement, as well as general principles of courtesy and politeness, are expected.

- For discussion assignments, compose an articulate comment/response to the appropriate discussion.

- If you are starting a new topic, use the THREAD feature to start a new message and put the topic in the subject line of the message.

- If you are responding to another message, make sure you are reading that message when you click the REPLY button so that your message is indented under the message to which you are replying.

- It is OK to agree or disagree with a posting, but be sure to explain why you agree or disagree in a professional manner. At times it may be easy to forget that this is a public discussion and during times of stress the form of communication (written with no indication of affect or inflection) can be easily misunderstood. Therefore, concerns and issues to be brought to the attention of staff or students need to be thoughtfully composed and considered prior to posting. Private postings should incorporate the same considerations.

Information about how to use the Blackboard discussions is in the Blackboard User Guide that you received.
Guidelines for Written Assignments

The following guidelines should be followed for all written assignments submitted via an attachment through Gradebook in Blackboard or an email to the facilitator, unless otherwise indicated in the activity or assignment.

You can help your Section Facilitator and help yourself by paying attention to these guidelines, which make it much easier to review your work.

For assignments to be sent via the Gradebook in Blackboard or email:

- When you see “Email to your Section Facilitator,” do so within the email function within Blackboard.
- Create a document in MS Word and email as an attachment either as MS Word 6.0/95 (or above) document or Rich Text Format (RTF). **NOTE: Documents submitted in a format other than this (such as MS Works) will not be graded.**
- Check for grammar and spelling.
- Minimum/maximum number of words will be indicated in each assignment.
- Use 12-point font with 1-inch margins.
- Indicate the following in the subject of your email: your name, section and the assignment number.
- Put your name, the date, the module, section and assignment number at the top of your attached document.
- In the email message to your Section Facilitator, identify which version of MS Word you are using or that you are sending rich text format.
- Print a copy of the assignment as a working copy for your own notes as you view the critique of your work. Your Section Facilitator’s critique will be found in writing via email to you individually.
- Timeliness of the assignment is based on the time/date stamp on your email. Print a copy of your email with the time/date stamp to document your submission of the assignment. The Section Facilitator will let you know that it has been received and opened properly within 48-72 hours.

Grade based on:

- Content.
- English spelling and grammar.
- Timeliness of assignments.
Module Evaluation

Module grades will be assigned based on the following:

<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Activities</td>
<td>Twenty (20) Blackboard discussion activities (each worth 1 point)</td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>Essay regarding disability rights and impact on interpreting demand</td>
<td>15 points</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>VR Evaluation Tool Fact Sheet</td>
<td>15 points</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Community Partnership Case Study</td>
<td>15 points</td>
</tr>
<tr>
<td>Assignment #4</td>
<td>Essay regarding an ideal model of service delivery to deaf VR clients</td>
<td>15 points</td>
</tr>
<tr>
<td>Assignment #5</td>
<td><strong>Pilot Only:</strong> Complete Module Feedback Survey</td>
<td>20 points</td>
</tr>
</tbody>
</table>

All extensions to due dates must be negotiated with the module facilitator in advance of the due date. Late assignments (not more than 5 days past the due date) not negotiated in advance will lose one letter grade—an A assignment will be a B and so forth. Assignments submitted 5 days past the due date may not be graded—pending discretion of the facilitator.

Grading Criteria

**Pilot Only:** The first offering of this module is as a pilot and is **NOT** offered for college credit. However, assignment points will be awarded and tied to RID CEUs. In the case of the pilot, assignments will be graded as Satisfactory or Unsatisfactory, with accompanying feedback. Students achieving a satisfactory point distribution for all assignments will receive the full award of 3 CEUs for Module 1.

When this Module is offered as part of the full professional development series being launched in fall 2013, the following scheme will be used to assign grades for students taking this module:

A  91-100  Superior achievement of objectives  
B  81-90   Above average achievement of objectives  
C  71-80   Average achievement of objectives  
D  61-70   Below average achievement of objectives  
F  Below 60 Unacceptable level of achievement of objectives

During both the pilot and series offerings, weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty may result in a lowering of the grade on an assignment or module dismissal.
**Materials Checklist**

You will be using a variety of materials for this module. The following materials will be distributed to you:

- This Study Guide containing the module overview (Objectives, Unit Previews, Materials, Requirements, Assignments, Roadmap).
- Module 1 DVDs
  - Interpreting in VR Settings: A VR Staff Meeting

The following readings for this module will be found online:

- NCIEC (2011). Interpreting in Vocational Rehabilitation Settings: A Literature Review

In addition, a variety of module-related resource material will be available under the resource link of the module.

- Glossary of Terms
- PPTs of key content information
- Graph of the VR System of Service Delivery
- Sample State VR Policy and Procedure Manuals
How to use this Study Guide

This Study Guide contains all the information you need to get started with the module including:

- Module and Unit preview
- Completion requirements
- Materials checklist
- Roadmap
- Assignment overview
- Some of the module Readings (others will be available through the Blackboard resource section of the class)

To help you keep organized (there’s lots to do and remember), there is a “roadmap” that lays out all the activities required for the module.

The rest of the module content is located on the web in Blackboard. There you will find the detailed information on each activity and assignment as well as access to the discussion groups and Blackboard email. Remember, you can print activity or assignment pages from Blackboard if you want so that you can highlight, underline, circle items, write notes in the margins and do anything else you need to do to understand and work with the information.

Also, each of you has an individual amount of “processing time”. This means that it may take you a while to absorb and really understand some of the information. That’s OK! You can go over the readings several times or watch the DVDs as many times as you want. That’s one of the advantages of distance education!
Module Preview

There are eight (8) units of learning in this module. These are:

1) Historic Overview of VR,
2) Federal Civil Rights Legislation and Interpreter Demand,
3) Federal/State Relationship,
4) VR Process,
5) Understanding VR Personnel,
6) VR Community Partners,
7) Career Development Theories, and
8) Service Delivery Theories.

Each unit will contain activities designed to engage you in the review, reflection, and application of your new learning. There will be a variety of these activities throughout the module—twenty (20) are worth points towards your grade—all are intended to foster your synthesis of new learning through peer discussion, reflection, and application. To further assist you with the application of your learning, there will be a pre- and post-test, and five (5) assignments associated with this module.

The primary difference between an activity and an assignment is the amount of time required for completion and the point value assigned to each. The activities are designed to provide you with immediate review and reflection of the module material towards the goal of fostering discussion with peers. The assignments are designed to provide you with an opportunity to explore specific elements of the module material in more depth through research, critical analysis and synthesis.

The organization of the module will engage you alternately in review of module notes (contained in the Blackboard module materials), assigned readings from the module textbook, supplemental readings of online articles or materials, vocabulary building through a readings and a glossary of terminology, and guided online discussions.

As previously mentioned, the online discussions are an integral part of your learning process. Your ability to have meaningful participation in the online discussions is contingent on being current with the readings and other module activities. The module roadmap, available after the Unit Preview section of this Study Guide, provides you with a tool for guiding your progress through the module. It provides you with timelines and due dates associated with each unit’s activities and assignments.
Unit Preview

Unit 1: Historic Overview of VR
This unit introduces learners to the inception of VR services, how those services have evolved into today’s vocational Rehabilitation system. Understanding the system from its federal roots will assist interpreters in understanding the complex regulations that guide today’s services. Learners will also be exposed to the benefits of the public VR system from the taxpayer’s perspective—the return on the investment.

Unit 2: Federal Civil Rights Legislation and Interpreter Demand
In order to fully understand the work of interpreters in VR settings, learners need to understand federal civil rights legislation on structural and program accessibility for individuals who are deaf, hard of hearing, and deafblind. In this unit, key legislation—such as the Rehab Act of 1965, Section 504 of the Rehab Act of 1973, PL 94-142 (currently authorized as I.D.E.A.), and ADA will be reviewed and analyzed. The learner will gain appreciation regarding how access by consumers increases the demand for interpreter. Further, as consumers gain access, the need for interpreters to be more highly educated and knowledgeable on a wide range of topics also increases.

Unit 3: Federal/State Relationship
This unit provides the learner with basic knowledge of the federal/state relationship as mandated by law, and some of the variations in implementation of VR procedures from state to state. In order for interpreters to make informed decisions around the interpreting process, especially at higher levels of administration when working with deaf professionals, the interpreter must have a basic understanding of the federal/state relationship and its implications for the state VR budget and decision-making related to the budget.

