



AA~BA Partnerships: Creating New Value for Interpreter Education Programs 2010

Pauline Annarino and Linda Stauffer
Editors



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The National Consortium of Interpreter Education Centers is funded from 2005 – 2010 by the U.S. Department of Education RSA CFDA #84.160A and B, Training of Interpreters for Individuals Who Are Deaf and Individuals Who Are Deaf-Blind.

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Envision Excellence and Abundance: A community of interpreters fluent in language and culture, engaging in critical thinking, and responsible for meaning transfer.

MISSION

NCIEC builds and promotes effective practices in interpreter education. NCIEC draws upon the wisdom and energy of expertise, consumers and other stakeholders to advance the field.

The National Consortium is dedicated to challenging the status quo by promoting innovation, strong partner networks and multiculturalism throughout its programming. As responsible stewards of public funding, the Consortium is committed to products, programs and services that maximize resources and are replicable, measurable, sustainable and non-proprietary.

AA~BA Partnership Workteam

OVERARCHING PURPOSE

Through programmatic initiatives and collaborative endeavors with partners and stakeholders, foster quality interpreter education programs through enhanced communication, standards of practice, innovative curriculum models, and accreditation.

Preface

The National Consortium of Interpreter Education Centers (NCIEC), together with its AA~BA Partnership Workteam, is proud to present *AA~BA Partnerships: Creating New Value for Interpreter Education Programs 2010*. This publication follows the NCIEC 2008 publication *Towards Effective Practices: A National Dialogue on AA~BA Partnerships*. In the 2008 publication, interpreter educators identified five partnership models they believed held the most promise for application to our field. This publication focuses on the substance and form of these five partnership models.

If the 2006-2010 efforts of the AA~BA Partnership Workteam brought the topic of partnership to the forefront of the profession's discussion, it did not do so in a vacuum. The 2012 RID mandate, that all candidates for national testing possess minimally a bachelor's degree, provided the initial impetus for this focus. Two summits brought 65% of the nation's AA and BA interpreter education directors together for a critical discussion around the field's future in light of the mandate. The 2008 publication provided a snapshot of the professional climate surrounding "2012" and shared information from other professions that had experienced an increase in degree requirements for professional credentialing.

AA~BA Partnerships: Creating New Value for Interpreter Education Programs 2010 provides the reader with a greater understanding of the critical components necessary for successful partnership. Critical components were identified through expert consultant research and an extensive higher education literature review. This information is presented, along with interpreter education program survey findings, interviews with programs both inside and outside of the field of interpreter education and case studies that showcase "lessons learned" from both successful and unsuccessful ventures in two-year/four-year partnerships.

As with the first publication, this document is not an answer to "what will work best for all programs?" It is apparent from these efforts that the model chosen must fit the needs of the partnering institutions, the community, and most importantly, the students. This publication will allow those who are thinking about partnership, or those already in the beginning stages of partnership, to learn more about the various models, and the faculty discussion and institutional decision-making that led to partnership.

The authors and editors hope the reader will use this publication as a resource to expand thinking and awareness of partnership models. Our firm belief is that a seamless, coordinated path to a baccalaureate is in the best interest of interpreting students irrespective of the model adopted, and that the only way to achieve this goal is through mutual respect and cooperation at all levels of postsecondary education.

Pauline Annarino and Linda Stauffer

Acknowledgements

The AA~BA Partnership Workteam is a project of the National Consortium of Interpreter Education Programs (NCIEC), with funding from the U.S. Department of Education, RSA CFDA #84.160 A & B. A special thanks to the NCIEC Directors, Pauline Annarino, Cathy Cogen, Beverly Hollrah, Linda Stauffer, Laurie Swabey, and Betsy Winston, who acknowledged and supported the work of the AA~BA Partnership Workteam.

The authors of this monograph represent AA, BA, and MA degree granting interpreter education programs geographically spread from coast to coast. The following authors hold a variety of interpreting credentials including RID, NAD, and QA. Their bios follow the Acknowledgements section.

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The authors and editors are indebted to the following individuals who assisted with various aspects of the Workteam's survey and preparation of this document:

- ✦ Dr. Steven E. Boone, Rehabilitation Research and Training Center on Persons who are Deaf/Hard of Hearing, for initial analysis of the Survey of Interpreter Education Programs;
- ✦ Mr. Mike Wilson, El Camino College, for his technical assistance with the online IEP directors' survey; and
- ✦ Mr. Paul Westerhoff, for his assistance with editing.

Finally, the authors express their sincere thanks to the individuals interviewed for the case studies. Their assistance and willingness to share, makes this publication richer in content and insight. These individuals include:

- ✦ Janet Acevedo, Indiana University-Purdue University Indianapolis
- ✦ Lori Cimino, Florida State College at Jacksonville
- ✦ Beth Dillon, Regis University
- ✦ Don Goodyear, California State University, Fresno
- ✦ Leilani Johnson, University of Northern Colorado
- ✦ Sharon Limus, Tulsa Community College
- ✦ Ann Reifel, Vincennes University
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Creating New Value **INTRODUCTION**



*Collaboration:
The act of creating new value together*

History has shown that the more affluent a society, the greater the educational achievement level of its citizens; and the higher the educational achievement, the greater the economic wealth. As such, students, faculty, administrators, and even accrediting agencies agree that a fundamental component of career access and upward mobility is the baccalaureate degree (Floyd, Skolnik, & Walker, 2005).

Approximately 50% of today's post-secondary students attend a community college. While 42% of these students declare their intention to achieve a baccalaureate, only 26% will actually transfer to a four-year institution (American Association of Community Colleges, 2004). Of those students, 58% will graduate with a Bachelor's degree (National Center for Educational Statistics 2009). Simply stated, for every 100 students matriculating in a community college, fifteen will eventually enter the work force with a bachelor's degree.

With a nation-wide concern regarding future four-year institutional supply and demand challenges, along with changing economics, student demographics and educational delivery systems, it is not surprising to find more and more community colleges active in the delivery of baccalaureate education. Yet, a common question within academic circles is: "Is there a need or place for community colleges to be involved in baccalaureate education?" Most certainly the answer depends upon the respondent. Current trends in educational attainment and student aspiration, though, suggest the answer to be "yes" because it addresses, among others, issues of commuting, affordability, and availability (Floyd 2005), each recognized barriers to baccalaureate access.

While the role of community colleges in serving students with baccalaureate interests is often defined as an "either/or" solution, Lorenzo (2005) describes the phenomenon of

AA~BA Partnership as occurring along a baccalaureate continuum that offers the community college student an opportunity to obtain a four-year degree through a number of AA~BA partnership scenarios, including but not limited to:

- articulation agreements;
- dual degrees;
- integrated baccalaureates;
- university centers;
- community college baccalaureates;
- community development partnerships; and
- university extension centers.

With such a myriad of matriculation options available to students, it is indeed an exciting time in higher education.

Purpose of this Monograph

What constitutes readiness to work as an interpreter? How does a student attain that readiness? Since the field's inception in the late sixties, the field has wrestled with these questions. Interpreter education history chronicles an overarching teaching strategy that began with six-week intensive interpreting programs and evolved to the current long-standing presence of two-year programs and a growing number of four-year/graduate degree programs. Irrespective of history and personal perspective, with RID's 2012 certification mandate, today's answer must include attainment of a bachelor's degree.

AA~BA Partnerships: Creating New Value for Interpreter Education Programs 2010 is a natural outgrowth of NCIEC's first monograph, *Toward Effective Practices: A National Dialogue on AA~BA Partnerships (NCIEC 2008)*. The first monograph illuminated historic milestones in interpreter education and captured the dialogue of approximately 75% of interpreter education program directors. In a series of meetings/summits, listservs and focus groups, they illuminated current practices in the art of AA~BA partnerships, and identified ways for interpreter education programs to work creatively within the framework of "RID 2012."

AA~BA Partnerships: Creating New Value for Interpreter Education Programs builds on the work of *Toward Effective Practices: A National Dialogue on AA~BA Partnerships (NCIEC 2008)* by providing program directors with:

- a greater understanding of the critical components needed for successful partnership;
- enough knowledge to articulate the importance of partnership to their institutions; and
- sufficient resources to engage in the development of a partnership.

As part of the NCIEC AA~BA Workteam's discovery process in preparing the monograph, the Workteam conducted a nationwide survey of 91 interpreter education

programs. It solicited information regarding their current partnership agreements. In tandem, the Workteam interviewed a number of academic programs to ascertain and chronicle the lessons learned by those engaging in partnership. The slate of interview questions is located in Appendix B. It continued its literature review process and interviewed programs outside of the field. Ultimately, five partnership models were identified for further exploration. They include the following models.

- University-Centered Model
- Language to Interpreting Model
- Dual Enrollment Model
- Community College Baccalaureate Model
- Coordinated 2+2 and 3+1 Articulation Model leading to a degree in interpreting

Of particular significance, and what serves as the monograph's foundation, is the review of the critical components needed to fuel a successful partnership. Compiled with the assistance of experts in the field of higher education and evaluation, this publication describes each component independently and within the context of existing interpreter education partnerships.

Collectively, the two publications represent the culmination of four years of extensive study regarding the role AA~BA partnerships play in higher education and within the field of interpreter education. This monograph has been crafted by five primary authors, each with more than twenty years of experience in the field, and vetted by experts in higher education and interpreter education.

Limitations/Delimitations

As the Workteam dialogued with programs across the country, it was not surprised to find that there is no *ideal* model of partnership, one that can be used by any program at any time in any location. Even among institutions using the same type of model, variations exist as a result of geography, constituency and culture. In response, the authors often returned to the literature for clarification, and reviewed and/or interviewed many programs to illuminate overarching themes, broad-based approaches and individual lessons learned.

This monograph does not attempt to deal with every model available, only those determined as most promising by interpreter educators and successfully modeled by other programs in higher education. This monograph does not deal with the future of two-year interpreting degrees nor of possibilities beyond the bachelor's level.

It is understood that the concept of "obtaining a college education" is ever changing. Lines that determine how education is delivered (online/face-to-face), ownership of programs (public/private, community college/university), and types of degrees conferred (technical/academic) are clearly blurred. Student demographics are shifting, necessitating responsive changes in delivery of higher education. As such, the models discussed in this monograph may look very different in just a few years, and there will be new models not yet conceived.

What We Believe

It will become quickly evident that the authors wholeheartedly support the view that a bachelor's degree *in interpreting* is the minimum academic credential needed to work in the profession of interpreting. While there remains the need for strong interpreting skills, there also exists a need to provide interpreting services for more highly-educated members of the Deaf community over an increasingly broad range of topics. Interpreters must acquire a strong academic base to compliment the requisite interpreting skills needed to meet the daily demands of interpreting in today's and tomorrow's world.

A strong mission statement and shared values are prerequisites for strong partnerships. Borrowing ideas from Rosabeth Moss Kanter's *On the Frontiers of Management* (1997), true partnerships espouse the following values.

- ✦ *Individual Excellence:* Each program involved in a partnership is already committed to the continuous development of strong curricula and best practices in education. They enter the partnership to strengthen both programs' assets, not to compensate for their own individual weaknesses.
- ✦ *Importance:* Each program seeking a partnership believes in the importance of the relationship. Each places the work necessary for maintaining the relationship very high on their list of priorities.
- ✦ *Interdependence:* The partners recognize they need each other. They realize that creating new value takes both partners, and that neither can offer as much independently as they can collectively.
- ✦ *Investment:* Each partner is willing to invest the time and resources necessary to serve the students who will benefit from the partnership.
- ✦ *Information:* Communication is vital and valued. Each partner is willing to gather and share the data necessary to make the partnership a success. When problems arise, they are not suppressed but shared in an effort to use common resources to work through the problem.
- ✦ *Integration:* The partners continually seek ways in which they can build connections between the programs. They learn from each other.
- ✦ *Institutionalization:* The relationship is formalized with written agreements and understanding that success does not depend only upon the specific people who initially developed the agreement; instead processes are set in place to review and renew the partnership agreement on a regular basis.
- ✦ *Integrity:* The partner programs are confident that they can trust each other. They are comfortable knowing that information shared will not be misused.

There are inherent challenges faced by all parties when establishing, implementing and maintaining an effective partnership. DeCastro & Karp describe the following three primary challenges facing partnership (2009, p.4).

“Trust and turf:” Institutions and the faculty within often resist being told by outside institutions how to teach and what to teach. Often, institutions collectively have difficulty in making their expectations for students clearly understood. These issues may disappear overtime, but if not, can breakdown the articulation process.

Time constraints: Communication across institutions requires time. It may be difficult for faculty and administrators at both institutions to find the time to maintain the communication needed to monitor and nurture the relationship.

Breakdowns over time: Articulation may work initially but in time can breakdown due to changes in personnel or goals of the institution. Agreements need to be revisited and revised to reflect these changes.

Despite these challenges, there exist rich and robust relationships in fields outside of interpretation, as well as emerging interpreter education programs on their way to partnership success.

The Role of Institutional Articulation

There is no question that articulation agreements form the foundation for higher education partnership. In 2001, the Education Commission of the States surveyed transfer and articulation policies and found that 30 states have some type of articulation policy and a formal transfer process written into legislation. Some of the most common policy elements include statewide articulation standards that provide concrete descriptions of requirements for transfer (17 states); definition of core courses (16 states), and data systems to monitor transfer (23 states). Other less common elements include financial aid, guaranteed transfer credit or priority admission and common numbering systems (4 states).

Such formal agreements provide an assurance to the four-year institutions that the students they receive are prepared. The agreements also provide a smooth transition for students, with less likelihood of credit loss and improved chances of completing a bachelor’s degree. With a clear pathway from two-year to four-year institutions, “at risk” students obtain a bachelor’s degree at a lower cost and overcome possible poor academic preparation (Doyle, 2006; Gross, Goldhaber, 2009).

Articulation is a fundamental keystone to AA~BA transition, playing an important role within partnership. However, there is widespread belief that there is more substance to the success of a model than mere legal documents between institutions. In all cases, irrespective of the articulation approach, for the field of sign language interpreting the terminal degree must be a bachelor’s (or beyond) degree *in interpreting*, with *interpreting* course work taken and completed in the last two years of the student’s education.

Common Articulation Definitions

To aid the reader, the most common definitions surrounding articulation agreements are provided below. As throughout this monograph, these definitions are time-sensitive and non-inclusive, however they should provide the reader with some basic understanding of their intent and usage.

Statewide Articulation Agreements (often reflected in 2+2, 3+1 models)

These agreements are mandated and enforced by state governance, “under which the community college graduate is assured that a two-year degree from a public community college will articulate fully with the state university system’s junior-level programs of study” (Garcia Falconetti, 2009, p. 239). The goal of statewide articulation legislation is to provide equal access to higher education for native and transfer students and is perceived as a viable means for increasing baccalaureate graduates.

Institutional Articulation Agreements (often reflected in dual enrollment models)

These are binding agreements between community colleges (or colleges that offer two-year certificate programs) and universities that coordinate admission requirements, student rights, and student responsibilities (Falconetti, 2009).

Academic Program Articulation Agreements (often reflected in “language to interpreting”)

These agreements are established by complementary subject areas, such as Deaf Studies/American Sign Language (associate level) and Interpreting (baccalaureate level), and operate with one program as foundational to the other. Core general education requirements may be completed or transferred into a program of study at either institution, unless the articulation agreement stipulates otherwise. Another name for this partnership model is *vertical transfer*. Program-to-program articulation agreements require the greatest degree of curricular coordination and alignment of student performance standards.