Unit 4: VR Process
In this unit, the learner will become acquainted with the processes and structures that frame the counselor’s approach, strategies and decision making, including the assessments used to determine eligibility. Such knowledge will help provide a context from which interpreting decisions can be made, enhance the learner’s understanding of related terminology, and increase the interpreter’s comfort level with this specialized setting.
Unit 5: Understanding VR Personnel

In this unit, the learner will become acquainted with the personnel who provide services to deaf, hard of hearing and deafblind consumers of VR services, including the required academic degrees required or preferred by VR, the relationship between personnel categories or levels, typical job duties of the personnel who interface with the consumer. In addition, this unit will provide the learner with a greater understanding of the level or category in which staff and/or contract interpreters fit within the personnel organizational structure, VR personnel expectations of the interpreter, both as a staff member and a contract employee. Such knowledge will help the interpreter better understand his/her role within VR, enhance learner’s understanding of related terminology, and increase the interpreter’s comfort level within this specialized setting.

Unit 6: VR Community Partners

In serving the needs of individuals who are deaf, hard of hearing and deafblind, VR engages in partnership with many different community based organizations and agencies. This unit provides interpreters with an understanding of the multitude of settings they may find themselves in when interpreting for VR consumers or deaf VR counselors, and the role they will play in the process.

Unit 7: Career Development Theories

The purpose of this unit is to introduce the learners to various theories of career development. These theories strive to explain factors and processes that lead one to career readiness and ultimately to career obtainment and success. Some theories have long tenure, while others are more recent. One or more career development theory may form the philosophical, theoretical and practical basis of the VR counselor’s approach to service delivery.

Unit 8: Service Delivery Theories

In delivering services to VR clients, various theories of service delivery to persons with disabilities exist. In this unit, learners will understand the application of psychological counseling theory as applied to vocational rehabilitation services and how this affects the VR counselor’s style of service delivery. The effects of gender, disability, and majority/minority status on service delivery will also be explored.
**Roadmap**

Throughout the module, you will see charts that are designed to be “roadmaps” for you to help you fulfill all the module requirements. There is a “roadmap” at the start of each module with all the assignments, due dates, etc. for the module. Each unit has its own “map” to summarize the critical dates and assignments for the unit.

In your “map”, or on each activity page, you may see the following symbols to help you quickly identify the type of activity.

- Indicates DVD that you are to watch.
- Indicates a reading included in a textbook or online.
- Indicates an online discussion.
- Indicates a web activity such as searching the web or accessing Blackboard.
- Indicates a paper you are to write and send to your facilitator via regular email.
- Indicates an assignment to be uploaded to YouTube (if generated in ASL)
- Indicates an assignment to be uploaded to a Blackboard assignment tool.
- Indicates a GoToMeeting event.
Module Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the module is here in one location. Use the last column to check off each item as you complete it. See the following pages for details on each assignment.

Dates before or next to any activity indicate specific dates for that item.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unit 1: Historic Overview of VR</strong></td>
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<td></td>
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<td>Complete Module 1 Pre-test</td>
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<td></td>
<td>9/17</td>
<td>1.1 Introductions: Post an introduction that describes how you see this</td>
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<td>module relating to your current work in the field of interpreting and/or</td>
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<td></td>
<td>interpreter education.</td>
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<td>9/17</td>
<td>1.2 Read through the Study Guide and Unit Insights.</td>
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<td></td>
<td>9/17</td>
<td>1.3 View the Unit 1 PPT entitled <em>History of Vocational Rehabilitation</em>.</td>
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<td></td>
<td>9/17-9/20</td>
<td>1.4 Post response to one of the Discussion Questions in the 1.4 Discussion</td>
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<td></td>
<td></td>
<td>Forum. This activity counts towards your participation postings.</td>
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<td></td>
<td>9/21</td>
<td>1.5 View the Unit 1 PPT entitled <em>The Rehabilitation Act</em>.</td>
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<td></td>
<td>9/21</td>
<td>1.6 Visit the following website and explore the policies governing</td>
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<tr>
<td></td>
<td></td>
<td>Vocational Rehabilitation.</td>
<td></td>
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<td></td>
<td></td>
<td><a href="http://www2.ed.gov/about/offices/list/osers/rsa/policy.html">http://www2.ed.gov/about/offices/list/osers/rsa/policy.html</a></td>
<td></td>
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<td></td>
<td>9/21-9/26</td>
<td>1.7 Post response to one of the Discussion Questions in the 1.7 Discussion</td>
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<td></td>
<td></td>
<td>Forum. This activity counts towards your participation postings.</td>
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<td></td>
<td><strong>Unit 2: Civil Rights Legislation and Interpreter Demand</strong></td>
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<tr>
<td></td>
<td>9/28</td>
<td>2.1 Read Unit Insights</td>
<td>☐</td>
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<td></td>
<td>9/28</td>
<td>2.2 Read the information on the following websites.</td>
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<tr>
<td></td>
<td>9/28</td>
<td>2.3 View the Unit 2 PPT entitled *Disability Rights Legislation and</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpreter Demand*</td>
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<td></td>
<td>10/1-10/3</td>
<td>2.4 Post response to Discussion Questions in the 2.4 Discussion Forum.</td>
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<td></td>
<td></td>
<td>This activity counts towards your participation postings.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
</tr>
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<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| 10/5   | 2.5         | Read NCIEC *Interpreting in Vocational Rehabilitation Settings Literature Review*  
NOTE: A summary of the findings in ASL is available under the Course Resources |       |
| 10/5   | 2.6         | Read the NCIEC VR Needs Assessment and VR Interpreter Report and/or View the archived Webinars available at:  
http://www.interpretereducation.org/resources-technical-assistance/educational-supports-services/ |       |
| 10/8-10 | 2.7        | Post response to Discussion Questions in the 2.7 Discussion Forum. This activity counts towards your participation postings. |       |
| 10/12  |             | **Assignment 1**: Generate a short paper or ASL narrative describing the advancements in disability rights and the impact on the growth of the field of interpreting and interpreter education. See Assignment 1 description for further details. |       |

**Unit 3: Federal/State Relationship**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15</td>
<td>3.1</td>
<td>Read Unit Insights and view PPT</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>3.2</td>
<td>Internet Search: Research the VR State Plan for your state and be prepared to post findings</td>
<td></td>
</tr>
<tr>
<td>10/15-10</td>
<td>3.3</td>
<td>Post response to Discussion Questions in the 3.3 Discussion Forum. This activity counts towards your participation postings.</td>
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<tr>
<td>10/19</td>
<td>3.4</td>
<td>Complete the Unit 2 and 3 Quiz</td>
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</tr>
<tr>
<td>10/15-10</td>
<td>3.5</td>
<td>Optional: Participate in one of the scheduled GoToMeeting events</td>
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**Unit 4: VR Process**

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<th>Done!</th>
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<tbody>
<tr>
<td>10/22</td>
<td>4.1</td>
<td>Read Unit Insights.</td>
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</table>
| 10/22   | 4.2         | View the Unit 4 PPT entitled *The VR Process from Application to Post Employment*  
View the accompanying Chart  
Review Sample VR Policy and Procedure Manuals located in the Resources section of the class |       |
<p>| 10/23-10 | 4.3        | Post responses to Discussion Questions in the 4.3 Discussion Forum. This activity counts towards your participation points. |       |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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<tbody>
<tr>
<td></td>
<td>10/29</td>
<td>Watch the DVD entitled <em>A VR Staff Meeting</em></td>
<td>☐</td>
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<tr>
<td></td>
<td>10/29</td>
<td>Internet Search: Research websites related to Order of Selection Policies</td>
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<tr>
<td></td>
<td></td>
<td>Missouri</td>
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<td>New York</td>
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<td>Virginia</td>
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<td></td>
<td></td>
<td><a href="http://www.vadrs.org/oosbrochure.htm">http://www.vadrs.org/oosbrochure.htm</a></td>
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<td></td>
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<td><strong>NOTE:</strong> Feel free to research other samples including the policy within your state</td>
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<td></td>
<td>10/30-11/2</td>
<td>Post responses to Discussion Questions in the 4.5 Discussion Forum. This activity counts towards your participation points.</td>
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**Unit 5: Understanding VR Personnel**

<table>
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<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td></td>
<td>11/5</td>
<td>Read Unit Insights.</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>11/5</td>
<td>View Unit 5 PPT entitled <em>VR Personnel</em></td>
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<tr>
<td></td>
<td>11/5</td>
<td>Internet Search: Research job descriptions for various VR personnel, including counselors, state coordinators for the deaf, and vocational evaluators</td>
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<tr>
<td></td>
<td>11/6-11/8</td>
<td>Post responses to Discussion Questions in 5.4 Discussion Forum. This activity counts towards your participation points.</td>
<td>☐</td>
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<tr>
<td></td>
<td>11/12-11/14</td>
<td>Post responses to Discussion Questions in 5.6 Discussion Forum. This activity counts towards your participation points.</td>
<td>☐</td>
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<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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|        | 11/16 | **Assignment 2**: Research a specific evaluation tool used in VR to evaluate deaf clients and create a fact sheet about 1) how it works, 2) what it measures and how, and 3) key considerations for interpreters.  
**NOTE**: Students may do this as a collaborated assignment if desired. Seek approval in advance from the course facilitator. |       |
<p>|        |       | <strong>Unit 6: VR Community Partners</strong>                                            |       |
|        | 11/19 | 6.1 Read Unit Insights.                                                     |       |
|        | 11/19 | 6.2 View the Unit 6 PPT entitled VR Community Partners                      |       |
|        | 11/19 | 6.3 Internet Search: Research two community partners that work with VR in your state and be prepared to answer questions about your findings |       |
|        | 11/20-11/26 | 6.4 Post responses to Discussion Questions in the 6.4 Discussion Forum. This activity counts towards your participation points. |       |
|        | 11/28 | <strong>Assignment 3</strong>: Community Partnership Case Study                          |       |
|        | 11/26-11/30 | Optional: Participate in one of the scheduled GoToMeeting events.     |       |
|        |       | <strong>Unit 7: Career Development Theories</strong>                                     |       |
|        | 11/30 | 7.1 Read Unit Insights.                                                     |       |
|        | 11/30 | 7.2 View the Unit 7 PPT entitled Career Development Theories                |       |
|        | 11/30 | 7.3 Internet Search: Research the O’Net Online at <a href="http://www.onetonline.org/">http://www.onetonline.org/</a> for specific job descriptions and to become familiar with the job site offerings |       |
|        | 12/3-12/5 | 7.4 Post responses to Discussion Questions in the 7.4 Discussion Forum. This activity counts towards your participation points. |       |
|        | 12/7  | 7.5 Complete the Holland Self-Assessment Exercise at <a href="http://www.self-directed-search.com/">http://www.self-directed-search.com/</a> |       |
|        | 12/7  | 7.6 Post your findings from the Holland Self-Assessment in the 7.6 Discussion Forum. This activity counts towards your participation points. |       |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>12/10</td>
<td>Read Unit Insights.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
|        | 12/10 | Read Elliott and Leung Chapter “Vocational Rehabilitation: History and Practice”  
NOTE: A summary of the findings in ASL is available under the Course Resources | [ ] |
|        | 12/10 | Read Myers and Sweeney article “Wellness in Counseling”  
NOTE: A summary of the findings in ASL is available under the Course Resources. | [ ] |
|        | 12/12 | Read Kosciulek article “Employment and Career Challenges Encountered by People with Disabilities”  
NOTE: A summary of the findings in ASL is available under the Course Resources. | [ ] |
|        | 12/12 | View Unit 8 PPT entitled VR Service Models | [ ] |
|        | 12/13-12/17 | Post responses to Discussion Questions in the 8.8 Discussion Forum. This activity counts towards your participation points. | [ ] |
|        | 12/18 | Assignment 4: Prepare a written or ASL essay describing your vision for appropriate service delivery to deaf individuals in the VR setting and the nature of collaboration between interpreters and VR professionals | [ ] |
|        | 12/19 | Complete Module 1 Post-Test | [ ] |
|        | 12/19 | Complete Module 1 Evaluation | [ ] |

Congratulations! You have completed Module 1.
## Assignments

### Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Activities</strong></td>
<td><strong>Online Discussions</strong>: Twenty (20) Blackboard discussion activities. Post a response to at least one of the Unit Discussion Questions for each Unit in the module and reply to the post of at least one colleague in each Unit. This pairing is worth a total of 1 point.</td>
<td>20 points</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Assignment #1</strong></td>
<td><strong>Paper</strong>: Drawing from the readings and course material to date, generate a short paper (750-1,000 words) or ASL narrative (20-25 minutes in length) describing the advancements in disability rights and the impact on the growth of the field of interpreting and interpreter education. Use appropriate citation when referencing works that contribute to your content.</td>
<td>15 points</td>
<td>10/12</td>
</tr>
<tr>
<td><strong>Assignment #2</strong></td>
<td><strong>Fact Sheet</strong>: Research a specific evaluation tool used in VR to evaluate deaf clients and create a fact sheet that 1) provides a clear description of the tool and how it works, 2) what it is designed to measure and how it measures what it intends, and 3) key considerations for interpreters when interpreting the tool. The fact sheet should be no more than one page (front and back). Students may work in collaboration with each other for this assignment if desired. Doing so requires equal contribution and acceptance of a single grade/the same grade for all collaborating students. Seek approval from the module facilitator in advance.</td>
<td>15 points</td>
<td>11/16</td>
</tr>
<tr>
<td><strong>Assignment #3</strong></td>
<td><strong>Case Study</strong>: Students will review the Community Partnership provided as part of the assignment and analyze the case to determine the following: 1) the relationship of the agency to Voc Rehab, 2) the nature of services provided by the agency, 3) the challenges an interpreter is likely to face in the scenario, and 4) the strategies the interpreter might utilize to manage the challenges. Present your findings from the analysis in written form or in ASL addressing each of the 4 elements. Be sure to cite all resources used in formulating your responses. Students may work in collaboration with each other.</td>
<td>15 points</td>
<td>11/28</td>
</tr>
</tbody>
</table>
for this assignment if desired. Doing so requires equal contribution and acceptance of a single grade/the same grade for all collaborating students. Seek approval from the module facilitator in advance.

| Assignment #4 | Vision of an Ideal Service Model: Reflecting on all of the course material you have been exposed to during this module, generate a written or ASL essay describing your vision of what constitutes a quality service model for deaf individuals in the VR setting. Be specific in describing the role of the interpreter in your model and the nature of collaboration that would occur between the interpreter and VR professionals in implementing the model. The essay should be no longer than 750-1,000 words in length if written and 20-25 minutes in length if signed. Be sure to appropriate cite all references used in formulating your perspective. | 15 | 12/18 |

| Assignment #5 | Providing Module 1 Feedback: Complete the survey at the end of Module 1 that relates to your experiences as a learner within the module. Rely on notes/journal entries you have kept throughout the module offering insight into where the learning was successful and how the module might be improved. | 20 points | 12/19 |
Online Discussions/Participation

Post Original and Response postings to Questions in the Discussion Forums

Description

The goal of regular participation in online discussions is to provide you with the opportunity to learn from your peers and share your experience with them. In addition, participation allows you to explore your responses and reactions to the readings and homework assignments from the Module activities.

PARTICIPATION is a critical component of all learning. This is an opportunity for you to interact with the course material, your peers, and your course facilitator, as you formulate your thoughts and opinions about the topics being addressed. It also enables you to benefit from the perspectives of your peers and to challenge one another’s thinking.

Approaching the Assignment

You are to post in twenty (20) Blackboard discussion activities. Each unit will have at least two discussion forums and you are generally required to post an (1) original response to at least one (1) of the questions in each forum. In some units you will be asked to post an (1) original response to two (2) of the questions embedded in the discussion forum. An original post is a post where you are addressing a specific question directly—providing your own interpretation of the course content combined with your own experiences working in the VR setting as an interpreter.

You are also expected to contribute at least one (1) response posting within each forum. A response posting is one that you submit in response to an original post by one of your peers. A response post should be more substantive than a simple agreement or “good job”. It should contribute to a continuation of the discussion by expanding on the concepts/ideas offered by your peer, offering alternative perspectives, or asking thought-provoking questions that arise as a result of your peers contribution.

It is helpful if you indicate in your subject line if the post is an original (OP) or a response (RP).

You are encouraged to post early in a discussion cycle. The days allocated to the discussion are indicated in the road map. By posting early you allow yourself and your peers time to respond and engage in authentic conversation around the course material. Posting late or last minute discourages meaningful engagement.