Reverse 2 + 2 Articulation (often reflected in bachelor completion models)

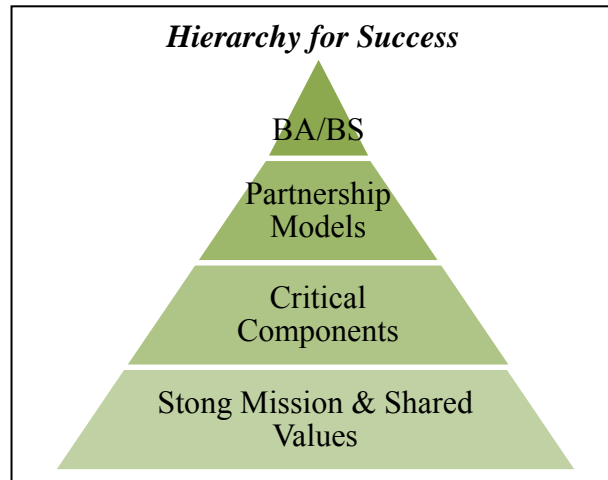
Also known as an *inverted degree*, this model involves completion of major subject area content during the first two years of study, either at a community college or university, and completion of general education in the last two years of study at the partner institution.

Common Course Numbering (often reflected in coordinated 2+2 models)

Some state Departments of Education provide the same course number within the statewide university system for courses with similar descriptions, content, objectives, and prerequisites. This system allows: (a) receiving institutions to transition students with ease into upper-level programs; and (b) program advisors to determine course equivalencies and student preparedness for advanced courses.

Hierarchy for Success

Successful partnership models occur in the form of a hierarchy. Three primary elements must exist to achieve success, and the stronger the base elements, the greater the likelihood for partnership longevity. Ultimately, the goal, attainment of a BA/BS or greater, will be realized and celebrated over time.



Overview of the Chapters

This chapter spoke to the merits of a strong mission and shared values to successful partnership. Subsequent chapters share survey results, take a keen eye to the critical components necessary for effective partnerships and highlight current partnership models.

Chapter One, ***Creating New Value: Introduction*** shares the purpose of this monograph, describes its limitations, shares common terminology, and articulates author beliefs.

Chapter Two, ***More Questions: Survey of Interpreter Education Programs: Current and Future Plans for Partnership*** provides the summary findings of the *AA~BA Interpreter Education Program Follow-Up Survey* conducted in 2008-2009.

Chapter Three, ***Links: Critical Components for Successful AA~BA Partnerships*** explores the critical components necessary for partnership success, and includes checklists that summarize the benefits of each critical component.

Chapter Four, ***Meet You at the Flag Pole: University-Centered Model*** takes an in depth look at the University Center model, whereby a university continues the education started at the community college at the community college.

Chapter Five, ***Language First: Language to Interpretation Model*** discusses the importance of language and describes the approach deemed best practice by spoken language experts. In this model, students focus on language mastery at the AA degree level before transferring to a BA/BS interpreting program.

Chapter Six, ***Double the Pleasure: Dual Enrollment and Degree Partnership Model*** addresses a popular model within higher education whereby students are concurrently enrolled in a two-year and a four-year institution, take classes on both campuses, share the best resources offered by both institutions while experiencing a coordinated 2+2 articulated education in interpreting.

Chapter Seven, ***Breaking with Tradition: the Community College Conferred Baccalaureate Model*** looks at an emerging trend in which two-year community colleges seek approval for and attain the ability to confer a bachelor's degree.

Chapter Eight, ***Meeting the Standard: AA~BA Coordinated Academic Degrees*** is often described as 2+2, 3+1 and Reverse 2+2 partnerships. This chapter looks at programs in which two institutions have collaborated at all levels for students to begin interpreting at the AA/AS degree level at one institution and then transfer to a BA/BS program in interpreting.

Chapter Nine, ***Back to the Future: Conclusion and Observations*** summarizes the scholarly activities that underpin successful AA~BA partnership, and provides observations and recommendations to guide the field.

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Yet More Questions
**SURVEY OF INTERPRETER
EDUCATION PROGRAMS:
CURRENT AND FUTURE PLANS
FOR PARTNERSHIP**



“I am excited and have been, about this prospect and how it will help interpreting students. However, I feel very much alone!” (IEP survey respondent)

Introduction

History and Purpose

In October 2006, just prior to the Conference of Interpreter Trainers (CIT) Conference in San Diego, the NCIEC AA~BA Partnership Workteam gathered BA/BS Interpreter Education Program (IEP) Directors for a one-day fact finding meeting. In May 2007, the Workteam convened AA/AAS Interpreter Education Program Directors for a similar two-day Summit in Denver. The goals of the meetings were to, among others: identify and explore current and creative models for successful AA to BA student and program transition; engage program directors in dialogue regarding their response to the 2012 RID certification requirement; and hear from experts in the field of higher education regarding partnership. Participation at both events was considerable with approximately 80% of the nation’s BA directors and 50% of AA directors in attendance.

In an effort to seek greater input from the interpreter education community, the AA~BA Workteam conducted a follow-up survey of all known Sign Language interpreter education programs in the United States and Puerto Rico in the fall of 2008. The survey was designed: 1) to obtain a greater picture and understanding of the interpreter education programs’ current and/or future plans regarding AA~BA partnerships; and 2) to solicit program directors’ aid in identifying effective practices in AA~BA articulation and partnership.

Survey Design

The *AA~BA Interpreter Education Program Follow-Up Survey* was designed, field tested and implemented by the AA~BA Partnership Workteam. It consisted of nineteen questions that were directed to the following four discreet respondent groups:

1. programs currently engaged in a partnership with one or more institutions;
2. programs actively engaged in establishing a partnership with one or more institutions;
3. programs considering or interested in establishing a partnership with one or more institutions; and
4. programs that have not addressed AA~BA partnerships to date.

The survey utilized web-based survey methodology and technology provided by El Camino College. Institutional Review Board approval was obtained through both El Camino College and Northeastern University. To aid in determining the tool's initial face validity, the survey was piloted by twelve interpreter education directors not involved in the survey development, with modifications made based on the pilot results.

The survey was distributed to 142 interpreter education programs in September 2008, again in November 2008, and closed in December of 2008. As an incentive to complete the survey, respondents were offered a complimentary hard copy print of *"Toward Effective Practices: A National Dialogue on AA~BA Partnerships."* Ninety-two completed surveys were returned, resulting in a 65% return rate. Of the 92 responses, 81 self-identified, while 11 remained anonymous.

Initial data analysis was performed by Dr. Steven Boone of the Rehabilitation Research and Training Center for Person Who Are Deaf and Hard of Hearing. Final analyses were performed by the AA~BA Partnership Workteam. For purposes of this report, survey findings are organized within the following four primary categories:

1. Respondent Demographics;
2. Articulation/Partnership Findings by Discreet Groups;
3. Summary Findings; and
4. Supplemental Information.

Reported survey findings are limited to those items that provided a greater picture and understanding of the interpreter education programs' current and/or future plans regarding AA~BA partnerships. Not included in the report is data regarding program personnel's interest in participating in the AA~BA Partnership initiative.

1. Respondent Demographics

Respondents by NCIEC Region

NCIEC is comprised of five Rehabilitation Services Administration (RSA) designated regions, with Regional Centers serving as hubs for each geographic area. In some, but not all instances, survey results were tabulated in relationship to these regions. A map of the regions with the corresponding NCIEC Centers is illustrated in Figure 1.

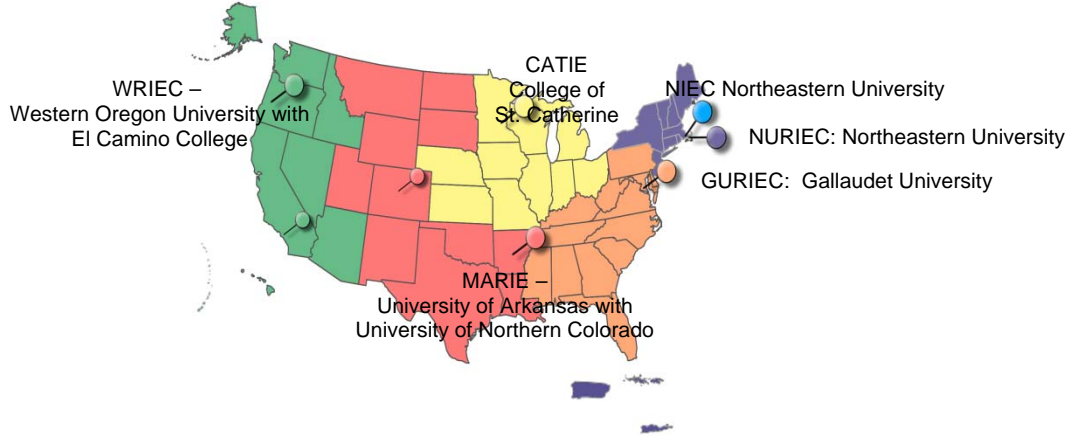


Figure 1. NCIEC Center Map

Over the course of the project initiative, the AA~BA Partnership Workteam identified 142 interpreter education programs in North America. Table 1 below compares the total number of programs in each NCIEC region with the frequency of surveys returned within that region.

Table 1 NCIEC Regional Representation					
NCEIC Region	# of IEPs in Region	Surveys Returned	Representing		% of Returned Surveys to # of IEPs in Region
			AA	BA	
CATIE	38	14	11	3	37%
GURIEC	36	17	13	4	48%
MARIE	27	19	15	4	71%
NURIEC	11	10	2	8	84%
WRIEC	25	18	17	1	72%
Canada	4				
Not identified		14	6	8	
TOTAL	142	92	64	28	

Forty-seven states and Puerto Rico are home to one or more interpreter education programs. IEPs from 38 states shared their thoughts and plans. States not represented

included Georgia, Kentucky, Minnesota, Missouri, Nebraska, Nevada, South Dakota and Wyoming.

Role of Individual Completing the Survey

Of the respondents who completed the survey, more than 85% were individuals in positions of leadership or authority. This statistic may indicate that the responses given below have some historical and anticipatory accuracy. *See Table 2.*

Table 2 NCIEC Regional Representation		
Response	Frequency	Percentage
Program Director/ Coordinator	47	52%
Department Chair	22	24%
Faculty	10	11%
Dean	2	≤1%
Other	1	≤1%
Did Not Identify	10	11%
TOTAL	92	100%

Interpreting Degree Conferred Upon Students

Of 87 (of 92) identified respondents, 71% confer as the highest degree a Certificate or an Associates of Arts or Applied Sciences, while 29% confer a degree of bachelors degree or higher. Twenty-four programs offer multiple degrees with the most prevalent multiple offering being Certificate and/or Associate degrees. *See Tables 3a and 3b.*

Table 3a Highest Degree Conferred		
Degree Conferred	Frequency	Percent
Certificate	2	2%
Certificate/AA	19	22%
AA/A.S.	41	48%
AA/BA	2	2%
BA/BS	20	23%
BA/MA/Cert.	2	2%
BA/M.A.	1	1%
TOTAL	87	100%

Table 3b Highest Degree Conferred by Frequency		
Degree Conferred	Frequency	Percent
AA/A.S.	41	48%
BA/BS	20	23%
Cert./A.A	19	22%
Certificate	2	2%
AA/BA	2	2%
BA/MA/Cert	2	2%
BA/M.A.	1	1%
TOTAL	87	100%

In an attempt to determine if the overall respondent pool represented both two-year and four-year programs, the number of respondent two-year and four-year interpreter education programs was compared against the total number of programs in the United States

and U.S. Territories. Survey findings reveal a strong cross section of programs represented. See Table 4.

Table 4			
Frequency of Respondents By Degree Conferred			
Highest Degree Conferred	Approximate # of Programs in US and Territories	Programs Responding	
		(n)	Percent
Certificate	11	6	55%
AA/AS	93	60	65%
BA/MA	38	17	44%
TOTAL	142	92	

This finding suggests that one type of degree program does not have a greater interest (vested or generalized) in partnership than the other. Rather, an overall climate of mutual interest exists within the interpreter education community and a critical mass of interpreter education programs share a common goal.

Public or Private Institutions

Of 89 (of 92) identified programs, eight were housed in private institutions. See Table 5.

Table 5			
Public or Private Institution			
Type	Frequency	Degree Conferred	
		Cert /AA	BA/MA
Public	81	64	20
Private	8	0	8
Did Not Identify	3	0	0
TOTAL	92	64	28

These findings are in keeping with the prevailing current IEP culture whereby the majority of interpreter education programs are housed in two-year institutions that are predominantly public institutions. In a related NCIEC Needs Assessment (Winston, Cokely 2008), of 91 respondents, eleven reported their institution as private.

Years of Existence and Number of Program Faculty

A large number of programs responding to this survey have significant longevity in the field of Sign Language interpretation. The first recognized interpreter education programs were established in the late 1960s. However, it would be another 10-15 years before a critical mass of IEPs would be established (approximately 85 programs). In Table 6 below,

the respondent category of “more than 25” years” represents approximately one third of all programs in existence during the pioneering years of the field. *See Tables 6a and 6b.*

Table 6a Years in Existence as an IEP By Frequency			Table 6b Years in Existence In Descending Order		
Response	Frequency	Percent	Response	Frequency	Percent
25 yrs plus	28	31%	25 yrs plus	28	31%
5 – 10 years	18	20%	21-25 years	10	11%
11-15 years	15	18%	16-20 years	9	10%
21-25 years	10	11%	11-15 years	15	18%
16-20 years	9	10%	5 – 10 years	18	20%
5 years or less	9	10%	5 years or less	9	10%
TOTAL	89	100%	TOTAL	89	100%

Approximately one third of all programs employ two full-time employees, with another one third having only one full-time faculty member. While this question did seek information regarding “full time” faculty, it did not request information regarding part-time or adjunct faculty, therefore it is difficult to determine program size or student/faculty ratios. *See Table 7.*

Table 7 Number of Full Time Faculty		
# of Full Time Faculty	Frequency	Percent
2	31	34%
1	30	33%
4	13	15%
3	12	13%
6	2	2%
7	2	2%
8	1	1%
TOTAL	91	100%

Summary

Demographically, the survey obtained data from a wide geographic region, from individuals with knowledge and history of the field, and from all manners of degree conferring programs. Sixty-two percent of all known interpreter education programs completed this survey. Respondents represented 55% percent of all certificate programs, 65% of all AA/AS degree programs and 44% of all BA/MA degree programs in the United States.

Of all respondents, more than 40% were from established programs with greater than 20 years of longevity.

2. Articulation/Partnership Findings by Discreet Groups

In an effort to discern where programs were engaged along a “partnership continuum,” respondents were asked to describe their current status in regards to partnership. More specifically, they were asked to select from one of the following Discreet Groups (DG):

- Discreet Group A: Programs currently and actively engaged in a partnership with one or more institutions;
- Discreet Group B: Programs actively engaged in establishing a partnership with one or more institutions;
- Discreet Group C: Programs considering or interested in establishing a partnership with one or more institutions; and
- Discreet Group D: Programs that have not addressed AA~BA partnerships to date.

Of the 87 programs that answered this question, approximately 91% indicated being actively engaged in a partnership endeavor or will be engaged in some manner of partnership by 2012. Only Discreet Group D is not included in this analysis. See Table 8. At face value, this data may suggest that the RID 2012 certification requirement is actively on the minds of more than 90% of respondents and more than 60% of all interpreter education programs in the United States.

Given knowledge gleaned at the AA and BA directors meetings, and from a general understanding of two-year/four-year partnerships, it can be postulated that two factors are artificially driving these numbers upward: 1) confusion on the part of respondents as to “what constitutes a partnership”; and/or 2) the reflection of standard institution-wide articulation agreements already in place as representative of formal agreements/partnerships between interpreter education programs.