Each member of the class has a responsibility to:

- Post early so that others in your group have sufficient time to read and respond
- Reflect on your own learning
- Share thoughts and observations in a professional and thoughtful manner
- Give consideration to the thoughts and observations of others, and
• Post thoughtful responses to peers’ postings

**Completing the Assignment**

To successfully pass this assignment you must:
- Post the required number of postings for each discussion forum
- Post substantive postings that reflect your own learning and understanding of the content
- Prepare your posts in a professional and courteous manner (use spell check and reflect sensitivity to diverse perspectives)
- Post in a timely manner—early for original postings and mid-way during the discussion cycle for response postings

**Grading**

Each post is worth 1 point for a total of 20 points. Grading will be done in accordance with the discussion rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 17 of the 20 points available. To move onto the next module in the program, you must successfully pass this assignment.
Assignment 1

Paper on Disability Rights

Description

Drawing from the readings and course material to date, along with any other research you feel is necessary, generate a short paper (750-1,000 words) or ASL narrative (20-25 minutes in length) describing the advancements in disability rights and the impact on the growth of the field of interpreting and interpreting education. Use appropriate citation when referencing works that contribute to your content.

Approaching the Assignment

The purpose of this assignment is to enable the learner to synthesize their learning bout disability rights with their direct experiences as an interpreting. Since interpreters benefit was wage earners in the disability arena, exploring how the rights of persons with disabilities and the related legislation impacts their work as interpreters can provide important insight and self-awareness.

In approaching this assignment, it is important to spend time thinking about the course material covered to date and to the role of the civil and disability rights movement and the associated legislation in advancing the status of Deaf individuals in the American society. The goal is that you can put the information from this module into the real-world context of deaf people and interpreters in today’s society—drawing heavily on related literature and your own experiences.

You have the option to present your assignment in written form or in an ASL narrative. Either way, you must include all of the same elements.

Your assignment should address the following elements, in addition to other elements you feel are important to include.

- Briefly discuss the historical civil and disability rights activities contributing to legislative advancements of Deaf Americans?

- Identify three of the significant pieces of legislation from the latter part of the 20th century that continue to impact the lives of Deaf Americans. Discuss the contribution of each piece of legislation. Identify specific examples of how each piece of legislation has favorably impacted the lives of deaf individuals.

- Progress often includes drawbacks. In reflecting on the legislative progress resulting from disability legislation, what drawbacks exist as it relates to deaf individuals? Offer at least two examples.

- Discuss the implications of disability rights on the fields of interpreting and interpreter education. Specifically, address the pros and cons of the privatization of interpreting services—interpreting as business—from the perspective of deaf individuals, interpreters and hearing consumers. Address at least two pros and two cons providing specific examples to support your observations.
Completing the Assignment

This assignment is worth 15 points. The distribution of points can be found in ( ) after the various criteria below.

To successfully pass this assignment you must earn 12 of the 15 points and:

✔ Address all of the elements identified in the Approaching the Assignment section of this description (4 points)
  • Address a brief history of the civil and disability rights activities contributing to legislative advancements impacting Deaf Americans
  • Identify three significant pieces of disability legislation from the latter part of the 20th century and the contribution of each
    ▪ Identify at least ONE (1) example of how each piece of legislation has favorably impacted the lives of deaf individuals
  • What drawbacks exist within the three pieces of disability legislation you identified? (3 points)
    ▪ Offer at least TWO (2) examples of drawbacks
  • Discuss the implications of disability rights on the fields of interpreting and interpreter education (4 points)
    ▪ Specifically address the impact of privatization of interpreting services—interpreting as business opportunity—from the perspectives of 1) deaf consumers, 2) interpreters, and 3) hearing consumers (typically those who pay for the service)

✔ Include the required number of examples specified—more are encouraged but not required
  • See above

✔ Draw on contemporary research to support your observations (2 points)
  • Both what has been used in the class and what you find through your own research into journals and other publications
  • Use appropriate APA or MLA citation when drawing from or referencing literature on the topic (if you present your information in ASL, refer to the authors and put the full citation in a written attachment)
  • If you need assistance, check in with the UNC Writing Lab via online link available in Blackboard

✔ Organize your ideas with clear introductions to topics, a logical and coherent flow of ideas, clear transitions from one part to the next and a summary that emphasizes your salient points (2 points)

✔ Post your paper or the link to your ASL video narrative to Assignment 1 Tool under the Assignments tab in Blackboard. The facilitator will pick it up, grade it, and return feedback to you. You can check your grade and see any feedback by going to Course Tools and selecting My Grades.

Grading

This assignment will be graded based on the criteria and point distribution identified above. To move onto the next module in the program, you must successfully pass this assignment with at least 12 of the 15 points available.
Assignment 2

Develop a Fact Sheet about a VR Evaluation/Assessment Tool

**Description**

Research a specific evaluation tool used in VR to evaluate deaf clients and create a fact sheet about it. The fact sheet should address criteria relating to the purpose and function of the evaluation/assessment tool, what it is designed to measure and how it goes about measuring what it intends, and key considerations for interpreters when interpreting the tool.

Learners may work in collaboration with each other for this assignment if desired. Doing so requires equal contribution and acceptance of a single grade/the same grade for all collaborating learners. Seek approval from the module facilitator in advance.

**Approaching the Assignment**

The purpose of this assignment is to acquaint the learner with various evaluation and assessment tools used within the VR system. To this end, the learner will research a number of tools and select one for the purpose of creating a fact sheet about it. The fact sheet should be viewed as a tool that could be used by other interpreters seeking to work in VR settings. Since assignment material is the property of the program/university, it is likely that the fact sheet each learner submits will be made available to future learners in the program in hopes that a repository of fact sheets on various tools will be available for use by the fields of interpreting and interpreter education. Each learner should also anticipate that their completed tool will be shared with their peers within the cohort in which they are participating.

VR uses a wide variety of evaluation/assessment tools—many of which must be interpreted. In this assignment, you are to research evaluation/assessment tools, select a tool, and prepare a fact sheet about the tool. Some types of tools are identified in the course materials. Others can be found in resource documents in the resource section of the class. You can go online and research VR evaluation/assessment tools. You may also need to use your own experiences within VR to request, review and select an evaluation/assessment tool.
In analyzing the tool and preparing your fact sheet, be sure to address these elements.

- The name of the tool and a general description of the type of tool it is, how it is administered, what it is intended to assess/evaluate, and how it does that

- Discuss key considerations for interpreters when interpreting the tool
  - Procedural considerations- Define the procedures used in administering the tool. Discuss at least three (3) demands that may surface because the client must do something simultaneously with being given instructions, or if the assessment is timed, or any other procedural demand that impacts the interpretation of the tool. And, identify at least three (3) possible strategies the interpreter can employ to mitigate or manage the demands.
  - Linguistic considerations—What language is used during the administration of the tool? Are there unique terms or grammatical structures included? Are there ready equivalents for these in ASL? Is the tool a completely written tool that must be read? If so, can it be sight translated? If it is sight translated, what are the implications for reliability and accuracy? Discuss at least three (3) of the linguistic demands associated with the interpretation of the tool. As well, identify at least three (3) possible strategies the interpreter can employ to mitigate or manage the demands.
  - Role considerations/conflicts—Are there any unique considerations impacting the interpreter role or that might create a unique intra- (internal) or inter- (external) personal demand for the interpreter? To what degree does the interpreter have to assert his or her presence/involvement when interpreting this tool? What are the implications of this for the assessment process? Discuss at least one (1) role consideration associated with the interpretation of the tool and at least one (1) possible strategy the interpreter can employ to mitigate or manage the demand.

Another element of approaching this assignment is to evaluate whether you want to collaborate with other peers in the completion and submission of the assignment. Collaboration can be a great way to energize a greater degree of creativity and to share in the responsibility of research and planning. And, there are a few tips that can help make the process effective.

- **Avoid assumptions.** Be as explicit as possible with one another regarding expectations, tasks, who is responsible for what, and the timelines involved.

- **Respect one another.** Different people bring different strengths and styles. When someone works differently than you, it can be a source of tension and frustration. This can be minimized if the group establishes clear agreements and frequently checks in with one another to verify progress towards completion. As well, being respectful of one another, honoring your commitments and understanding differences is required. This requires listening, not letting any one person take control, and sharing as equally as possible in the responsibility for completing the assignment.

- **Draw on one another’s strength.** One of the great things about working in a group is that not everyone has to be good at the same things! Someone might
be really good at doing research, while writing comes easy for someone else. Another person may be good at editing and formatting. Draw on your strengths to create the best end product possible! It is true that two (or more!) heads are better than one!

- **Get advanced approval.** If a group decides to work together, do so early and make sure to get advance approval from the course facilitator. One of the questions you will be asked is if you are prepared to move forward and accept that the SAME grade will be given to each group member, regardless of how individual members may perceive their contribution to the final product. So, making sure everyone is on the same page before moving forward is an important step towards a successful collaboration.

### Completing the Assignment

To successfully pass this assignment you must earn at least 12 of the 15 points possible and:

- Prepare a Fact Sheet that is no longer than one page, double sided, and contains no grammatical or spelling errors (2 points)
- Include a copy of the evaluation/assessment tool (1 point)
- Address all of the criteria stated in the Approaching Assignment section of this description (12 points total)
  - Name of the tool (1 point)
  - A general description of the tool (type of tool) (2 points)
  - Purpose of the tool, how it is administered, what it evaluates/assesses and how it measures what it intends (1 points)
  - Identify the procedural considerations/demands (at least 3) (3 points)
    - Include possible strategies that interpreter can employ to mitigate or manage the demands (at least 3)
  - Identify the role considerations/demands (at least 1) (3 points)
    - Include a possible strategy the interpreter can employ to mitigate or manage the role conflict/demand (at least 1)
  - Identify the linguistic considerations/demands (at least 3) (2 points)
    - Include possible strategies that interpreter can employ to mitigate or manage the demands (at least 3)
- Organize your Fact Sheet with clear introductions to topics, a logical and coherent flow of ideas, clear transitions from one part to the next
- Post your Fact Sheet to the Assignment 2 Tool in BlackBoard under the Assignments tab. The facilitator will pick it up, grade it, and return feedback to you. You can check your grade and see any feedback by going to Course Tools and selecting My Grades.
- Be sure your name(s) are attached to the assignment.

### Grading
Assignment 3

Case Study Analysis RE: Community Partnerships and VR

Description

Learners will review a Case Study about an agency that is frequently involved in community partnership with Vocational Rehabilitation. The actual case is attached at the end of this description. Learners will analyze the case to determine the relationship of the agency to VR, the nature of services provided by the agency, challenges the interpreter may encounter within that agency, and possible strategies the interpreter might utilize to manage the challenges. This will involve reading the case, engaging in further research about the agency, how it works/operates, how it interfaces with VR and what kinds of services it provides. It may even require a visit to the agency for observation. After analyzing the agency according to the stated criteria, findings will be reported in either a written form or in an ASL narrative.

Learners may work in collaboration with each other for this assignment if desired. Doing so requires equal contribution and acceptance of a single grade/the same grade for all collaborating learners. Seek approval from the module facilitator in advance.

Approaching the Assignment

NOTE: If a learner would prefer to research a community partner other than the one selected for this assignment, and can organize information about the community partner in a similar manner, the course facilitator is willing to review an alternative community partner for this assignment. Advance approval must be secured before an alternative community partner is used for the assignment.

The purpose of this assignment is to enable the learner to explore in greater detail one of the community partnerships in which VR engages. For this reason, Goodwill Industries, a frequent community partners with VR agencies across the country, has been selected. Some basic information about Goodwill Industries is provided in the case study, and as part of this assignment, the learner will further research Goodwill to learn more specifics about the nature of the community partnership with VR.

In analyzing Goodwill Industries, address the following criteria.

✓ Briefly discuss the history of Goodwill Industries
✓ Provide a description Goodwill and how it operates at a national and local level
  • What is the national-state relationship?
- What does it mean to be a non-profit organization? How do such organizations fit into the social service system of local communities?
- How are local Goodwill’s funded? How is Goodwill governed? Who comprises the Board of Directors?
✔ Describe the services that Goodwill provides to Vocational Rehabilitation
  • What are the types of service?
  • Who are the personnel that provide the service?
  • How are clients referred? How are VR clients funded to go through Goodwill programs?
  • How does Goodwill report the progress of VR referred clients?
  • What type of specific services does Goodwill provide for deaf individuals?
  • Where might services provided by Goodwill be physically located?

✔ How do/might interpreters fit into the Goodwill system?
  • Are the interpreters used staff of Goodwill or freelance or both? What factors impact the employment relationship of interpreters to Goodwill?
  • When might interpreters be used within Goodwill programs?
  • What are the demographics of clients served by Goodwill?
  • What is the implication of these demographics for the interpreting process?
  • What are some of the role considerations that impact the work of interpreters within Goodwill programs?

You are to report your findings in a written report (1,000-1,500 words) or ASL narrative (25-30 minutes in length).

Another element of approaching this assignment is to evaluate whether you want to collaborate with other peers in the completion and submission of the assignment. Collaboration can be a great way to energize a greater degree of creativity and to share in the responsibility of research and planning. And, there are a few tips that can help make the process effective.

• **Avoid assumptions.** Be as explicit as possible with one another regarding expectations, tasks, who is responsible for what, and the timelines involved.

• **Respect one another.** Different people bring different strengths and styles. When someone works differently than you, it can be a source of tension and frustration. This can be minimized if the group establishes clear agreements and frequently checks in with one another to verify progress towards completion. As well, being respectful of one another, honoring your commitments and understanding differences is required. This requires listening, not letting any one person take control, and sharing as equally as possible in the responsibility for completing the assignment.

• **Draw on one another’s strength.** One of the great things about working in a group is that not everyone has to be good at the same things! Someone might be really good at doing research, while writing comes easy for someone else. Another person may be good at editing and formatting. Draw on your strengths to create the best end product possible! It is true that two (or more!) heads are better than one!

• **Get advanced approval.** If a group decides to work together, do so early and make sure to get advance approval from the course facilitator. One of the questions you will be asked is if you are prepared to move forward and accept that the SAME grade will be given to each group member, regardless of how individual members may perceive their contribution to the final product. So,
making sure everyone is on the same page before moving forward is an important step towards a successful collaboration.

Completing the Assignment

To successfully pass this assignment you must earn 12 of the 15 points available and address the following criteria:

✓ Briefly discuss the history of Goodwill Industries (1 point)
  • Finding this information will require online research and/or discussion with a Goodwill administrator

✓ Provide a description Goodwill and how it operates at a national and local level (3 points)
  • Finding this information will require online research and/or discussion with a Goodwill administrator
  • What is the national-state relationship?
  • What does it mean to be a non-profit organization? How do such organizations fit into the social service system of local communities?
  • How are local Goodwill’s funded? How is Goodwill governed? Who comprises the Board of Directors?

✓ Describe the services that Goodwill provides to Vocational Rehabilitation (5 points)
  • Some of this information is available in the case study description. Additional information will require that you speak with a knowledgeable Goodwill administrator or staff person. Some local Goodwill agencies have a deafness specialist or a vocational program manager who can address many of these questions.
  • What are the types of service?
  • Who are the personnel that provide the service?
  • How are clients referred? How are VR clients funded to go through Goodwill programs?
  • How does Goodwill report the progress of VR referred clients?
  • What type of specific services does Goodwill provide for deaf individuals?
  • Where might services provided by Goodwill be physically located?

✓ How do/might interpreters fit into the Goodwill system? (5 points)
  • Determining this information will require that you speak with a knowledgeable Goodwill administrator or staff person. Some local Goodwill agencies have interpreters on staff or regular contract who can address many of these questions.
  • Are the interpreters employed as staff of Goodwill or freelance? What factors impact the employment relationship of interpreters to Goodwill?
  • When might interpreters be used within Goodwill programs?
  • What are some of the role considerations impacting the work of interpreters in the Goodwill setting?
  • What are the demographics of clients served by Goodwill?
  • What is the implication of these demographics for the interpreting process?

✓ Post your paper or the link to your ASL video narrative to the Assignment 3 Tool in BlackBoard under the Assignments tab. The facilitator will pick it up, grade it
and return feedback to you. You can check your grade and see any feedback by going to Course Tools and selecting My Grades.

### Grading

This assignment will be graded based on the above criteria basis. To move onto the next module in the program, you must successfully earn 12 of the 15 points for this assignment.

### Case Study – Good Will Industries

Over the years, countless Goodwill Industries leaders have traveled the world spreading the vision of helping people in need to reach their fullest potential through the power of work. As a result, there are currently 165 Goodwill organizations in the U.S. and Canada with 14 Goodwill affiliated organizations in other countries around the world.

Goodwill brings its reputable model of self-sustainability, backed by a 100+ year-old history of success, to markets that can support it by working closely with a wide range of local stakeholders. This model builds social enterprises that provide skills training and job placement activities leading to the employment and sustainability for people with barriers to employment.

**Long-Term Services**
Long-Term Services helps people with developmental disabilities earn wages in an integrated, productive environment. In addition to the programs below, we also employ individuals with barriers to employment in our transportation, contracts, vocational services and administrative departments.

At Goodwill, our mission is to provide vocational opportunities to individuals with barriers to employment. When you donate to Goodwill or buy from our stores, you will likely meet some of the people who have found independence, dignity and strength through our mission.