Table 8 Respondent Selection of Partnership Approach as Self- Identified by Discreet Groups A, B, C		
Discreet Group	Respondents	
	(n)	Percent
A. Currently Engaged in Partnership	24	29%
B. Currently Initiating Partnership	18	23%
C. Interested in Partnership	39	48%
TOTAL	81	100%

Subsequent survey questions allowed respondents to make the distinction between articulation agreements and more innovative partnerships, and identify where along a partnership continuum they were currently involved. These questions provided further

insight into this high rate of engagement. Broadly described, program personnel appeared unsure as to which discreet group best described their current efforts, or they did not fully understand the intent of each discreet group. Conflicting statements were most prevalent among Discreet Groups B and D respondents. As illustration, while 18 programs indicated an active engagement in establishing a partnership (DG-B), only 14 respondents actually described an active involvement in establishing a formal articulation or partnership.

In like fashion, eight DG-D programs indicated that were not addressing partnership. However, in subsequent questions, seven DG-D respondents disclosed an intent or actual involvement in establishing a partnership currently or in the very near future. Table 9 reports the Discreet Group choices made by respondents as compared to the discreet group that best fit the actual partnership activities they described in subsequent responses.

Table 9 Respondent Selection of Partnership Approach vs. Actual Partnership Endeavor by Discreet Group				
Discreet Group	Partnership Selection by Respondent		Actual Partnership as Revealed by Subsequent Responses	
	(n)	Percent	(n)	Percent
A. Currently Engaged in Partnership	22	26%	22	26%
B. Currently Initiating Partnership	18	21%	14	15%
C. Interested in Partnership	39	44%	50	57%
D. Not Addressing Partnership	8	9%	1	2%
TOTAL	87	100%	87	100%

Degree Programs Represented in Each Discreet Group

Table 10 reports the correlation between the degree conferred by program and its identified discreet group.

Table 10 Relationship Between Degree Conferred and Level of Partnership					
Discreet Group	Degree Conferred				Total
	(n) Cert.	(n) AA	(n) BA	(n) ?	
A. Currently Engaged in Partnership	0	15	5	2	22
B. Currently Initiating Partnership	0	14	4	0	18
C. Interested in Partnership	1	30	8	0	39
D. Not Addressing Partnership	0	0	0	8	8
TOTAL	1	59	17	10	87

Forty of the 87 programs reported being actively engaged in partnership or dialogue. Respondents were asked to note who initiated the partnership/dialogue. Table 11 below shares these findings. In almost all cases, the AA/AS programs initiated the partnership.

Table 11 Program Initiating Partnership/Dialogue					
Discreet Group	Program Initiating Partnership				Total
	AA	BA	Mutual	No Resp.	
A. Currently Engaged in Partnership	14	6	0	2	22
B. Currently Initiating Partnership	12	4	2	0	18
TOTAL	26	10	2	2	40

Respondents were also asked to identify their partner. In all but three cases, programs called out one or more partner institutions. In one case, one program identified a partner, while its partner identified a different program. To maintain respondent confidentiality, the list of program partnerships is not included in this analysis.

The Year Partnerships Were Established and Type of Partnership Established

Partnerships, whether formal or informal, appear to be a relatively new endeavor for interpreter education programs. Of 22 programs in Discreet Group-A, described as already in an “established partnership,” sixteen partnerships were established between 2004 and 2008. Only one program indicated a long-term partnership (1990). *See Figure 2.*

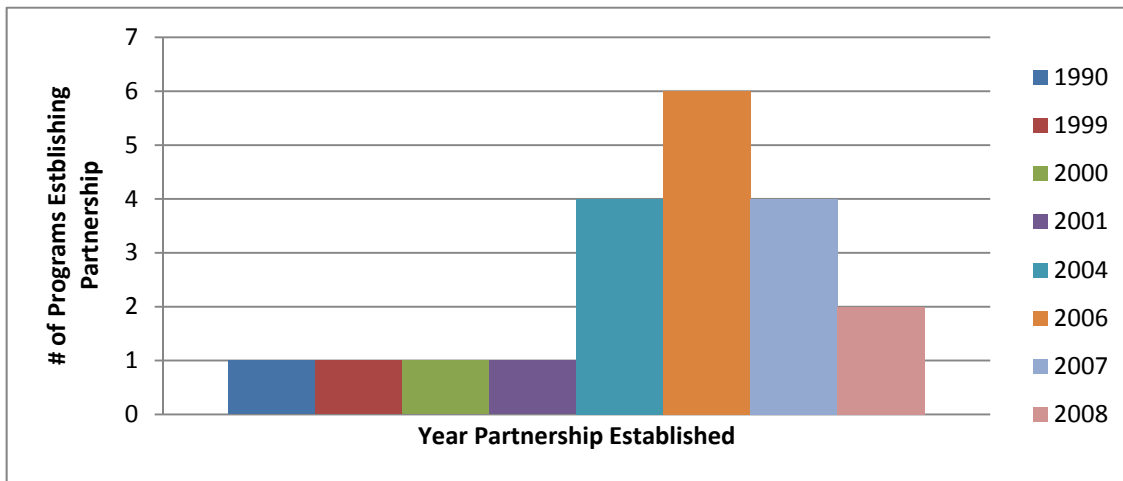


Figure 2. Year Partnership Established

Discreet Group B, described as “actively engaged in establishing a partnership,” reported similar timeframes. One program has been in partnership dialogue since 2001 with two other programs in dialogue since 2003 and 2005 respectively. The greatest numbers of partnership discussions have occurred more recently (2008). Four programs did note that they anticipated engaging in an active partnership in 2009, while four additional programs revealed that they had not yet begun dialogue with another institution or program. It is these four respondents that are now being reflected in DG-C, described as “considering or interested in establishing a partnership.”

The intent of Discreet Group C, “considering establishing a partnership” was to ascertain those programs that had not yet begun dialogue with another institution but were eager to begin the process. In similar fashion to DG-B, of the 39 respondents who initially identified in this discreet group (DG-C), 15 indicated that they had already begun dialogue. One program has been in dialogue since 1997. However, the remaining programs began dialogue in 2006 and beyond. In most instances the contact was minimal or informal.

When asked when they anticipate implementing the AA~BA partnership or beginning the process of planning for a partnership, all but one of the respondents from discreet groups B, C and D indicated implementation or movement toward this goal before 2012. *See Table 12.* The cluster and timing of the growing number of partnerships indicates a correlation between the field’s movements toward partnership and RID’s certification policy mandating a bachelor’s degree by 2012.

Table 12			
Anticipated Target Date for Implementing or Engaging in Planning of AA~BA Partnership			
Target Date	Discreet Group		
	B (in process)	C (plan to)	D (not sure/no)
Within next 9 months	3	6	0
Within the next year	6	8	3
Within the next two years	3	3	2
Don’t know but before 2012	6	18	2
TOTAL	18	35	7

Nature of Partnership

Of particular importance to the Workteam was the nature or type of partnership being utilized, explored or considered. The Workteam was most interested in determining if the partnerships were simple articulation agreements leading to a bachelor completion degree, or if programs were working together to develop a more seamless four-year degree program mutually designed and implemented by both institutions. To this end, respondents were asked if their existing or planned partnership was best described as “articulation” or a “specialized partnership.” Discreet Groups A and B responses are located below. *See Table 13.*

Table 13		
How would you describe your partnership?		
Description of Partnership	Frequency	Percentage
Articulation Agreement with Bachelor completion program	22	55%
Articulation Agreement with established Bachelor’s program in interpretation	13	32%
Creation of specialized partnership	5	13%
TOTAL	40	100%

It is interesting to note that DG-C, those programs “interested but not yet moved toward planning a partnership,” had given serious thought to the concept of partnership. Of the 39 respondents, 18 indicated a desire to engage in a partnership that was not representative of a standard articulation agreement. An equal number of 18 programs noted a preference for some sort of formal articulation agreement. Of the remaining three respondents, two were non-responsive and did not know yet of their program’s interests.

When compared against programs already involved with the partnership process (DG-A), there appears to be a disparity between what is readily “doable” and what is “preferable.” Of programs in the process of partnership (DG-B), 87% are engaged in articulation, and 13% are engaged or seeking specialized partnerships. On the other hand, of those programs not yet “experienced” (DG-C), 46% hope to engage in a specialized partnership rather than articulation, perhaps indicating a sense of idealism before the storm of reality.

Programs that indicated the application of a specialized model were asked to identify the model. To aid in their decision or choice, model definitions were provided. A listing of these definitions is located in the Supplemental Information section at the end of this chapter. The most frequently noted partnerships mirror those that are practiced more frequently in higher education: the *University Center Model* and *Community College-Conferred Baccalaureate Degree Model*. More than one AA program indicated ongoing activity to establish a bachelor’s program on their campus. One program commented that: “...our program is putting together a proposal to offer a bachelor’s degree on our campus. We are a two-year branch campus of a four-year institution so we have a possibility of ...offering the program locally.” Another program shared: “...Our program is working with other colleges to establish a BA program here. We need help.” *See Table 14.*

Table 14			
For Specialized Partnership Programs,			
Type of Model Used			
Type of Model	# of Responses		
	DG-A (existing)	DG-B (in process)	DG-C (hope to)
2+2/3+1 (Articulation)	8	7	17
University Center	3	1	7
Dual Enrollment	0	2	3
Reverse 2+2	1	0	2
Language to Interpreting	0	1	2
Post Graduate Certificate	0	0	1
AA~BA Collaborative Model	0	0	0
Comm. College-conferred BA degree	0	0	0
Other	1	1	5
TOTAL	13	12	37

Reasons for Choosing the Model

Respondents from DG-A, B and C were given a list of preset reasons as to why they had selected their model or approach to articulation/partnership. Respondents from Discreet Group A and those DG-B programs far enough along in the development process chose very similar responses. *See Table 15.*

Table 15 DG-A & B Reasons for Choosing the Model	
Reason Chosen	Frequency
It seemed to have the best fit between two institutions	16
It allowed us to maintain our program/classes	6
It started out as a collaborative effort by both	4
We became aware of model during the AA Summit	4
It follows other articulation models in our institution	3
It was/is recommended by the other institution	3
It improves the quality of our program	2
Unsure how it came to be; developed before my time	2
Had a demonstrated track record by other programs	0
TOTAL	40

It is interesting to note that nine out of a possible ten response choices were selected by respondents. Moreover, of the 40 responses, a single response was selected by 16 respondents, representing 40% of all possible responses. Beyond that response, there was very little deviation among all remaining responses. This finding may suggest that, outside of “a good fit between institutions,” which is very broad, there is not a particular set of circumstances that drives programs to select a particular model. One possible exception to this statement may be in terms of convenience or ease. Four of the top six responses alluded to this type of motivation. On a positive note, six or 15% of respondents selected two responses that spoke directly to the spirit of “greater good,” those statements being “...started as a collaboration” and “improved the quality of our program.” Combined, these two statements tie for second place as the “reason chosen.”

Length of Time Required to Establish Articulation/Partnership

Forty programs responded to the question of “how long did it take/do you anticipate it taking to establish your articulation or specialized partnership?” In most cases, DG-B’s anticipated length of time corresponded with the realities of DG-A. In comparing the length of time to develop an articulation/partnership to the type of agreement, the average length of time to develop an institution-wide articulation leading to a bachelor completion program was one year. Programs articulating from an AA interpreting program to a BA interpreting program took approximately 1-2 years. Establishing a more specialized partnership required 2-3 years. There were three instances, though, where programs began their articulation/partnership planning as early as 1999-2000 but had not yet reached completion.

More than one program stated that their attempts to establish a partnership were delayed by personnel changes. Reflecting the sentiment of others, one program noted that "...we are in the process...and there is a vacancy at the other institution...so the articulation agreement is essentially on hold for now." The current economy, hiring freezes and reduced funding were also given as obstacles to a quick and efficient process.

Main Challenges to Establishing Model/Agreement

Discreet Groups A, B and C were asked to identify any difficulties they encountered as they moved toward establishing the articulation/partnership. To this end, they were given a list of 13 preset statements and allowed to select up to three responses. See Tables 16 and 17.

Table 16 DG-A Main Challenges to Putting Model/Agreement into Place	
Main Challenge	Frequency
Our partnering institution's institution-wide issues	6
Our institution's Curriculum committee	4
Our institution's institution-wide issues	3
Our partnering institution's Curriculum committee	3
Our partnering institution's Articulation officer	3
Our institution's Articulation officer	2
Our partnering institution's faculty	2
Total	23

Table 17 DG-B Main Challenges to Putting Model/Agreement into Place	
Main Challenge	Frequency
Our institution's institution-wide issues	4
Other at our institution	3
Our partnering institution's Faculty	3
State mandate	3
Our institution's Curriculum committee	2
Our institution's Dean	2
Our partnering institution's Curriculum committee	2
Other at partnering institution	2
Our institution's Faculty	1
Our Partnering institution's Dean	1
Our partnering institution's Articulation officer	1
Our partnering institution's institution-wide issues	1
Total	25

It is worthy to note that most respondents selected significantly fewer responses than were allowed. More specifically, 22 DG-A respondents collectively selected only 29 statements, or 1.3 statements per respondent. In like fashion, 18 DG-B respondents chose a total of 25 responses, or 1.4 statements per respondent. Only DG-C selected a larger number of challenges, perhaps in anticipation of a more unknown process. In this case, 39 DG-C respondents selected 78 statements, or 2 statements per respondent. This finding may suggest that challenges, if any, are more narrow or limited in scope. *See Table 18.*

A further indication that challenges may be more singular in nature was the lack of disparity in the frequency of responses. In most cases, no one challenge held significantly greater weight than the others. From the thirteen statements provided in the survey, discreet groups B and C selected 12 and 13 statements respectively. Only DG-A streamlined their responses to seven statements.

If any themes regarding challenges do emerge, they appear to fall within three primary categories: 1) broad-based, institution-wide issues at both institutions; 2) curriculum committees at both institutions; and, 3) more times than not, challenges originating from the respondents' institution.

While DG-B did not rate these challenges quite as high as DG-A, DG-C responses clearly indicate the fear of these same challenges.

Table 18 DG-C Main Challenges to Putting Model/Agreement into Place	
Main Challenge	Frequency
Our institution's curriculum committee	11
Our partnering institution's curriculum committee	9
Our institution's faculty	8
Our institution's institution-wide issues	7
Our partnering institution's institution-wide issues	7
Other at partnering institution	6
State mandate	6
Our institution's dean	5
Other at our institution	5
Our partnering institution's faculty	5
Our partnering institution's articulation officer	5
Our institution's articulation officer	2
Our partnering institution's dean	2
Total	78

Lastly, as in all cases when respondents were limited to preset choices, they were allowed to add to the list and provide comments. In almost all cases, respondents chose from the provided list or offered statements similar enough in nature to be counted as a preset

statement or discarded as unresponsive. Although, specific to this question, respondents offered the following comments to the question of greatest challenges:

- ✦ ...finding the time to complete the process
- ✦ ...faculty meeting partner institution's accreditation requirements
- ✦ ...coming to agreement on rigorous academic expectations
- ✦ ...proximity of partnering institution.