**Enclave Jobs**
Many of our Long-Term Services employees are eager to learn retail operations work at one of our Goodwill Retail Training Centers. These employees can learn and work at a variety of jobs, including dressing room attendant, stocker, pricer, sorter and donation attendant.

**High School Work Experience**
Several high schools use our worksites to assist developmentally disabled individuals 17 to 21 to adjust through the transition from school to work by offering work opportunities. Eligible individuals are identified and accompanied by a trainer from their school.
**Vocational Rehabilitation**
Goodwill assists individuals with diagnosed disabilities attain and retain jobs in the community. Our services include workplace assessments and individual job search assistance. These services are offered in partnership with Vocational Rehabilitation Services, the Veterans Administration, and the State Commissions for the Blind and other referring agencies. Please call Goodwill Industries near you and ask for our Vocational Services program and learn more about these services.

**Supported Work Program**
Goodwill provides supported work experience opportunities to individuals receiving special funds for this purpose. Our Employment Specialists provide an initial evaluation to identify and/or establish positive work habits and dependability. Individuals are then provided opportunities for additional work experience at a Goodwill location. Some participants can receive up to six months of paid on-the-job training. This program is a partnership with various supported employment networks in specific states. Please call a Goodwill near you and ask for one of our Employment Specialists to learn more about these services.

**Community Service**
People with misdemeanor offenses may be able to use one of Goodwill's worksites to perform their community service. The appropriate law enforcement agency will make referrals.

**CARF Accreditation**
Goodwill Industries programs are accredited for organizational employment services by the Commission on Accreditation of Rehabilitation Facilities (CARF). CARF is an independent, not-for-profit agency promoting quality, value and optimal outcomes of services through a consultative process that centers on enhancing the lives of the people receiving services. For more information on CARF, visit carf.org. CARF accreditation ensures that:

- Our programs and services actively involve clients in selecting, planning and using services.
- Our programs and services have met client-focused, state-of-the-art national standards of performance.
- Our organization is focused on assisting each client in achieving his or her chosen goals and outcomes.
Assignment 4 –

Essay of Your Vision for an Ideal Model of Service Delivery

Description

Reflecting on all of the course material you have been exposed to during this module, generate a written or ASL essay describing your vision of what constitutes a quality model of service delivery to deaf individuals in the VR setting. Be specific in describing the role of the interpreter in your model and the nature of collaboration that would occur between the interpreter and the VR professionals in implementing the model.

The essay should be no longer than 1,000-1,500 words in length if written and 25-30 minutes if in ASL. Be sure to appropriately cite all references used in formulating your perspective.

Learners may work in collaboration with each other for this assignment if desired. Doing so requires equal contribution and acceptance of a single grade/the same grade for all collaborating learners. Seek approval from the module facilitator in advance.

Approaching the Assignment

In looking through state plans, learners have gained insight into the way in which different state VR agencies provide services to individuals with disabilities. State plans have discussed a range of program options and practices—as well as community partnerships— that service the needs of individuals with disabilities. As well, as someone who has worked within the VR setting as an interpreter, learners have personal experience from which they can draw as they reflect on how VR specifically addresses the needs of deaf individuals.

The purpose of this assignment is for the learner to conceptualize how they think the VR system might most effectively serve the interests of deaf individuals. It may be that the learners experience leads them to an already existing model that she or he can discuss and offer as an ideal. Or, it might be that this experience has led the learner to see gaps within the system that could be improved. The learner can use this assignment to conceptualize how services to deaf individuals in the VR system might be improved upon.

Or, perhaps there are pieces of several models that can be combined to achieve the learners’ ideal vision for what services to deaf individuals within the VR system would look like. Interpreters often have opinions and insights into how systems in which they work could/should be improved, and this assignment allows the learner to explore this in more specific ways.
There are four elements to this assignment.

- A rich description of the service model that best/would best meet the needs of deaf individuals in the VR system and a discussion of why this model is perceived as the ideal (rationale)
- A description of the staff needed to implement the ideal model, including the role and function of interpreters as well as other professionals
- Specific examples of how the ideal model addresses specific needs of deaf individuals.
- The implication of the ideal model from the perspective of at least three stakeholders. Possible stakeholders include VR as a government agency [with a legal obligation and mission to serve the needs of individuals with disabilities], VR personnel, deaf VR clients, employers and interpreters. In considering the implication of the model for these various audiences, the learner is asked to take on a system view of their model and discuss the benefits and possible drawbacks that exist for each of three stakeholders they discuss.

You are to describe your model in a written report (1,000-1,500 words) or ASL narrative (25-30 minutes in length).

Another element of approaching this assignment is to evaluate whether you want to collaborate with other peers in the completion and submission of the assignment. Collaboration can be a great way to energize a greater degree of creativity and to share in the responsibility of research and planning. And, there are a few tips that can help make the process effective.

- **Avoid assumptions.** Be as explicit as possible with one another regarding expectations, tasks, who is responsible for what, and the timelines involved.
- **Respect one another.** Different people bring different strengths and styles. When someone works differently than you, it can be a source of tension and frustration. This can be minimized if the group establishes clear agreements and frequently checks in with one another to verify progress towards completion. As well, being respectful of one another, honoring your commitments and understanding differences is required. This requires listening, not letting any one person take control, and sharing as equally as possible in the responsibility for completing the assignment.
- **Draw on one another’s strength.** One of the great things about working in a group is that not everyone has to be good at the same things! Someone might be really good at doing research, while writing comes easy for someone else. Another person may be good at editing and formatting. Draw on your strengths to create the best end product possible! It is true that two (or more!) heads are better than one!
- **Get advanced approval.** If a group decides to work together, do so early and make sure to get advance approval from the course facilitator. One of the questions you will be asked is if you are prepared to move forward and accept that the SAME grade will be given to each group member, regardless of how individual members may perceive their contribution to the final product. So, making sure everyone is on the same page before moving forward is an important step towards a successful collaboration.
Completing the Assignment

This assignment is worth 15 points. The distribution of points can be found in ( ) after the various criteria below. To successfully pass this assignment you must earn 12 of the 15 points and address each of the following elements:

✓ Provide a rich description of the service model that best/would best meet the needs of deaf individuals in the VR system and a discussion of why this model is perceived as the ideal (rationale) (3 points)
  • The description should include an explanation of the overall approach to service delivery to deaf individuals by VR and a general rationale for why this approach is considered the ideal or most effective

✓ A description of the staff needed to implement the ideal model, including the role and function of interpreters as well as other key professionals (3 points)
  • Describe the personnel that are essential to the implementation of the model service delivery system to deaf individuals, with specific attention to the role and function of the interpreter(s) and who they would interface with in the implementation of the service model and examples of how they would work collaboratively to ensure effective implementation of the model

✓ Specific examples of how the ideal model addresses specific needs of deaf individuals (3 points)
  • Provide at least three examples of how the ideal model addresses specific needs of deaf individuals. The examples should relate to unique needs of deaf individuals—and can include cultural, social, academic, linguistic, or environmental barriers to their employment

✓ The implication of the ideal model from the perspective of at least three stakeholders. Possible stakeholders include VR as a government agency [with a legal obligation and mission to serve the needs of individuals with disabilities], VR personnel, deaf VR clients, employers and interpreters. In considering the implication of the model for these various audiences, the learner is asked to take on a system view of their model and discuss the benefits and possible drawbacks that exist for each of the three stakeholders they discuss (6 points).
  • Provide at least two examples of pros of the model you have described and two possible drawbacks from the perspective of EACH of the three stakeholders. In other words, you will discuss six (6) pros of the model and six (6) possible drawbacks. It is understood there may be some overlap in what stakeholders may see as pros and drawbacks, so there may be some similarity in how they are stated.

✓ Post your paper or the link to your ASL video narrative to the Assignment 3 Tool under the Assignments tab in Blackboard. The facilitator will pick it up, grade it and return feedback to you. You can check your grade and see any feedback by going to Course Tools and selecting My Grades.

Grading

This assignment will be graded based on the above criteria basis. To move onto the next module in the program, you must successfully earn 12 of the 15 points for this assignment.
Assignment 5 – Pilot Only

Providing Feedback on Module 1

Description

Learners will be given a link to a survey that relates to Module 1 that they will complete as part of the fulfillment of their participation in the pilot and earning of CEUs. Learners will respond to survey questions based on their experience throughout the module. Referring to notes maintained during the Module is encouraged so that the feedback provided will be as thorough as possible.

Approaching the Assignment

The purpose of this assignment is for the program developers to receive thorough feedback from learners about what elements of the Module were successful and where improvements can be made.