Helpful Resources

In order to identify approaches, positive partnership elements and challenges, respondents were asked to report resources that they found most helpful in their partnership endeavors. Again, DG-A, DG-B and DG-C respondents were given a preset list and asked to select up to three resources. *See Table 19.*

Table 19 DG-A & B Most Helpful Resources	
Most Helpful Resources	Frequency
Supportive administration*	27
Institution's knowledge of RID's 2012 mandate***	12
Faculty and staff to both support transition and share work	11
Intra-institutional communication**	10
State laws allowing/encouraging/mandating articulation	8
Outstanding institutional resources to offer partnering institutions	7
Sample frameworks and Memorandums of Understanding	6
Standardized curriculum within state/region	5
Research statistics regarding the unmet workforce need	3
Clear descriptions of models of articulation	2
Alliances within and among outside community e.g. Deaf Com	2
Funding/Grant Writer	1
Consistent framework of terminology used for discussion with stakeholders	1
TOTAL	95

*, **, *** DG-A first, second and third choices

While all of the “most helpful resources” statements hold merit, a small number of resources made their way to the top of the list. Not surprisingly, most frequent was the identification of a “supportive administration,” followed by a “faculty and staff to support the work.” DG-A also gave high marks to those elements that provide supportive regulation from “outside the core,” citing “state laws and RID 2012 as examples. In tandem, respondents were asked to identify missing resources that would have been helpful. Table 20 shares these responses from DG-A and DG-B.

Table 20 DG-A & B Resources Program Wished it Had	
Desired Resources	Frequency
Funding/Grant writers**	16
Sample frameworks and Memorandums of Understanding	11
Faculty and staff to both support transition and share work*	10
Standardized curriculum within state/region***	9
Clear descriptions of models of articulation	9
Lab facilities and curricula (ours or theirs)	7
Research statistics regarding the unmet workforce need	7
State laws allowing/encouraging/mandating articulation	6
Alliances within and among community and university	5
Consistent framework of terminology used for discussion with stakeholders	3
Intra-institutional communication	2
Supportive administration	2
Institution's knowledge of RID's 2012 mandate	2
TOTAL	89

* ** *** DG-A first, second and third choices

Satisfaction to Date with Partnership

Discreet Groups A and B were asked about their satisfaction with the partnership. Sixty-eight percent of DG-A and 88% of DG-B indicated satisfaction with their current activities. Given that 87% of respondents are engaged in some level of articulation, it begs the question of the willingness of AA and BA programs to move beyond the ease of simple articulation agreements to partnerships where all parties coordinate and share in a student's matriculation over a four-year period.

Perceived Benefits and Liabilities of Existing and/or Future AA/BA Partnership for Discreet Groups A, B and C

All respondents were asked to select up to three responses from a preset list of benefits and/or liabilities. Responses indicate that both benefits and liabilities are perceived by all, irrespective of discreet group. Perceptions were shaped by where the program fell along the "partnership continuum." Programs already engaged (DG-A) saw 64% more benefit than liability in their endeavor, providing 47 benefits to 30 liabilities. DG-B gauged benefit to liability equally, noting 31 benefits and 30 liabilities, while DG-C anticipates 64% more liability than benefit, selecting 94 benefits and 149 liabilities. In almost all cases, respondents clustered formal articulation/partnership benefits around the concept of "student reward." Related liabilities clustered around the impact of increased faculty workload. *See Tables 21 and 22.*

Table 21				
Perceived Benefits of Existing and/or Future AA/BA Partnership				
Benefits	Discreet Group			
	A (established)	B (planning)	C (Plan to)	Total
Better educated interpreters	11	13	30	54
More interest from potential students	12	9	18	39
Improved student retention	6	3	14	23
More respect from partnering colleges	3	2	4	9
A better understanding of college policies, inter-college workings, & partnerships	5	0	4	9
More favorable smaller class sizes	0	1	7	8
Reduce the likelihood of program closure	0	0	7	7
Sense of progress	7	0	0	7
More training for our faculty to teach at university level	0	2	4	6
More respect from within my college	2	1	3	6
No differences perceived	1	0	3	4
Total	47	31	94	172

Table 22				
Perceived Liabilities of Existing and/or Future AA/BA Partnership				
Liabilities	Discreet Group			
	A (established)	B (planning)	C (Plan to)	Total
Not enough faculty to share workload	9	4	17	30
More politics, more pressure	9	5	9	23
Tremendous amount of documentation, self study, analysis, action plan, meetings	0	0	17	17
A lot of curriculum change required; short term problem	0	3	12	15
Giving up courses to partnering institutions	1	3	8	12
Not enough administrative support	1	2	7	10
No differences perceived	4	5	1	10
More training for our faculty to teach at University	1	2	6	9
More students leaving our program, reduced student retention	3	3	2	8
Mandated larger class sizes	0	3	3	6
Less interest from potential students	2	0	3	5
Threat of program closure	0	0	4	4
TOTAL	30	30	89	149

Discreet Group D Barriers to Establishing Formal Articulation or Partnership and Resources that Would Aid Them in Engaging in the Process

DG-D provided open-ended responses to their perceived factors or barriers contributing to their hesitancy to engage in formal articulation or partnership. Respondents also shared the resources they believed would be helpful to move them toward partnership. *See Tables 23 and 24.*

Table 23 DG-D Factors or Barriers Contributing to Program's Decision to Not Seek Partnership at This Time	
Response	(n)
We very much want to but do not know how to proceed	4
Confusion over which pathway to adopt	3
No standardized curriculum within state/region	3
Funding and/or grant writing	2
Lack of research	2
Open door policies and some institutions	2
In BA/BS, we prefer to keep our program self-contained since students transferring to our program often do not reflect the skills and knowledge demanded by our program.	2
We don't have the staff or administration power or time to pursue this pathway.	2
Our AAS students tend not to seek additional degrees.	2
Lack of position papers; documentation regarding action plans, strategies, etc	1
Lack of marketing (to home institutions, to potential partnering universities, to potential students)	1
Our courses are considered vocational; vocational credits are not transferable to/from our institution	1
TOTAL*	1
* Respondents could provide multiple responses.	26

Table 24 DG-D Helpful Resources	
Most Helpful Resources	Frequency
Standardized curriculum within state/region	5
Institution's knowledge of RID's 2012 mandate	5
Funding/Grant writers	4
Help with all aspects of transition planning	4
Faculty and staff to both support transition and share work	3
Clear descriptions of models of articulation	3
Administrative assistance/secretarial help and/or release time	3

Supportive administration	2
State laws allowing/encouraging/mandating articulation	2
Sample frameworks and Memorandums of Understanding	2
Research statistics regarding the unmet workforce need	2
More and better trained faculty	2
Consistent framework of terminology used for discussion with stakeholders	1
Alliances within and among community and university	1
TOTAL	39
* Respondents could provide multiple responses.	

3. Summary Findings

Survey findings revealed a rich blend of information regarding the field’s current and future posture toward formal articulation and partnership. Notably:

- If this survey is representative of IEPs nationwide, RID’s 2012 certification requirement is on the minds of most program personnel.
- There continues to exist a level of confusion regarding the range, type and scope of articulation/partnership options, and a lack of awareness regarding current, best and effective practices related to the endeavor.
- The vast majority of current programs continue to rely on already established institution-wide articulation agreements.
- More than 65% of these agreements are designed to provide students with a bachelor completion degree in a field outside of sign language interpretation.
- The few programs engaged in a specialized partnership find it to be rewarding or have merit.
- Formal articulation agreements/partnerships are a relatively new venture with most establishments clustering between 2004 and 2008.
- While the majority of programs already in the “trenches” are engaged in articulation, almost half of the future AA~BA participants seek a more innovative partnership of shared goals and instruction.
- Ease or convenience appears to drive many programs’ decision to choose a pathway of articulation.
- The average length of time to establish a partnership is two to three years. Those programs new to the process perceive this timeframe to be shorter.

- The challenges facing programs are narrow in scope and tend to cluster around three primary categories: broader based institution-wide issues; curriculum committees, and time constraints.
- Hands down, a supportive administration and faculty/staff buy-in, supported by the teeth of outside regulation, are fundamental to partnership movement and success.
- Almost all programs seek more funding of grant writers, and sample frameworks from which to work from.
- The more partnership-experienced a program is, the more likely it is to view partnership through a positive lens.
- For the most part, those who have not yet entertained a more formal partnership hope to but are challenged by the lack of knowledge of partnership models.
- If information and technical assistance is available, many programs will take advantage of the resources.

Not surprising, these findings supported the data obtained at the BA Directors Meeting and the AA Directors Summit (NCIEC Workteam, 2008), that found:

- Constructing new models of partnership requires much time and daring to build creatively outside the box and perhaps outside of one's comfort zone. Collaboration is hard work – voluntary work is even harder.
- In order to foster quality interpreter education programs, stronger links must be forged between two- and four-year programs and the institutions in which they reside.
- Some AA and BA programs have already-established partnerships ranging in design from formal to informal, and with success rates ranging from minimal to outstanding.
- All programs are facing:
 - changing student and consumer demographics;
 - increasingly limited resources with ever increasing demands on time and programs;
 - fiscal constraints beyond programmatic control; and
 - the task of determining what to “become” in the next few years.

Much information can be extrapolated from this survey's findings to help the field determine its next steps. However, two primary actions emerge as necessary: 1) to engage in activities that help institutionalize the paradigm shift that entry to the field of interpreting requires no less than a bachelor's degree in interpretation and 2) to engage in activities that provide practical tools to assist programs achieve this goal.

The field must develop tools and resources that move programs to provide interpreting students with a seamless path to a baccalaureate. The tools should be varied and take many forms: sample frameworks, sample legal documents, position papers, direct technical assistance and materials that will assist programs garner support from their administration and faculty to name a few. As a professional community, we must encourage each other to adopt a pathway that leads to a bachelor or greater degree in interpretation rather than a bachelor of completion. This pathway must provide a coordinated approach to four-year matriculation, and demonstrate the benefits of engaging in a collaborative partnership.

The need and the desire to improve the skills of interpreters are well documented. Professionals in the field have identified a minimum of a bachelor's degree as one critical avenue to enhanced interpreting skills. Survey respondents overwhelmingly shared their intentions and desire to pursue partnership. In the words of one survey respondent:

“Let’s make this happen! We need better educated interpreters for our Deaf Community... Better educated interpreters equals more opportunities for the Deaf Community.”

References

Cokely, D. and Winston, E. (2007). *Interpreter education program needs assessment final report*. National Consortium of Interpreter Education Centers. <http://www.nciec.org>

4. Supplemental Information

Is there anything more you would like to share with us and your colleagues?

Comment
Again, I believe the biggest problem is that I carry a full teaching load and am not given any release time to carry out administrative duties. I don't know how to find the time to make this happen.
Our University would like to be involved. The biggest issue I foresee is limited faculty size and there will soon be a freeze on hiring new faculty state wide.
Difficult, at this point, for me assess just how supportive the rest of the faculty would be, if it really started to happen. Especially if significant changes in curriculum are required.
Have had many staff/administrative changes in the past few years. This has delayed our 2x2 process.
I guess I just want to say that we are in the process and there is a vacancy at the other institution the director of the program, so the articulation agreement is on hold for now.
I would like to know how community colleges with 2 year programs are able to offer 4 year degrees and getting support from other 4 year institutions in their state.
In our state there are two IEPs -- one is an AA degree program and the other is a BA/BS degree program. The AA degree program has established an articulation program with another university, and we were never approached by that college.
Our partner institution was a 2-year institution, and is now moving toward becoming a 4-year institution. This has caused turf wars!
Our program is putting together a proposal to offer a bachelor's degree on our campus. We are a two year branch campus of a 4 year university so we have a possibility of developing and offering the program locally.
Our program is working with other colleges to establish a BA program here. We need help.
Our state is beginning a BA program....for now, it is not clear how the link up will exactly work....it isn't dialogue friendly for students as of yet.
The biggest challenge is trying to develop a partnership between an AAS degree and a BA degree when the general education requirements for the BA are not all met in the AAS degree.
To date, our students tend to be more "non-traditional" students who are not willing/able to move to continue their education at a BA program. This seems to be the most common reason that our students do not and have not taken advantage of our partnership.

We are at the very beginning stages of this collaboration but I wanted to participate in the survey.

We are attempting to define the trilingual ASL/English/Spanish model to meet the need of the trilingual community and VRS demands. There is need to partner with Eng/Spanish language programs. We don't have any models to follow.

We are now working on the next phase of creating a full BA degree and foresee this occurring within the next 3 years. The current model will be used until the full BA degree is in place.

We have convened a statewide taskforce comprised of several stakeholders with the goal of collaborating across the state. While it creates opportunities for stakeholder involvement and awareness, it also has created a feeling of even more bureaucracy than before.

Definitions Provided to Respondents

AA/BA Collaborative Model: AA and BA faculty work together to design a shared four-year degree program. Program design is new and built from the ground up.

2+2 Articulation Model: Often defined as an agreed upon four-year plan of coursework between the two and four-year institutions, whereby the student receives a degree in interpreting and then transfers to the four-year institution to complete a related major.

Reverse 2+2 Model: Student matriculation takes a reverse path, possibly having completed some coursework at a four-year institution and now are seeking a degree at a two-year institution in interpreting.

Dual Enrollment Model: Also referred to as "co-admission" or concurrent enrollment. Students have access to classes on both campuses, an integrated system of financial aid administration, and access to library and computer resources on both campuses.

Post Graduate Certificate Model: Allows individuals with baccalaureate degrees to complete interpreter preparation in one/two years at either the four-year institution or the two-year college.

University Center Model: Often refers to the offering of four-year degree programs on two-year campuses. University faculties provide instruction on the campus of the two-year institution. Students then receive their baccalaureate degree from the four-year institution.

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

Links
**CRITICAL COMPONENTS FOR
SUCCESSFUL
AA~BA PARTNERSHIPS**



“The literature suggests that there is more substance to the success of a model than mere legal documents between institutions.”

Introduction

There is no question that obtaining a baccalaureate degree is not only a laudable educational goal but also carries important economic impact. Numerous professional fields today require a minimum of a bachelor’s degree. Increasingly, deaf and hard of hearing professionals hold master and doctoral degrees and expect those who interpret for them to be equally well educated. The American Association of Community Colleges and the American Association of State Colleges and Universities cite further benefits of higher education:

“Beyond economic returns, higher levels of education can translate to important personal and societal benefits, including greater job security and flexibility, better health, increased tax revenues, and higher levels of civic participation. Clearly, it is in the best interest of individuals and our society to minimize existing barriers and maximize postsecondary access. “ (American Association of Community Colleges and American Association of State Colleges and Universities, 2004, p. vii)

In light of the RID 2012 mandate that candidates hold a bachelor’s degree to sit for national certification, two-year interpreter education programs (IEPs), comprising 75% of all IEPs, are increasingly looking at options for how to proceed past 2012. Their options include: 1) making no change; 2) moving a program to a four-year institution; or 3) partnering with a four-year institution. The most frequently explored option to date as reported by the AA~BA Survey of IEP Directors (2009) is the third option: forge a partnership with a four-year institution.

Successful partnerships whether in business or in personal relationships are based on respect, core values, mutual understanding and common goals. These critical components reduce obstacles and increase the likelihood for partnership success. These same tenets apply to sustainable partnerships between two-year and four-year postsecondary programs seeking to form a seamless path for students on the road to a baccalaureate degree.

Barriers to Successful Partnerships

The literature reports a myriad of barriers hindering successful student movement between community colleges and four-year institutions. Some of these barriers include:

- ✦ admission barriers for transfer students;
- ✦ state and institutional barriers, including inconsistent policies and practices resulting from weak state-level postsecondary alignment and coordination;
- ✦ student characteristics, including race and economic resources;
- ✦ differences in course standards and content rigor between two- and four-year institutions;
- ✦ advisement and student support issues;
- ✦ states laws affecting (requiring) acceptance of credits from community colleges and general credit transferability issues;
- ✦ students' (un)awareness of transfer processes;
- ✦ state funding formulas;
- ✦ attractiveness of institution for foreign students and non-traditional students;
- ✦ faculty attitudes at both sending and receiving schools of transfer; and
- ✦ differing academic missions of two-year versus four-year institutions.