Throughout the Module, you are encouraged to keep notes/a journal about your experiences as a learner, what you are learning, and how it impacts your work or perception of your work as an interpreter in VR settings. Then, when you begin the survey, you can refer to your notes/journal to help you recall information.

Keeping in mind that this is the first module in what will be a series, you will be asked to consider the relevance of this information as a foundation for other aspects of interpreting in VR. Is this module an effective starting place? How does this foundation impact the work of interpreters in VR settings? How much of the content did you already know? Was the information organized in a clear manner? To what degree did the discussion of the content with your peers contribute to your synthesis of the information? To what degree did the assignments enable you to apply the information in a way that assisted you in synthesizing it/learning it/understanding it at a deeper level? What other types of knowledge and skills will be important for interpreters working in the VR setting? These are the types of questions you will be asked to consider and respond to during the survey.

Completing the Assignment

This assignment is a simple pass/fail. To successfully pass this assignment you must earn all 20 points available by addressing the following criteria:

- Complete the survey within the designated timeframe
- Complete the survey in a thorough, professional and thoughtful manner
- Answer all of the questions to the best of your ability
- Provide additional comments as appropriate and valuable in the preparation of other interpreters to work in the VR setting
PILOT PARTICIPANTS: Once this final assignment is submitted, and verification that all other elements of the Module have been successfully completed, each learner will be issued a certificate of completion indicating the RID CEUs earned and payment for participation will be processed.

**Grading**

This assignment will be graded solely on a pass/fail. If the survey is thoroughly completed, it is worth 20 points. If the survey is not completed or is only partially completed, it will receive no points. To successfully complete the module, learners must successfully earn all 20 points for this assignment.
Rubrics

The following pages contain the rubrics for the assignments and will print landscape, one to a page.
## Rubric for Graded Discussion Items

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>At or Above Standards</th>
<th>Needs Improvement</th>
<th>Below Standard</th>
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<tbody>
<tr>
<td>Specifics and Timeliness</td>
<td>Discussion postings must be made in the correct discussion and respond to a given question, open a new thread with a question to which it responds, or respond to another student’s posting (depending on the instructions). Length is dictated by substance (approximately 250-500 words), and “too short” or “too long/rambling” can affect the grade for quality (either not covering the topic, or by obfuscating it). Late postings lose one grade level.</td>
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</table>
| Original posting                | • Shows understanding with thoughtful, substantive ideas concerning the topic along with a supporting example, reference to relevant material, or real-life. Clarifications and explanations are concise.  
  • The response demonstrates knowledge of the field, best practices, self-awareness, and reflective analysis skills  
  • Posting is written in classic form (topic sentence, main point, supporting points and examples, conclusion), and includes referencing of external sources and resources.  
  • Grammar, spelling, and punctuation are correct.                                                                                                                                                                                                                                                                                                                                                                  | • Topic, purpose, and author’s point are all clearly identifiable, as is how it relates to the discussion thread. All required elements are addressed. Demonstrates a basic understanding and insight into the topic.  
  • Posting has an appropriate structure; and grammar, spelling, and punctuation are almost entirely accurate.                                                                                                                                                                                                                                                                                  | • Content of posting does not meet requirement(s) for reason(s) such as:  
  ✓ Does not respond to the required topic  
  ✓ Required elements are missing  
  ✓ Point is unclear or wholly unsupported  
  • Number of grammatical, spelling, and/or punctuation errors is unacceptable for college work.                                                                                                                                                                                                                                                   |
| Response to another student     | • Response clearly indicates author’s position in relation to what fellow student(s) said, such as agreeing, disagreeing, adding to, modifying, extending, or questioning it.  
  • Includes an outside resource, example, reference to relevant material, or real-life.                                                                                                                                                                                                                                                                                                                                 | • Is responsive to at least one fellow student in a personalized, meaningful way that expands the discussion with an additional piece of information or an idea.                                                                                                                                                                                                 | • Fails to respond to fellow student(s) or response is trite, inane, simplistic, or without substance (e.g., a personal remark that adds no ideas or information to the exchange, such as "I really liked your comment." "I really have said it better!").                                                                                             |
| posting                         |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                         |
| Tone                            | • Is respectful and professional.                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                       | • Shows disrespect or includes inappropriate (crude) language.                                                                                                                                                                                                                                                                                           |
# Rubric for a Disability Rights Paper (Assignment 1)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>At or Above Standard</th>
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<tr>
<td><strong>Timeliness</strong></td>
<td>Late assignments will lose one grade level</td>
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<tr>
<td><strong>Organization of paper (2 points)</strong></td>
<td>Information is very organized with clear introductions to topics, a logical and coherent flow of ideas, clear transitions from one part to the next and a summary that emphasizes your salient points.</td>
<td>Information is organized but is missing some of the required characteristics (in “At or Above Standard”).</td>
<td>Information is not organized as requested in the Assignment description.</td>
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<tr>
<td><strong>Inclusion of all elements of the assignment (4 points)</strong></td>
<td>Paper addresses: - History of civil and disability rights activities - 3 significant pieces of legislation with examples and impact - Drawbacks in identified legislation - Implications for interpreting and interpreter education.</td>
<td>Paper is missing a required element or elements are not clearly identified</td>
<td>Paper is missing several required elements.</td>
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<tr>
<td><strong>Quality of Paper Content</strong></td>
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<tr>
<td><strong>Identification and discussion of drawbacks (3 points)</strong></td>
<td>The response(s) identifies the drawbacks in the 3 pieces of disability legislation identified and offers at least TWO examples of drawbacks. The response shows a thorough understanding of the legislation and its drawbacks.</td>
<td>The response identifies the drawbacks and examples and demonstrates a basic level of understanding of the legislation.</td>
<td>The paper does not accurately identify and articulate drawbacks in the legislation and/or is missing examples or examples are incorrectly identified.</td>
</tr>
<tr>
<td><strong>Impact of Disability Rights Legislation (4 points)</strong></td>
<td>The response discusses the implications of disability rights on the field on interpreter education and specifically addresses the impact of privatization from the identified perspectives. The response demonstrates a thorough understanding of the implications and issues and consistently does all or almost all of the following: - Accurately interprets evidence, statements, graphics, questions,</td>
<td>The response identifies the implications and addresses privatization. The response demonstrates a basic understanding of the implications and issues and does most or many of the following: - Accurately interprets evidence, statements, graphics, questions,</td>
<td>The response shows definite gaps in understanding and does most or many of the following: - Misinterprets evidence, statements, questions - Fails to identify salient points/arguments. - Seldom justifies or explains findings,</td>
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<td>CATEGORY</td>
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<td>graphics, questions, etc.</td>
<td>etc.</td>
<td>etc.</td>
<td>assumptions, reasons.</td>
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<td>• Presents salient points/ arguments</td>
<td>• Presents salient points/ arguments</td>
<td>• Ignores or superficially evaluates obvious conclusions.</td>
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<td>• Draws logical and appropriate conclusions.</td>
<td>• Draws logical and appropriate conclusions.</td>
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<td>• Justifies key findings and explains assumptions and reasons.</td>
<td>• Justifies key findings and explains assumptions and reasons.</td>
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Draws on Contemporary Research (2 points)

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<tr>
<th>Draws on Contemporary Research (2 points)</th>
<th>The response draws on contemporary research to support observations.</th>
<th>The response draws on contemporary research, but may do any of the following:</th>
<th>The response does not draw on contemporary research and/or fails to appropriately cite resources.</th>
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<td>• Includes class resources as well as independent resources</td>
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<td>• does not include sufficient resources,</td>
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<td>• Uses appropriate APA or MLA citation when drawing from or referencing literature on the topic (if you present your information in ASL, refer to the authors and put the full citation in a written attachment)</td>
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<td>• does not cite all resources</td>
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<td>• cites incorrectly</td>
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<td><strong>Timeliness</strong></td>
<td>Late assignments will lose one grade level</td>
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<td><strong>Mechanics (2 points)</strong></td>
<td>Fact sheet is no longer than one page, double-sided, and contains no grammatical or spelling errors.</td>
<td>Fact sheet is more than one page and contains some grammatical or spelling errors.</td>
<td>Fact sheet contains many grammatical or spelling errors.</td>
</tr>
<tr>
<td><strong>Inclusion of evaluation/assessment (1 point)</strong></td>
<td>A copy of the evaluation/assessment tool is included.</td>
<td>A copy is not included.</td>
<td>A copy is not included.</td>
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**Quality of Paper Content**