(American Association of Community Colleges and American Association of State Colleges and Universities, 2004; Anderson, Sun & Alfonso, 2006; Cuesco, 2000; Krumpelmann, 2002; Newton, 2008; Purcell, 2006; Stauffer, Annarino, & Lawrence, 2008, Wellman, 2002).

The type and number of challenges faced will depend on the partnership model forged between collaborating institutions (deCastro & Karp, 2009) and the physical, economic and political environments in which they are situated. The question becomes: *are there identifiable elements that are critical to successful two-year and four-year partnerships regardless of the model employed?* A review of the literature and experts in the field of higher education suggest that shared elements do exist. If so, are there institutions/programs that exemplify best practices in successful partnerships, regardless of model, and how did they address these critical elements?

Identifying Critical Components

Authors and experts in the field espouse different opinions as to the number of and labels for components that frame effective postsecondary partnerships. Arroyo Research Associates (2008), consultant to the NCIEC for effective practices, independently reviewed the literature on university partnerships and interviewed university and college personnel involved in AA~BA partnerships. In their report, *AA/BA Organizational/Structural*

Components, Arroyo provided a general framework for approaching partnership. Within this framework, ten academic components requiring mutual understanding and agreement in order for a successful partnership to occur were identified:

1. purpose and goal;
2. assumed path of transfer;
3. AA and BA institutional role;
4. targeted students;
5. curriculum-interpretation, general education and ASL;
6. integration of course sequence;
7. formal agreements;
8. admissions policies;
9. time to completion; ownership and
10. degrees awarded.

These ten components were nested within four categories (vision, curriculum, agreements, and student outcomes). For a complete copy of their report, see Appendix A.

DeCastro & Karp (2009) identified four areas in which colleges can collaborate. The first area is through *alignment of curricula* at both institutions and articulation agreements that promote a seamless four-year education. The second area is *academic support* such as student advising, career planning and social support, or “soft skills.” Soft skills are those non-academic yet important skills that contribute to successful navigation of systems and relationships, such as an understanding the college environment, student expectations of professors, etc. The third area is *professional development* for collaborating faculty. The fourth area is *resource-sharing* and cost-sharing, whether it is facilities, funding, equipment or technology.

Critical Partnership Components

What, then, are the most critical components of successful partnership and how are they manifested in effective program partnering, both within and outside the field of interpreter education? With information gleaned from the literature, content expert reviews, partnering institutions’ published materials, and the IEP survey, seven of Arroyo Research’s ten components were deemed most applicable for building partnerships between two-year and four-year interpreter education programs and selected for further review in this chapter. They are:

1. institutional role delineation and alignment;
2. common programmatic vision and goals along with coordinated curriculum and student outcomes;
3. formal partnership agreement;
4. faculty attitudes and administrative/institutional support;
5. common recruitment strategies and focus on targeted populations;
6. seamless admission, clear transfer path and supportive policies; and
7. student advisement, student transition and assimilation, and financial aid support.

1. Institutional Role Delineation and Alignment

Historically, two-year community colleges and four-year colleges and universities have had separate and distinct missions and goals within higher education. Two-year institutions most often have open door enrollment policies, focus on occupational and applied degrees (AAS), attract local commuter students and students from diverse and lower socio-economic backgrounds, and focus on lower level academic classes (American Association of Community Colleges and American Association of State Colleges and Universities, 2004). On the other hand, four-year institutions generally have a focus on academic baccalaureate and graduate degrees, include research agendas, set admission and retention standards, and attract students from more diverse geographic areas due to onsite student housing and diverse programmatic and extracurricular offerings.

Another view of institutional mission takes a somewhat different stance: while two-year and four-year institutions in the same community each have a strong identity and sense of autonomy and institutional power, they also compete for local students, community resources, and state and federal dollars (Hungar & Lieberman, 2001). Relinquishing long-standing autonomy creates what deCastro & Karp (2009) refer to as “trust and turf issues” (p.4) in that institutions resist being told what to do or what to teach by another institution.

“Given the competition inherent in inter-institutional relationships, such power is difficult to maintain: '(p)artnership formation requires building bridges between organizations, yet institutional renewal requires deep roots in each organization, creating an inherent tension' (Teitel, 1994, p. 245). This tension often challenges the basic assumptions and goals behind the partnership, as institutions and individuals must be willing to overlook immediate and traditional power structures in order to accommodate the large issues guiding the partnership" (Gomez, 1997, p. 16).

It appears then, that two-year and four-year institutions must paradoxically have strong separate identities and missions, yet, at the same time align around common goals for effective collaborative partnership (American Association of Community Colleges and American Association of State Colleges and Universities, 2004, 2004).

In summary, successful institutional role delineation and alignment will:

- ☑ acknowledge and respect unique institutional missions while at the same time, identify common student outcome goals;
- ☑ require administrative acknowledgement and support at all levels and should result in garnered support for the partnership at all administrative levels;
- ☑ be only one major key to programmatic success; and
- ☑ lead to recognized added value at each institution and increased student degree obtainment.

2. Common Programmatic Vision and Goals and Coordinated Curricula and Student Outcomes

While two-year and four-year institutions may retain separate overall missions, programmatic partnerships require common programmatic vision and goals. Partnership has often been defined as collaboration between dissimilar institutions. Creative partnerships rally around common goals such as student recruitment, coordinated curriculum, and provision of a seamless and quality educational pathway that ultimately leads to a baccalaureate degree.

It has been said that universities can continue to exist as universities with selective enrollment because of the existence of community colleges that act as a screening mechanism for colleges and universities (Palmer, 1996). Students who succeed at the community college level transfer to four-year institutions bringing their community college credit hours with them. Palmer (1996) goes on to state that because of this, faculty at both institutions need to work collaboratively to make sure that curricula, course content and student outcomes are clearly understood by all and do not constitute an “unintended barrier” to student transfer.

“Collaboration cannot be controlled by formal systems but require a dense web of interpersonal connections and internal infrastructures that enhance learning.”

(Kanter, 1994, p. 97)

A four-year path to a baccalaureate degree should be designed together from the ground up based on a common programmatic vision. A qualitative study of one large public four-year institution and nine partnering community colleges in southern California addressed this issue. Kisker (1993) identified faculty collaboration as one key component of partnership. For this partnership, two-year and four-year faculty came together to review and align curricula for optimal student transferability in the California study.

According to Richardson (1993) an exemplary transfer model incorporates faculty involvement in multiple ways. Disciplined-based groups, addressing specific programmatic issues and curricular design, create ownership and investment in the shared program. Therefore, faculty should be involved in all aspects of the design and implementation of the transfer process.

In summary, successfully identified common programmatic vision and goals along with coordinated curricula and student outcomes will:

- ☑ result in aligned goals and agreed upon course objectives, content, and sequencing by both institutions;
- ☑ demonstrate two-year and four-year faculty involvement and collaboration;
- ☑ reflect a seamless baccalaureate path for students;
- ☑ reflect increased ownership and investment by all discipline-based faculty in the program and transfer process; and

- ☑ make student pathways more transparent with clear expectations of student outcomes by all involved.

3. Formal Partnership Agreement

In Maryland, two-and four-year institutions collaborated in the development of Associate of Arts in teaching. Rather than attempting course-to-course articulations, they developed a list of competencies necessary for students to be accepted into junior-level status at four-year teacher preparation programs. Students from any community college who have completed a program covering the designated competencies transfer with no loss of credits.

American Association of Community Colleges and American Association of State Colleges and Universities, 2004, p. 12)

Partnership agreements, whether in the form of Memorandums of Understanding (MOUs), formal articulation agreements, state system transfer policies, or legislative mandated policy, serve to define for both institutions the requirements for students movement from one institution to another (Anderson, Sun & Alfonso, 2006). These agreements can be either voluntary or legislatively mandated. Either way, they describe the transfer process and delineate the acceptance of transfer credits from one institution to another with the purpose of providing a student path to a baccalaureate degree with as few obstacles as possible.

Ignash & Townsend (2000) identified four key articulation agreement measures gleaned from articulation literature and from states' policies regarding articulation. These measures include: (a) transfer directionality, (b) sectors, (c) transfer components, and (d) faculty involvement.

Transfer policy can encompass all directions of transfer, not only vertical. Students may transfer from two-year to four-year institutions with or without a completed degree. Students may also transfer laterally from one two-year institution to another or, from a four-year to a two-year institution known as *reverse transfer*. Reverse transfer ranges from 3% to 65% of all transfer students according to Townsend and Denver (1999 as cited by Ignash & Townsend, 2000). Ignash and Townsend

Alabama's Statewide Transfer & Articulation Reporting System (STARS) is a web-accessible database system that provides guidance and direction for prospective transfer students in the state. The STARS System allows public two-year students in Alabama to obtain a Transfer Guide/ Agreement for the major of their choice. This guide agreement, if used correctly, guides the student through their first two-years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama. Although transfer guides/agreements can only be printed for two-year to four-year transfers, the STARS system can still provide guidance and direction to transfer students who have a different transfer situation.

http://stars.troy.edu/stars/what_stars.htm

propose that there should be “parity” among transferring institutions whereby transfer students and “native” students are treated equally and both institutions work as equal partners in providing an undergraduate education.

Historically, formal articulation agreements have been between or among state supported institutions. However, articulation agreements can be executed between any and all institutions, both public and private. Transfer components should address the transferability of students who have completed significant blocks of courses towards a degree, but have not completed an Associate’s degree at the time of transfer. Ideally, it will also include a clear method for evaluating and articulating general education and major-specific courses.

Ultimately it should be the faculty who develop the partnership agreements for programmatic course transfer. Faculty at both institutions should be included in the curriculum development and support the articulation agreement. “The collaborative environment required to make good articulation agreements opens the door for the exchange of ideas and mutually beneficial program development” (O’Meara, Hall & Carmichael, 2007, p.15).

*Memorandum of Understanding
(MOU)*

...summarizes agreements between Oregon State University (OSU) and [Community College] (CC) to cooperatively promote successful undergraduate educational experiences for students who attend both institutions. The goals of this partnership are to:

- *Enable students to be jointly admitted and enroll concurrently at both institutions*
- *Improve student access, success, and 4-year degree completion.*
- *Expand student option for college-level services and curriculum.*
- *Improve academic program articulation.*
- *Use resources at both institutions more efficiently and effectively.*

<http://oregonstate.edu/partnerships/educators/mou.html>

Four-year colleges and universities are often reluctant or refuse to accept lower level courses, technical credits or technical degrees such as an Associate of Applied Science (AAS). According to Krumpelmann (2002) universities with selective admission policies should consider greater flexibility in evaluating transfer work to accommodate these credits and stem the loss of credit hours that students often experience during the transfer process. When the issue is one of institutional accreditation, then the solution may be for two-year community colleges to apply for regional accreditation in order to transfer students (American Association of Community Colleges and American Association of State Colleges and Universities (2004).

In summary, a strong partnership agreement will:

- consider multi-directionality to accommodate vertical, lateral, and reverse transfer;
- define a clear path for students to obtain a baccalaureate degree;

- ☑ include both public and private two-year and four-year institutions;
- ☑ accommodate both degree transfer and block or individual course transfer, both general education courses and major courses;
- ☑ be developed by the faculty at both institutions;
- ☑ define mechanisms for ongoing communication and continual updating of curricula;
- ☑ have full support of the faculty and administration at both institutions;
- ☑ address the acceptance of AAS and technical credits; and
- ☑. strive to reduce or eliminate barriers to transfer.

4. Faculty Attitudes and Administrative/Institutional Support

The strength of a partnership between a two-year and a four-year institution will depend on positive faculty attitudes at both institutions. Unfortunately, attitudes of two-year and four-year faculty are not always positive. A historical and pervasive “...lack of respect

Higher education system leaders need to create incentives that encourage cooperation rather than competition among two- and four-year college sectors.

(Improving Access to the Baccalaureate, 2004, p. 15)

for community college faculty credentials persists among too many university faculties” (American Association of Community Colleges and American Association of State Colleges and Universities, 2004, p. 6). Community College faculty members similarly feel they are not valued as highly as university faculty members, believing others view their position as “on the margins of higher education” (Townsend & LaPaglia, 2000, p. 1). This view may be fueled in part by the fact that faculty teaching in Baccalaureate degree programs are required to possess a Masters degree at minimum, and more often a doctoral degree, while credentials required for faculty at community colleges may be a bachelors degree.

Differing perspectives also impact faculty attitudes. University faculty may consider undergraduate coursework at community colleges to be less rigorous than the coursework at a university, affecting institutional acceptance of transfer credits. An issue facing both two-year and four-year institutions is the increasing reliance on part-time adjunct instructors who teach individual courses but may not have programmatic ties to the overall degree pathway. “Put quite simply, there are few, if any, incentives in community colleges and universities to encourage faculty to spend time improving the fit of courses and programs across institutions or to work with students to help them make an efficient transition” (Richardson, 1993, p. 1).

In the spirit of partnership, faculty at both institutions will work together, viewing the students’ experience as a seamless path to the baccalaureate. According to Richardson (1993), faculty from both institutions should jointly design educational programs with the student in mind and aimed toward a baccalaureate goal. In this way, faculty members become aligned on student outcomes, course requirements, and coherent transfer pathways. By working collaboratively, the introductory and lower level coursework prepares the student for the demands of the upper level coursework with no loss of credits or repetition of coursework at the university level.

Richardson suggests that faculty need to develop a culture of cooperation whereby “ownership” of the program belongs to the faculty in both institutions; not as competing programs, but as two complimentary parts of one program. Development of such a culture requires administrative and institutional support. First and foremost, administrators at two-year and four-year institutions must value such collaboration. Faculty will require release time to design and implement a coordinated partnership that reflects mutual course development and agreed upon student outcome standards.

Partnerships support the mission of both two-year and four-year institutions to provide greater access to education. As such, partnership agreements and coordinated programs provide benefits to the institution and its administrators. Benefits to administrators include: (1) ability to market agreements to their community and potential students; (2) better use of laboratory resources and conservation of effort for shrinking budgets; (3) increased faculty productivity and reduction of classroom space needs through the elimination of course duplication; and (4) improved student retention resulting from a smoother transfer process and reduction of transfer barriers (O’Meara, Hall, & Carmichael, 2007).

In summary, positive faculty attitudes will:

- ☑ strengthen faculty ownership of the coursework and degree plan without competition;
- ☑ align expected student outcomes at all levels of the program;
- ☑ create a culture of cooperation among faculty at both institutions;
- ☑ increase respect among two-year and four-year faculty; and
- ☑ ensure shared or joint planning occurs in all aspects of the curriculum leading to a coordinated degree pathway for students.

Institutional and administrative support of partnership agreements will strengthen each institution by:

- ☑ delineating the roles of each institution, reducing coursework duplication and course repetition for the student;
- ☑ creating a ready source of potential students to the four-year program/institution;
- ☑ making better use of laboratory resources and conservation of effort for shrinking budgets;
- ☑ reducing classroom needs with elimination of course repetition;
- ☑ aligning with community college goals to increase educational access; and
- ☑ reducing barriers to student transfer;

5. Common Recruitment Strategies and Targeted Populations

Public universities’ funding formulas rely heavily on head count, whether it is the number of students enrolled, or number of students graduating. The goal of both community colleges and universities is the same: recruit students to enroll in the institution and assist them to graduation. Studies indicate that students enrolling in community colleges who

aspire to a bachelor's degree have a significantly higher probability of transferring to a four-year institution than those who have no such aspirations. Students who followed a traditional high school curriculum graduating with a high school diploma also are more likely to transfer from a two-year to a four-year program. (Anderson, Sun & Alfonso, 2006).