| Identification and description of the tool (3 points) | The response(s) includes:  
- Name of tool (1 point)  
- Description of tool (2 points)  
- Purpose of tool, how it is administered, what it evaluates/assesses and how it measures what it intends (1 point)  
Description and purpose demonstrate a thorough understanding of the tool and its intent. | The fact sheet identifies and describes the tool and its purpose. However, the description and purpose demonstrate only a basic understanding of the use of the tool. | The fact sheet does not accurately identify and articulate the tool and its purpose. |
| Identification of Procedural Considerations/Demands (3 points) | The fact sheet identifies at least 3 procedural considerations/demands in use of the tool and includes at least 3 strategies that interpreters can employ to mitigate or manage demands. The response demonstrates a thorough understanding of considerations/demands and includes appropriate strategies. | The fact sheet may not correctly identify some of the procedural considerations/demands or strategies:  
- Less than 3 demands are identified.  
- Some important demands are not identified  
- Some demands are incorrectly identified  
- Some strategies are not appropriate.  
- Less than 3 strategies are identified. | The fact sheet does not identify demands or strategies or generally identifies demands incorrectly. |
<table>
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<tr>
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| Identification of Role Considerations/Demands| The fact sheet identifies at least 1 role considerations/demands in use of the tool and includes at least 1 strategy that interpreters can employ to mitigate or manage demands. The response demonstrates a thorough understanding of role considerations/demands and includes appropriate strategies. | The fact sheet may not correctly identify some of the role considerations/demands or strategies:  
- The demand identified is not the most significant demand  
- The strategy is not appropriate for the identified demand. | The fact sheet does not identify demands or strategies or generally identifies demands incorrectly. |
| Identification of Linguistic Demands         | The fact sheet identifies at least 3 linguistic considerations/demands in use of the tool and includes at least 3 strategies that interpreters can employ to mitigate or manage demands. The response demonstrates a thorough understanding of the linguistic considerations/demands and includes appropriate strategies. | The fact sheet may not correctly identify some of the linguistic considerations/demands or strategies:  
- Less than 3 demands are identified.  
- Some important demands are not identified  
- Some demands are incorrectly identified  
- Some strategies are not appropriate.  
- Less than 3 strategies are identified. | The fact sheet does not identify demands or strategies or generally identifies demands incorrectly. |
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<td>Timeliness</td>
<td>Late assignments will lose one grade level</td>
<td>The history is discussed but includes only minimal independent research.</td>
<td>The history is missing or does not include any independent research.</td>
</tr>
<tr>
<td>History of Goodwill (1 point)</td>
<td>The history of Goodwill Industries is discussed and shows evidence of online research and/or discussion with a Goodwill administrator.</td>
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<td>The description of Goodwill is included but the response may be lacking in one of these areas:</td>
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<td>• some of the questions are not addressed</td>
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<td>• minimal independent research is included</td>
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<td>• the response demonstrates only basic understanding of the topic.</td>
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<td>Description of Goodwill (3 points)</td>
<td>The case study includes a description Goodwill and how it operates at a national and local level and answers all the questions in the assignment requirements.</td>
<td>The description of Goodwill is included but the response may be lacking in several of these areas:</td>
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<td>The description shows evidence of online research and/or discussion with a Goodwill administrator.</td>
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<td>The response demonstrates a thorough understanding of Goodwill.</td>
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<td>Description of Services to VR (5 points)</td>
<td>The case study includes a description the services Goodwill provides to VR and answers all the questions in the assignment requirements.</td>
<td>The description of services is discussed but the response may be lacking in one of these areas:</td>
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<td>The description shows evidence of online research and/or discussion with a Goodwill administrator.</td>
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<td>The services in Goodwill system are discussed but the response may be lacking in several of these areas:</td>
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<td>• some of the questions are not addressed</td>
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<td>• minimal or no independent research is included</td>
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<td>• the response demonstrates significant gaps in understanding of the topic.</td>
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<tr>
<td>CATEGORY</td>
<td>At or Above Standard</td>
<td>Needs Improvement</td>
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</table>
| Discussion of Interpreters in the Goodwill system (5 points)           | - The case study includes a description how interpreters fit into the Goodwill system and addresses all the questions in the assignment requirements. | - The role of the interpreter in Goodwill system is discussed but the response may be lacking in one of these areas:  
  - some of the questions are not addressed  
  - minimal independent research is included  
  - the response demonstrates only basic understanding of the topic. | - The role of the interpreter in Goodwill system is discussed but the response may be lacking in several of these areas:  
  - some of the questions are not addressed  
  - minimal or no independent research is included  
  - the response demonstrates significant gaps in understanding of the topic. |
<p>|                                                                        | - The description shows evidence of online research and/or discussion with a Goodwill administrator. |                                                                                 |                                                                                |
|                                                                        | - The response demonstrates a thorough understanding of Goodwill.                     |                                                                                 |                                                                                |</p>
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>At or Above Standard</th>
<th>Needs Improvement</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness</td>
<td>Late assignments will lose one grade level</td>
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<tr>
<td>Description of Ideal Service Model (3 points)</td>
<td>The essay includes a rich description of the service model that best/would best meet the needs of deaf individuals in the VR system and a discussion of why this model is perceived as the ideal (rationale) The description includes an explanation of the overall approach to service delivery to deaf individuals by VR and a general rationale for why this approach is considered the ideal or most effective The service model description demonstrates a thorough understanding of the VR system and well as various theories discussed in the course (service delivery). The rationale demonstrates insight and understanding of the topic.</td>
<td>The description of the service model is included, but may demonstrate minor gaps in some areas: - Lack of details of the model - Lack of clarity in explanation of the model. - Basic to good understanding of VR system - Basic to good understanding of service delivery theories - Rationale may lack clarity in some areas.</td>
<td>The description of the service model is included, but may demonstrates gaps in several areas: - Lack of details of the model - Lack of clarity in explanation of the model. - Minimal understanding of VR system - Minimal understanding of service delivery theories - Rationale not clearly explained</td>
</tr>
<tr>
<td>Description of Staff (3 points)</td>
<td>The description of the staff: - Describes the personnel that are essential to the implementation of the model service delivery system to deaf individuals and demonstrates a thorough understanding of VR personnel and roles. - Accurately describes the role and function of the interpreter(s) and who they would interface with in the implementation of the service model. - Provides examples of how they would work collaboratively to ensure effective implementation of the model. These examples show insight as well as a practical approach to working within the system.</td>
<td>The description of staff is included but the response may be lacking in one of these areas: - A critical staff member might be missing or the discussion shows some gaps in understanding of VR personnel. - The role and functions of the interpreter demonstrate basic level understanding of VR personnel and interpreter functions, but may contain some gaps or inaccuracies. - Examples of collaboration lack detail or may not be logical within the suggested model.</td>
<td>The description of staff is included but the response may be lacking in several of the required areas.</td>
</tr>
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| Examples of how the model addresses needs of deaf individuals (3 points) | The essay includes at least three examples of how the ideal model addresses specific needs of deaf individuals. The examples relate to unique needs of deaf individuals—and can include cultural, social, academic, linguistic, or environmental barriers to their employment. | The essay includes examples and demonstrates a basic understanding of the what is required, but may be lacking in one of these areas:  
- Includes less than 3 examples  
- Does not articulate clearly how the model addresses the examples given  
- The examples do not demonstrate characteristics in the proposed model. | The essay is lacking in several of the areas:  
- Includes less than 3 examples  
- Does not articulate clearly how the model addresses the examples given  
- The examples do not demonstrate characteristics in the proposed model. |
| Implications of ideal model (6 points) | The essay includes the implication of the ideal model from the perspective of at least three stakeholders. The discussion of implications:  
- Provides a system view of the proposed model and discusses the benefits and possible drawbacks that exist for each of the three stakeholders they discuss.  
- Provides at least two examples of pros of the model you have described and two possible drawbacks from the perspective of EACH of the three stakeholders. (This means you will discuss six (6) pros of the model and six (6) possible drawbacks. It is understood there may be some overlap in what stakeholders may see as pros and drawbacks, so there may be some similarity in how they are stated.) | The essay includes the implication of the ideal model from the perspective of at least three stakeholders. The discussion of implications may be lacking in some of the following areas:  
- System view is not clearly articulated.  
- The discussion of benefits and possible drawbacks does not include each of the three stakeholders, OR misses some key points based on the proposed model.  
- The discussion of pros and drawbacks does not include two examples of pros of the model you have described and two possible drawbacks from the perspective of EACH of the three stakeholders.  
- The discussion of benefits and drawbacks demonstrates a basic to good understanding of the overall system, but may lack in some details. | The essay is lacking in several of the aspects described in the “Needs Improvement” column. |
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