In 2000, over half of all students enrolled in community colleges were categorized as "minority" (Hungar & Lieberman, 2001). According to these authors:

"For minority students, community colleges are an especially significant avenue to a bachelor's degree. Fifty-five percent of Hispanic, Asian/ Pacific Islander and Native American students and forty-six percent of African American students in higher education are in community colleges (ERIC, 2000)."

"From a policy perspective, this finding implies that, if statewide articulation agreements include financial aid packages at both two- and four-year levels, it is probable that transfer rates will increase."

(Anderson, Sun & Alfonso, 2006, p. 279)

In contrast, the interpreting field has a need to recruit more persons from minority and under-represented groups into the profession. The field is populated with interpreters who historically have been predominantly white, young and female. A 1980 survey of 160 interpreters reported that only 2.4% of respondents were from minority groups. An RID survey of members in 1991-1992 reported that 9.5% of approximately 3,000 members were members of a minority group. Of a reported 9,914 RID members, 11.5% identified themselves as non-Caucasian (Stauffer, Burch, & Boone, 1999). By 2009, 14% of 8,680 members who checked ethnic origin identified themselves as members of a minority (non-Euro-American/White) group (Nettles, 2010).

Community colleges provide higher education at a lower cost than colleges and universities, serving students who cannot or do not wish to transfer out of the area due to economics, employment, or family responsibilities. Graduates from AA programs at community colleges provide BA interpreting programs with a pool of potential transfer students from under-represented populations. Given that students who aspire to a BA degree transfer in greater numbers, it behooves AA and BA programs to work cooperatively to attract students into Deaf Studies, Sign Language Studies, and two-year interpreter education programs with the goal of completing a bachelor's degree in interpreting. Rather than competing for students, AA and BA programs can collaborate on outreach, recruitment, and advising.

In summary, successful common recruitment strategies will:

- ☑ result in more cost effective targeting of the same students;
- ☑ improve coordination and data collection systems (Hungar & Lieberman, 2001; Robertson & Frier, 1996; Welsh, 2002; Welsh & Kjorlien, 2001);
- ☑ share a blueprint that assists students in designing a path to baccalaureate at the beginning of their post-secondary studies, intentionally reflecting both community college coursework and transfer to a four-year university; and

- keep students in postsecondary education that might otherwise drop out or not attend due to economic, employment or family responsibilities.

6. *Seamless Admission, Transfer Path, and Policies*

Transferring from one institution to another requires appropriate timing and advisors who are aware of the transfer procedures and are sensitive to students who will need to assimilate to a new campus, new faculty and new peers. Students often experience “transfer shock,” due to the change in collegiate culture and expectations (Cuseo, 2000). Students, who are familiar with one institution, especially if it is a community college, may find larger, four-year institutions to be more impersonal. It is reported that transfer students experience a decline in their academic performance during their first semester after transfer. These students have a 10-15% higher attrition rate than do “native” students and take longer to complete their BA degree than do “native” students (Cusco, 2000).

One way to assist transfer students is through pre-semester orientation sessions. These sessions acclimate the students to their new environment and introduce them to support services such as the library, disability services, computer labs, and health services. All or parts of the orientation sessions can be lead by students who can give insight into the university from a decidedly “student” perspective.

One of the first persons the transfer student meets on a new campus is the academic or program advisor. Designated institutional advisors and program advisors who specialize in transfer students help make the process of transfer less overwhelming. These advisors not only assist students through the maze of transfer requirements, but can also introduce incoming students to current students who can help ease the acclimating process.

“Transfer counselors at two- and four-year institutions can all attest to the time needed to help students. Despite the best attempts to provide current, comprehensive 24/7 transfer information for students via the internet, states also recognize the importance of real-time, first-person interaction to demystify the transfer process” (de la Torre, 2007, p. 10).

Information should be clearly defined on the web page. Minnesota provides a good example of how information can be available online for students, academic advisors and educators at www.mntransfer.org/. The first page for students begins with “Transfer Basics” which includes *First Steps Action Plan*, *Transfer Specialist Contacts*, *Student FAQs*, *Glossary*, and a description of programs designed for transfer. The same page also includes information on transfer planning, the application process, financial aid, student services, and important links.

In summary, a well-designed, seamless admission and transfer process will:

- designate specific institution and programmatic transfer advisors;

- ☑ provide pre-semester orientation sessions for new and transferring students;
- ☑ connect transferring students with current students for easier assimilation; and
- ☑ have clear transfer information available on the web page of each institution.

7. Student Advisement, Student Transition and Assimilation, and Financial Aid Support

Barriers to student transfer have been categorized as either academic or financial (Hungar and Lieberman, 2001). Financial obstacles include increasing tuition and ancillary services such as lack of child care, decreasing financial aid, increasing reliance on student loans rather than scholarships, increasing complexity of financial aid application, and the increasing need of students to keep working while going to school (Hungar & Lieberman, 2001).

Students who have financial resources are more likely to transfer, hence to obtain a baccalaureate degree. This finding includes those who receive financial aid (Anderson, Sun & Alfonso, 2006). Financial aid then is a key characteristic that enhances the probability of student transfer from two-year to four-year institutions. “From a policy perspective this finding implies that if statewide articulation agreements include financial aid packages at both two- and four-year levels it is probable that transfer rates will increase” (Anderson, Sun & Alfonso, 2006, p. 279).

“Lasting solutions to the pressing challenges to baccalaureate access cannot be found by issuing policy fiats from the state capitol, nor will they be found in perpetuating institutional prerogatives or system policies that do not serve students well. Students, faculty, academic advisors, department chairs, deans, presidents, chancellors, trustees, regents, legislators and governors all must work together to ensure the creation of a seamless higher education system that will promote access to the postsecondary education and training needed by every citizen to be successful in today’s global economy.”

(American Association of Community Colleges and American Association of State Colleges and Universities, 2004, p. 14)

In *Accessing the Baccalaureate* (2004), a report of the American Association of Community Colleges and the American Association of State Colleges and Universities, three of eight (37.5%) recommendations for leaders address financial issues. They are:

- ✦ Given the data that show more successful baccalaureate retention and completion for students who transfer after achieving the associate degree, create financial incentives by guaranteeing admission at the four-year institution and by discounting tuition for community college students who complete the associate degree before transferring.

- ✦ Encourage joint admissions (at two- and four-year institutions) and dual financial aid programs to increase the number of students completing the baccalaureate.
- ✦ Increase the number of scholarships set aside for transfer students (p.13).

In summary, a strong financial aid structure will:

- ☑ be part of a joint admissions process;
- ☑ be available for transfer students;
- ☑ contribute to a successful partnership venture; and
- ☑ enhance the probability of student transfer, thereby increasing probability of obtaining a baccalaureate degree.

Summary

As David Longanecker (2007) stated at a summit meeting of AA Interpreter Education Program directors, “Collaboration is hard. Volunteer collaboration is even harder.” Partnerships between institutions and programs require the collaboration of many persons at all levels of academic delivery, from part-time faculty through state system managers. It is almost as if the stars themselves must align for persons, systems and resources to work together to provide economically feasible, transparent and sustainable paths to a baccalaureate via AA~BA partnerships. Given the current economic climate however, it is more imperative than ever for institutions to collaborate rather than compete for students, resources and federal and state dollars.

What then are the key, or critical, structural components for effective institutional and programmatic partnerships? Professional literature, expert consultants, and case reviews identify various important contributors to successful partnership. Seven of these have been identified and presented as most critical for interpreter education programs that seek to explore or create partnerships in response to the 2012 certification testing mandate. As described above, these components include:

1. institutional role delineation and alignment;
2. common programmatic vision and goals along with coordinated curriculum and student outcomes;
3. formal partnership agreement;
4. faculty attitudes and administrative/institutional support;
5. common recruitment strategies and focus on targeted populations;
6. seamless admission, clear transfer path and supportive policies; and
7. student advisement, student transition and assimilation, and financial aid support.

These critical components provide the framework used to describe five promising models of AA~BA partnership in the next five chapters. These models were identified by

IEP directors in focus groups, through IEP coordinator surveys of current or planned partnership practices, and by a review of partnership practices in higher education in general. It is hoped that this information will prove useful to programs considering or already engaged in AA~BA partnership for the purpose of providing students with a pathway to the baccalaureate degree.

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Meet You at the Flag Pole
**UNIVERSITY CENTERED
MODEL**
Pauline Annarino



“Aspirations for baccalaureate education will continue to grow, and, true to their heritage, community colleges will search for ways to respond.”

Defining the University Centered Model

This chapter focuses on the University Centered Model. Its overarching definition is simple and clear-cut.

University Centered Model: a post-secondary approach to AA~BA partnership, whereby university faculty teach upper division courses on the campus of a two-year institution and then confer a four-year degree to a student (American Association of Community Colleges and American Association of State Colleges and Universities, 2004).

The journey taken while on the community college campus has as many paths as there are possibilities. Lorenzo (2005) describes no less than six functional approaches within the University Centered Model: 1) the co-location model; 2) enterprise model, 3) integrated model, 4) virtual model, 5) sponsorship model; and 6) the hybrid model. Almost all approaches involve the joint or shared use of teaching and environment.

The University Centered Model is best described as occurring along a continuum with simple articulation agreements controlled by the four-year institution/program depicted at one end of the continuum. Movement along the continuum reflects a growing shift of control away from the four-year institution toward the community college and culminates with the community college conferred baccalaureate. *See Figure 1.*

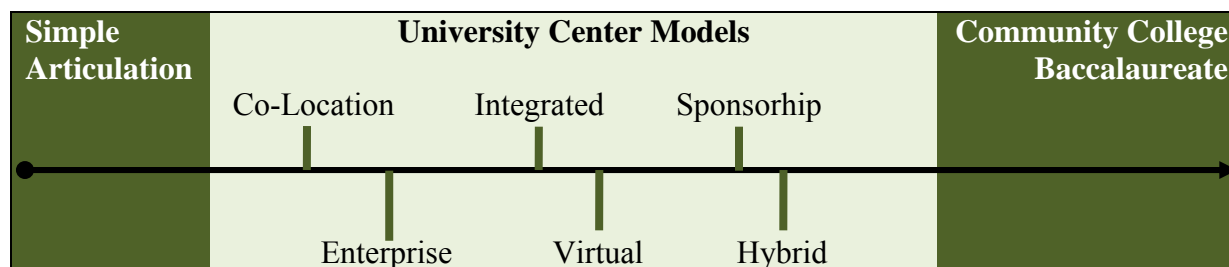


Figure 1: University Centered Model – Continuum of Functional Approaches

Functional Approaches

1) *Co-Location Model*

Within this model, partners share physical space, but few other connections. Decision making is independent. There is little or no personnel devoted to the partnership. Curriculum and evaluation fall to each institution for autonomous engagement. This functional approach skirts the outer borders of partnership, often referred to as a relationship of landlord and tenant. While maintaining separate control of curriculum and staff, this model may share student services, advisement and facilities (Zinser & Hansen, 2006).

2) *Enterprise Model*

The Enterprise Model brings together several institutions within a consortium structure to operate a center of higher education. The consortium operates as an independent body with clearly defined governance. The community college is one of several members with equal power and influence. The center may or may not reside on the community college campus, and often time does not. Noteworthy examples of this model include the Universities Center at Dallas, the University Center at Greenville (South Carolina), the University Center at Rochester (Minnesota), the Aurora Higher Education Center (Colorado) and University of Lake County (Illinois) (Lorenzo, 2005).

3) *Integrated Model*

The Integrated Model moves the University Centered model to a higher level of functionality and collaboration. As in other approaches, this model brings the university to the “floor” of the community college, and may include multiple partners. However, what gives the Integrated Model its value is the *co-development of a student’s initial academic plan that is coherent and cohesive.*

Within this functional approach, both partners are committed to the concept of dual enrollment and recognize the institutional and student benefits of partnership. However, both partners recognize the delineation of the lower division coursework offered by the community college and the upper division coursework being the responsibility of the university. All partners strive for one common goal – access to baccalaureate degrees.

4) *Virtual Model*

The Virtual Model is similar in all respects to the Integrated Model, with the exception of its delivery platform. In this instance all or most upper-division coursework is offered through web-based technology. Students continue to obtain support services through the community college. Lorenzo (2005) cites the Community College Alliance, developed by Franklin University (Ohio) as an exemplary example of this model. Begun in 1998, students from more than thirty-eight community colleges in eleven states had obtained their bachelor's degree by 2003.

5) *Sponsorship Model*

This model clearly places the community college in a leadership role. It oversees the university center, determines majors, and develops its mission. Reaching outward, it recruits partners, seeks funding opportunities and conducts evaluation. Lorenzo (2005) notes that the sponsored university center functional approach is “the most assertive means for community colleges to enhance access to upper-division coursework, short of...authorization to grant baccalaureates...(and) that satisfy students’ expectations for a true collegiate experience” (p.82).

6) *Hybrid Model*

This model, also referred to as a *community college conferred applied baccalaureate*, is gaining more popularity but is often the most controversial of all of the models. Lorenzo (2005) believes that this new hybrid approach “... has the potential to deliver the best of both worlds – collaborative degrees through a university center and baccalaureates through the community college” (p.83).

Is one model more effective than another? Common knowledge suggests that partnerships are never a “one size fits all” endeavor, recognizing that success of any particular model is guided by like-demographics and cross-institutional fit. The research suggests that successful partnerships draw significant energy from the optimistic ambition of their initial creators and the continued role they play over time. Simply stated, every good idea needs a champion with passion.

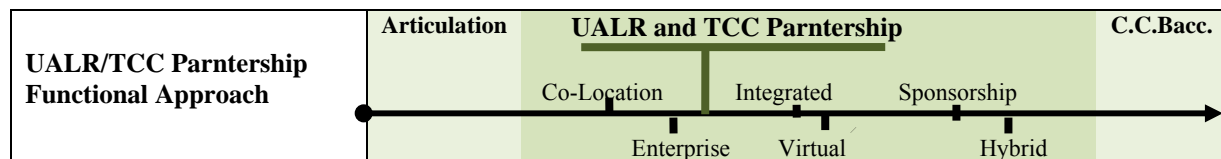
When properly executed, university centered partnerships provide benefits well beyond access to four-year degrees. They provide the flexibility, responsiveness, attention to nontraditional students and low cost historic to community colleges. They are more cost effective for state government, and “respect institutional autonomy and curriculum processes” thus avoiding accreditation issues. Lastly, they “link upper-division coursework with the academically nurturing environment of a community college” (Lorenzo, 2005, p 86).

The research also suggests that the strongest collaborations are “value-chain” partnerships that link all suppliers (programs) to their customers (students). In business, it is common for companies in different industries with different but complimentary skills to link

capabilities to create value for their shared ultimate users and increase their “bottom line” (Kanter, 1994). However, academia and business often operate under very different parameters, and the field of sign language interpretation is no different.

Fortunately, programmatic longevity, familiarity and passion among its educators positively position the field of sign language interpretation for this type of partnership. However, the level of understanding by interpreter education programs of AA~BA partnership remains a question. Chapter 2, *More Questions: Survey of Interpreter Education Programs: Current and Future Plans for Partnership* notes that of 87 interpreter education programs, 37 (43%) are in a partnership or in the process of establishing a partnership. However, “partnership” to 22 of the 37 (59.5%) programs is defined as an articulation agreement with the end product a bachelor completion program. For 13 of these 37 programs (35%), it is an articulation agreement with an established bachelor’s degree program in interpretation. Of these 37 programs, only five (13.5%) are engaged in a specialized partnership and only one (3%) is engaging in a University Centered approach – the University of Arkansas at Little Rock and Tulsa Community College. A snapshot of their partnership experience is described below.

*Case Study #1:
University of Arkansas at Little Rock and Tulsa Community College
(UALR/TCC)*



With so few interpreter education programs engaged in an University Centered partnership, the field of interpretation is fortunate to have an established partnership with history, albeit it a relatively short one, having enrolled its first cohort of students in 2008. An in-depth review of the UALR/TCC partnership reveals a partnership that is thriving. This finding is not surprising as the partnership possesses many, if not most of the critical components identified in Chapter 3. A number of these components are described below.

Like Communities and Culture

Shared Midwestern roots, urban backgrounds, public status, student demographics and similar institutional cultures (both offering AA degrees) provide a strong platform for supporting partnership milestones. Situated in urban Little Rock, UALR is a well-established, forward thinking university that confers associate through doctoral degrees. Founded as a junior college in 1927, UALR introduced its first bachelor’s program in 1957. Approximately 35% of today’s student population represents ethnic minorities. Established as an AA program, the *Interpreting for the Deaf* program offered its first classes in 1979. Today, UALR has 60 students majoring in *Interpretation: ASL/English* A.A. and B.A degree programs and graduates approximately 10-15 students annually.

Tulsa Community College, four hours from Little Rock, is also situated in an urban setting. Established in 1970, its academic accomplishments include ranking in the top 3% of 1,150 community colleges in terms of the number of associate's degrees awarded for the sixth consecutive year. Approximately 25% of its student population is represented by ethnic minorities. TCC's *Tulsa Junior College: Interpreter Training Program* was established in 1978. Today, the *Tulsa Community College: Interpreter Education Program* has 80 majors in its A.A. degree program and graduates approximately 6-10 students annually.

Shared Vision and Goals

In separate interviews with UALR and TCC, it became readily clear that both institutions share a common vision and goal: "to make available bachelor's level interpreter education to students of Oklahoma." TCC further viewed the partnership as an opportunity to strengthen their AA curriculum and enhance student outcomes, while UALR saw an opportunity to increase their number of graduates and replicate the model in other states. Both programs acknowledged the "RID 2012 certification mandate" as a factor. The partnership is in full agreement philosophically; however, it does not have a publically stated joint vision or philosophy statement.

Partnership History

The UALR/TCC partnership enterprise was set in motion in 2004 with a simple request from the President of TCC to the TCC interpreting program to "partner up" with UALR. In 2008, the first cohort of students was admitted, a timeframe considered typical by academic partnership industry standards.

While the initial contact was a "cold call," the relationship between the two interpreting programs had a rich history. TCC served on the UALR interpreting program's advisory board and collaborated on UALR's large curriculum project. TCC fell within UALR's RSA region and as such often hosted related events. Lead faculty for each institution had a combined teaching history of more than 40 years at their respective institutions, and ample exposure at interpreting magnet events such as RID and CIT. As TCC representative Sharon Limas explains: "We knew them well and they knew us. That was important. Having that relationship was huge."

"It was hugely labor intensive. Had it not been for Sherry's commitment, it might not have happened."

Sharon Limas
Tulsa Community College

Recognizing the importance of full faculty "buy-in" from both institutions, a site visit was arranged at UALR, with all primary TCC and UALR interpreter education faculty in attendance. The partnership moved forward under the helm of UALR Program Director, Sherry Shaw. Weekly conversations between programs were common as they began the process of "sorting out what needed to be done" to create this first-time partnership.

Taking the partnership to the level of implementation required approval from the Oklahoma State Regents for out-of-state degree-granting. UALR's institutional requirements were more stringent, with approvals required at each institutional level, the University Chancellor's Office and UALR's accrediting body. Sherry Shaw took on the task of obtaining both institutions' approvals. Each partnering institution cannot overemphasize the labor intensity of this component of the endeavor. In January 2007, an Interstate Partnership Agreement was signed by the two institutions. A reprinted copy of this agreement is located at the end of this chapter.

Aligned Curriculum

Aligning the curriculum, identifying roles and determining teaching platforms collaboratively was, and continues to be, key to UALR/TCC's healthy partnership. As a result of their combined efforts, both institutions anticipate strong student outcomes. Aligning the curriculum was not difficult, albeit time consuming, due to their long-standing relationship. Each institution was in possession of the other's program description and course outlines. Both parties sat down together and compared sequence, course credit and course descriptions, and mutually agreed upon the changes to be made.

Perhaps the most significant change was TCC's Interpreter Preparation Program's realignment as an Associate of Arts degree program from its former Associate of Applied Science degree designation. Prior to the partnership, TCC was preparing students for a terminal degree in interpreting, not for further learning in a four-year institution. Toward the new goal, the TCC made core math and science changes, and incorporated new coursework to enhance the professional reading, writing and critical thinking skills needed for successful matriculation at the bachelor's degree level.

Differences in course credit allocation (two-unit classes for TCC and three credit classes for UALR) resulted in a TCC credit hour modification to align with UALR. Changing class credit allocation afforded TCC the opportunity to change course titles and curricula to coincide with UALR's course offerings. TCC also added an ASL/English Interpreting class.

"I love having the perspective of other students from a different state and educational background."

UALR Campus Student

To be more responsive to TCC students, UALR revamped their educational interpreting minor by replacing communication disorders-focused classes with nine units of general upper-level electives. This change allowed TCC students to earn a number of upper level minor electives locally or via UALR online classes. UALR's most significant change, though, came in the way it delivered its real-time educational programming to students in two separate states.

Attending UALR Classes

Upon admittance to UALR, Tulsa-based students are issued UALR student ID cards and considered UALR students. At this time, students are eligible for stipends through the U.S. Department of Education, Office of Special Education Programs). All UALR course work is interpreting major-specific, with the understanding that general education coursework is to be completed as part of the Associate degree or obtained from another institution. Students graduate with a B.A. degree in Interpretation: ASL/English from UALR and attend graduation on the UALR campus.

“Being able to earn my Bachelor’s degree without leaving Tulsa has been wonderful.”

Tulsa Campus Student

Tulsa-based students attend evening classes alongside their UALR peers via interactive TV, and supplement their face-to-face learning with online coursework. Students may attend a small number of classes with UALR’s Associate degree candidates but do not comingle with TCC associate degree students who attend classes during the day. For the first cohort of students, ITV and online classes were augmented with summer courses taught by UALR staff on the Tulsa campus. This cohort of students also engaged in one week-long service learning activity for the *Interpreting for Persons who are Deaf-blind* class on the UALR campus.

“I enrolled in the program because it was a logical way to increase my professional skills, and the UALR program was highly recommended. I feel that I experienced a huge growth in my skills, and my “worldview” of the profession of interpreting.”

Tulsa Campus Student

Currently, TCC faculty does not teach upper division courses and there are no plans to do so in the future. Initially it was expected that TCC faculty would teach one or two upper division courses. However, easily manageable distance technology made for a seamless learning experience. Both programs further recognized over time that co-mingling faculty from both institutions might not be best for the student and the student’s identity and affiliation with UALR.

TCC-based UALR students utilize lab facilities, tutoring, library and other college support services available on the TCC campus. However, student advisement is the responsibility of UALR faculty, with informal advisement limited to one faculty member on the Tulsa campus.

What’s in Store for the Future?

Ten students formed the first UALR/TCC cohort, with nine of these students holding AA degrees in interpreting from TCC. The first graduation occurred in May 2010. Most noteworthy is the fact that partnership’s first cohort experienced no attrition. All ten students graduated.

The partnership is currently preparing for its second cohort, slated to start in January 2011. Students will take general education classes during this first spring semester and move into core course in the summer semester taught from the UALR Campus using internet-based interactive technology. A number of logistic and delivery changes will occur. A new state-of-the-art classroom has been equipped to support online delivery utilizing Blackboard and WIMBA as the platform. Tulsa students will sit alongside their UALR peers in a virtual environment that allows the students and professor to visually interact in real-time. This system replaces the older ITV system. Other changes include the discontinuation of the summer Tulsa on-site classes as a result of current economic conditions and the enhanced capability of technology.

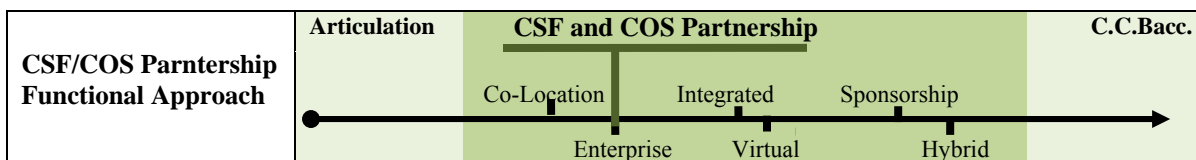
UALR/TCC Summary

When one reviews the critical components that underpin successful AA~BA partnerships, it is apparent that a great number of them have been successfully addressed in the UALR/TCC partnership. As illustration:

- UALR and TCC have clearly defined institutional and program role delineation and alignment. The partnership's development, design and approach were clearly collaborative. However, by design and agreement, the day-to-day academic offerings are a function of UALR.
- Both programs have shared history, vision and goals and a respect for CCIE accreditation. They have executed a clearly articulated formal memorandum of understanding.
- Faculty respect and overall excitement across both institutions is readily evident.
- The most critical component, a coordinated curriculum with shared student outcomes, was demonstrated by the numerous modifications made to both programs' curricula in order to create a seamless four-year curriculum.
- They share recruitment strategies and targeted populations, with UALR traveling to Tulsa to meet prospective students and answer questions about the benefits of attending UALR.
- Admission is seamless, with students declaring their intent to transfer to UALR at program onset, with coursework and counseling coordinated from program entrance to graduation.
- Financial aid is shared with Tulsa-based students eligible for Arkansas in-state tuition and/or U.S. Department of Education, Office of Special Education Program stipends. Oklahoma and Arkansas also participate in the Academic Common Market of the Southern Regional Education Board (SERB). Academic Common Market allows students to attend at in-state tuition rates if a comparable public postsecondary program is not available in students' home state.

To learn more about the UALR/TCC partnership, please contact Linda Stauffer, Ph.D. at lkstauffer@aulr.edu or Sharon Limas at slimas@tulsacc.edu.

*Case Study #2:
California State University at Fresno and College of the Sequoias
(CSF/COS)*



The scope and magnitude of what can be accomplished within a University Centered model is considerable. The partnership of California State University at Fresno (CSF) and the College of the Sequoias (COS), both central California rural post-secondary institutions, is an excellent example of what Lorenzo (2005) describes as the *Enterprise Model*. This model brings together several institutions within a consortium structure to operate a center of higher education, in the case of this partnership the *Fresno State Center at the College of the Sequoias*. The consortium operates as an independent body with clearly defined governance. The community college is one of several members with equal power and influence.

Like Communities, Culture, Vision and Goals

Shared rural/agricultural roots, public status, student demographics and institutional cultures underpin this partnership. California State University, Fresno was founded as Fresno State Normal School in 1911 and has offered advanced degrees since 1949. Fresno State is one of the 23 campuses of the California State University system, one of the largest systems of higher education in the world. CSF enrolls more than 21,500 students. The surrounding San Joaquin Valley is one of the richest agricultural areas in the world. Demographically, its student body is 35% White, 34% Hispanic, 15% Asian, 5% African-American and 11% other.

Only fifty miles away is the College of the Sequoias (COS). The college, like most of the early community colleges in the state, developed out of the local public school system. Since its opening in 1926 the district's sole mission is to provide inexpensive, lower-division college education to local high school graduates who intend to transfer to a traditional four-year institution. COS's unique "transfer" mission shapes the college and defines its theoretical and political basis. Demographically, its student body is 35% Hispanic, 28% White, 24% Other, 5% American Indian, 5% Asian, and 3% African-American.

As stated in its marketing materials, *Fresno State Center* is housed at the College of the Sequoias (COS) campus in Visalia, and is referenced as an off-campus center of the California State University, Fresno. It is dedicated to providing low cost higher education opportunities to students from surrounding Tulare and Kings Counties. The Center, in

partnership with COS, and the City of Visalia, offers upper-division undergraduate, graduate and credential courses and program on the COS campus. See Figure 1.

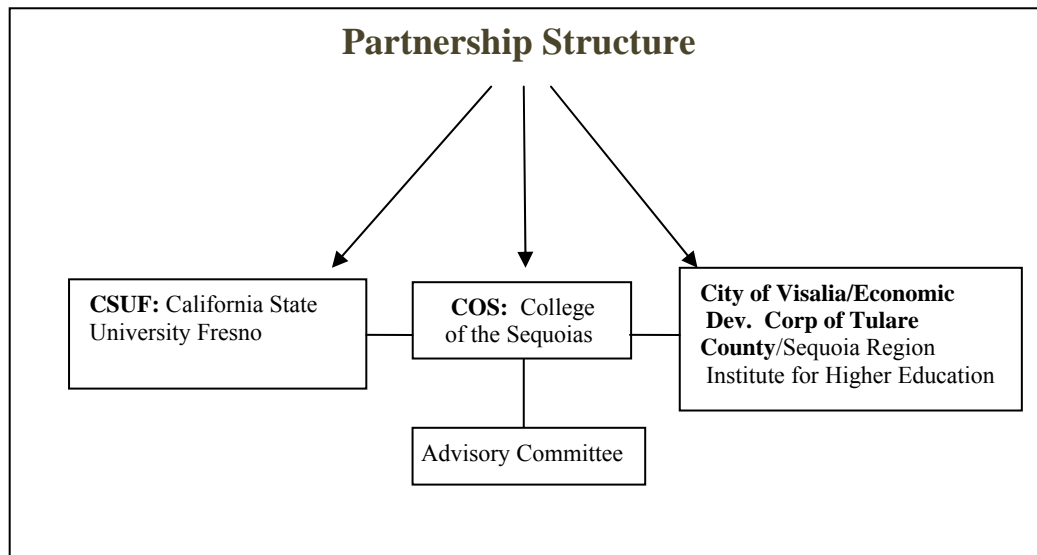


Figure 1. CIUF/COS Partnership Model

History and Structure

CSF has maintained a presence on the COS campus for over 20 years. During the 1980s, four-year enrollments swelled to as many as 2,000 students, with the Community College Chancellor’s Office subsidizing CFS faculty travel from Fresno to Visalia. However, it was not until 2005 that a formal partnership and the *Fresno State Center at the College of the Sequoias* were established.

Unlike the UALR/TCC partnership, where two academic programs sought partnership, the Fresno State Center was driven by outside forces, the Economic Development Institute for Higher Education and local leaders who desired a four-year institution in their community of Visalia, CA. They sought to provide greater post-secondary access for students seeking a four-year degree but who were challenged by the cost of on-campus residential life and the fifty-mile commute. In 2006, using bond dollars to create a free standing University structure, the partnership was formalized through a Memorandum of Understanding. A reprinted copy of this agreement is located at the end of this chapter.

- Fresno State Center Programs***
- *Business Administration*
 - *Child Development*
 - *Criminology*
 - *Liberal Studies*
 - *Social Work*
 - *Administration and Supervision*

An advisory board was created with representation from the Tulare Economic Development Corporation, the City of Visalia City Council, Chamber of Commerce, CSF and COS administration, faculty and students. The advisory group surveyed businesses,

students and other stakeholders to determine needed majors. Their discovery led to majors in business, social work and criminal justice.

Funding was provided by the Economic Development Corporation to remodel a free-standing structure, by a \$50,000 grant from the Community College Chancellor's Office, with academic programming provided by CSF and COS contributing facilities and student support services. The Center began in earnest to create seamless four-year and graduate degree majors that in many instances comingled AA and BA programming.

Recognizing that traditional daytime scheduling would not accommodate this community's students who work, classes were scheduled for evenings and weekends using blended technologies of online and interactive classroom. Further recognizing that, due to demographics, this student population would have difficulty competing in a traditional environment, Center classes were designed cohort-style in order to provide needed peer support.

In similarity to the UALR/TCC partnership, Fresno State Center staff could not overemphasize the labor intensity and time needed to create shared programming. And in keeping with the UALR/TCC partnership, the key to its success lay in the passion and commitment by a few key individuals at both the administrative and faculty level.

Unfortunately, strong outside funding, a deep commitment by all parties involved, and a large Center student body could not insulate the Center from the national economic downturn and the California financial crisis. Today, much of the Center's funding has been cut, with the Center staffed by a skeleton crew and a core group of dedicated volunteers, including the Executive Director. Nevertheless, the Center continues to carry out its mission of providing affordable education to students of this rural community while awaiting a hopeful California economic upswing.

Fresno State Center Summary

For more than two decades CSF and COS engaged in a partnership defined by Lorenzo (2005) as the "co-location" model. In 2005, the current "enterprise" structure emerged, fueled by a need of all parties to formalize and promote four-year education that fit the current needs of their community. The Fresno State Center, like UALR/TCC partnership, reflects a large number of the critical components needed for successful AA~BA partnerships. Among many others:

- ✦ They have history and institutional role identity. From its inception, COS was designed as a "transfer" institution and, as such, was philosophically positioned to work in collaboration with a four-year institution. As early as 1980, CSF recognized the importance of the community college setting and began offering classes on the COS campus.
- ✦ They serve the same student demographic.
- ✦ They have executed a clearly articulated formal memorandum of understanding

that covers all aspects of collaboration, including marketing strategies, student identity and facilities.

- ✦ Admission is seamless, with students declaring their intent to transfer at program onset, with coursework and counseling coordinated from program entrance to graduation.

To learn more about the CSF/COS partnership, please contact Don Goodyear, Ph.D., at don_goodyear@csufresno.edu.

Summary

When properly executed, university centered partnerships provide benefits well beyond access to four-year degrees. They provide flexibility, responsiveness, attention to nontraditional students and low costs that are historic to community colleges. The University of Arkansas at Little Rock/Tulsa Community College partnership and the California State University Fresno/College of the Sequoias partnership represent two exemplary examples of the University Centered Model. As noted above, programmatic longevity, familiarity, and passion among its interpreter educators positively position the field of Sign Language interpretation for this type of partnership.

Author's Top 3 Resource Picks

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Interstate Partnership Agreement

University of Arkansas at Little Rock and Tulsa Community College (OK)

Purpose

The purpose of this interstate agreement is to provide students holding an Associate of Arts degree from Tulsa Community College’s Interpreter Education Program the opportunity to participate in UALR’s Bachelor of Arts degree in Interpretation: ASL/English via distance education (on-site in Tulsa and online). Through collaborative efforts, the partners hope to serve AA graduate in Northwest Arkansas and Northeast Oklahoma who require a BA degree program for employment and national certification. This partnership will serve as a pilot project during academic years 2007-2009. All distance students may apply for Office of Special education Programs (OSEP) grant funding for tuition and fees from UALR’s Interpreter Education Program.

Agreement

1. The student must hold the AA degree or equivalent with a cumulative grade point average of 2.00 or higher. Developmental or remedial course grades are not computed into the cumulative grade point average. A student fulfilling these requirements will be admitted to UALR with a junior classification.
2. Degree and program requirements for students who transfer from TCC to UALR will be determined in the same manner as if initial enrollment has been at UALR.
3. A student may be accepted as a declared Interpretation major upon completing TCC’s program with the requisite GPA and achieving a score of QA 1/1 on the Mid-America Quality Assurance Screening Test.
4. TCC will make every effort to inform students of the transferability of the AA degree to UALR.
5. Both institutions will notify each other in a timely manner of substantial changes to their curricula
6. UALR will provide a list of graduates from the program to TCC in order for TCC to track its students.
7. TCC shall make a strong effort to encourage AA students to pursue the BA Degree from UALR.
8. TCC has permission to advertise this degree program as a partnership between UALR and TCC.
9. UALR will offer a flat tuition/fee rate of \$186.20 per credit hour for all required courses regardless of student residence. This rate will adjust to UALR tuition and fee rates at the time of student admission.
10. UALR will publish a project manual to provide to TCC students with assistance in academic advising for the purpose of creating a smooth transition to UALR.

Duly adopted and approved this 17th day of Jan. 2007.

UALR Vice Chancellor
UALR Provost and Vice Chancellor

TCC President
TCC Provost

Program Developed by:
Sherry Shaw
UALR Interpreter Education Program

Sharon Limas
TCC Interpreter Preparation Program

**Sequoia Region Institute for Higher Education
Economic Development Corporation serving Tulare County
and
Office of the President
California State University, Fresno
and
Office of the Superintendent/President
College of the Sequoias**

**Memorandum of Understanding
CSUF center at the College of the Sequoias**

This Memorandum of Understanding (MOU) is designed to address the expansion of program and facilities for the students of Tulare/Kings Counties who attend or consider attending California State University, Fresno (Fresno State) classes at the college of the Sequoias (COS) with intent to enroll 250 Full Time Equivalent Students (FTES) studying to receive a baccalaureate degree.

The Agreement is made and entered into this 6th day of October 2006 by and between the Economic Development Corporation serving Tulare County representing the Sequoia Region Institute for Higher Education hereinafter referred to as "Institute" and the California State University, Fresno hereinafter referred to as "COS."

The MOU shall commence from the date first above written with a three-year commitment. It will be reviewed after one year, or sooner, at the request of any party and revised, if necessary, in writing. Approval for change required by the President/CEO EDC, the President Fresno State and the Superintendent/President of COS.

1. Institute agrees to the following:
 - A. As part of the Institute's marketing of higher educational opportunities it will market and assist Fresno State with marketing programs to increase enrollment at COS.
 - B. Raise funds for facility enhancement at COS, not to exceed \$100,000 by September 2007.
 - C. Provide funding not to exceed \$50,000 per year for three years to fund a part time program administrator position for the COS campus, subject to specific funding commitment from City of Visalia.
 - D. Work cooperatively to identify additional program enhancements and opportunities.

2. Fresno State agrees to the following:
 - A. Fund the higher education program at COS as identified in Attachment "A."
 - B. Commit to implement the higher education program at COS as identified in Attachment "A."
 - C. Assign responsibility for the COS project to the Associate Provost ... to work directly with the Institute to ensure success of the program.
 - D. Hire an administrator for the COS campus to oversee the program and work directly with the Associate Provost and Fresno State's Teaching Learning and Technology (TLT) unit, which works with Fresno State/COS program.

3. College of the Sequoias agrees to the following:
 - A. Provide Library access to Fresno State students. (Spelled out in a separate MOU. Fresno State pays for services of a weekend Librarian.)
 - B. Provide audio-visual support for classrooms used jointly by Fresno State and COS.
 - C. Advertise the availability of Fresno State offerings in COS publications to the extent possible.
 - D. Make facilities available for Fresno State graduation ceremonies recognizing students for the COS District.
 - E. Make test accommodations for disabled students through the Disability Resource Center.

- F. Provide health services for Fresno State students taking classes on the COS campus through a cooperative agreement which bills Fresno State based on usage.
 - G. Provide parking privileges for Fresno State students on the COS campus. Fresno State students are considered to be COS students for the purposes of purchasing a permit.
 - H. Lease the current COS Nursing building to Fresno State for \$1 per year when the COS Nursing Program moves to a newly constructed facility.
 - I. Pay for utilities for CSUF buildings including electricity, natural gas and water.
 - J. Provide Custodial services for CSUF buildings.
 - K. Provide minor maintenance and repairs to CUSF buildings up to \$100 per incident.
 - L. Make all COS classrooms available to Fresno State on a space available basis at no charge.
4. This Agreement may be modified or amended at any time by the mutual written consent of all parties.
5. All notices, demands, or other written communications to be given under this Agreement be deemed to have been fully given when made in writing and addressed to the respective parties as follows:

Sequoia region Institute for Higher Education
California State University, Fresno
College of the Sequoias

Language First
**LANGUAGE
TO INTERPRETATION
MODEL**

Lucinda Aborn



“Applicants are encouraged to spend considerable time living and working or studying in a country where their non-native languages are spoken before they consider entering a professional training programme.”

(Best Practice Recommendations, AAIC)

Introduction

Language proficiency comes before interpretation. This is understood and valued, if not always strictly followed, in signed language interpretation programs. While many interpreter education programs require some level of demonstrated proficiency before entering a two-year interpreting program, other two-year programs teach interpretation with continued language development occurring simultaneous.

As interpreter education struggles with the field’s shift to require higher degrees for national certification testing, two-year interpreter programs are grappling with “what to become.” There are several options:

- ✦ *Do nothing.* Make no programmatic changes. AA/AAS graduates investigate baccalaureate degree programs that meet their individual needs and requirements including transferring to another interpreting program when one is available. Ultimately, the student may or may not attain a bachelor’s degree in interpreting or in another subject area.
- ✦ *Develop a partnership with a college/university.* In this case, two-year and four-year programs collaboratively design a four-year seamless program. The options here include all the models presented in this monograph.

- ✦ *Change the focus of the AA/AAS degree.* In this option, change occurs in the form of the AA/AAS interpretation program stepping away from the granting of interpreting degrees. Instead, the program places a focus on language and culture, granting degrees in Deaf Studies or American Sign Language, and serves as a feeder program to four-year interpreter education programs.

Chapter 5 explores this third option, referred to as “language to interpreting.” It reviews the importance of language fluency for successful interpretation, and looks at the critical components needed to create a successful “language to interpreting” partnership.

Spoken Language Interpreter Preparation

The need for strong language proficiency, or what Gile (2009) calls “a ‘near-perfect’ command of working languages,” (p. 220) before learning interpreting is a widely recognized tenet of interpreter education. A study of spoken language interpretation program websites clearly supports this belief. The Monterey Institute of International Studies (graduate school of Middlebury College in Monterey California) requires students to demonstrate native or near-native use of English and foreign language proficiency as criteria for admission into the only Translation and Interpretation graduate program for spoken language interpreters in the US. Moreover, the Institute recommends a minimum of six months to two years residency in the country of the active working language. (Monterey Institute, 2010). On a much smaller scale, the University of Central Florida in Orlando offers an 18-hour Translation and Interpretation Certificate for English/Spanish. Students applying for the Certificate program also must pass an oral exam for proficiency in Spanish and English before admittance into the program (University of Central Florida, 2010).

“The basic requirements for admission include successful completion of your Bachelor's degree, a 3.0 minimum Grade Point Average, and advanced foreign language proficiency.”

(Monterey Institute of International Studies)

While some countries, such as China and Japan (Gile, 2009), do not distinguish interpreter training from language learning, European schools of spoken language interpretation and professional interpreting associations do reflect the “language before interpretation” approach to learning. According to the International Permanent Conference of University Institutes of Translators and Interpreters (CIUTI) and specifically, the Professional Conference Interpreters Worldwide (AIIC), language is a critical prerequisite for interpretation learning:

“Thorough mastery of the mother tongue is crucial to the quality of the interpreter’s work; this can sometimes be forgotten in the drive to learn foreign languages. The professional’s deep and thorough knowledge of languages requires lifelong commitment and study.

Interpreters generally need a university degree and a subsequent post-graduate qualification in conference interpreting techniques. The first

degree need not necessarily be in languages, but anyone considering a career in interpreting clearly needs to have attained a high level of language knowledge. For most, that means a first degree in modern languages” (AIIC, 2010, ¶7).

While second language mastery is a necessary requirement in spoken language interpreter education, ASL/English interpreter education accepts substantially less. During the AA~BA Workteam's Summit of baccalaureate IEP directors in October 2006, R. Peterson noted that in most IEPs ASL 1-III/IV equals approximately 180 hours of instruction (Stauffer, Annarino, & Lawrence, 2008). According to the Interagency Language Roundtable (IRL, 2006-2007), a federal agency that describes language proficiency levels, a rating of “3” provides General Professional Proficiency in speaking. To achieve a rating of “2-plus” out of a possible “5,” a student requires 352 hours of instruction, or more than twice that of current ASL sequenced instruction. Peterson (2006) reported that experts such as Alice Omaggio indicate that 720 hours of instruction are required to meet an Intermediate Level. Pimsleur Language Programs (2010), a company that provides audio-based language lessons, reports that to learn an “easy” language, one would need 720 hours of instruction to obtain a rating of 2-plus, and 1,320 hours of instruction to obtain a 2 or 2-plus when learning a “hard language.” Although Pimsleur Language does not teach ASL, the hours purported for second language learning are impressive.

Interpreter Education has yet to strongly embrace a “2+2” concept whereby two years of strictly language learning precedes two years of interpretation study. One such model has been attempted in the field of interpretation. This model was initiated between Vincennes University and Indiana University Purdue University Indianapolis.

Case Study
Vincennes University (VU) AA in ASL Studies and
Indiana University Purdue University Indianapolis (IUPUI) BS in American Sign
Language/English Interpreting

Vincennes University

Vincennes University was established in 1801 and is one of the oldest two-year institutions of higher education. Situated approximately 120 miles southwest of Indianapolis, VU, a public institution, is midway between the cities of Evansville and Terre Haute. Students come from 91 Indiana counties and over 30 foreign countries. VU offers a comprehensive array of certificate, associate’s and baccalaureate degree programs.

Vincennes University was authorized by the Indiana State Commission on Higher Education in March 1990 to offer an associate’s degree program in American Sign Language (ASL) on the campus of Indiana School for the Deaf in Indianapolis (Vincennes University, 2010). According to the Commission, all the units taken by students at Vincennes University in ASL would count towards credits in the American Sign Language/English Interpreting

bachelor's degree program offered by IUPUI (Commission on Higher Education, 1998). Through a cooperative relationship with the Indiana School for the Deaf, the School supplies the instructional facilities while VU provides the instructional staff and necessary equipment and resources. The program consists of 67 units with courses in ASL (major core) 30 units, general education (English, Math, Speech) 9 units, and liberal education (Composition, Psychology, Science) 28 units.

The unique aspects of the program are noted in a description of the 2+2 arrangement with the Indiana University School of Liberal Arts (2010):

“At VU (Vincennes University), while completing several courses required for a Liberal Arts degree, students also develop language proficiency and take classes in Deaf Culture and ASL grammar and linguistics...all of which are required to be accepted into the ASL/EIP at IUPUI. As an advantage, VU's program is located on the campus of the Indiana School for the Deaf, so students are in an environment that is conducive to developing ASL proficiency. In addition, the program is relatively small program and all instructors and staff, with the exceptions of the Administrative Assistant, are Deaf.”

It further states that the mission of the ASL/EIP is:

“...to prepare entry-level community interpreters with the analytical skills, a breadth of knowledge and the ability to assess and synthesize diverse and complex aspects of human language behavior in contemporary society. Your coursework will provide you with the basic interpreting skills. In addition, it is important for you to find ways to use ASL in natural settings...Use of ASL solely in the classroom is unlikely to result in the fluency you will need, so we encourage students to use their language skills in additional contexts.”

In the early 1990s, during the initial stages of investigating 2 + 2 options, VU sought a partnership with Ball State University (Muncie, IN). This attempt did not materialize due to Ball State's inability to take on new programs at the time. Ultimately, VU chose to establish the three-way partnership arrangement with the Indiana School for the Deaf and IUPUI, both located in Indianapolis. At one time, the initiative had an Advisory Council that is no longer active. Today, the program concentrates primarily on intensive ASL fluency geared for a variety of professions in the field of deafness and focuses its recruitment efforts on high schools that teach ASL.

Indiana University Purdue University, Indianapolis (IUPUI)

IUPUI houses 20 schools and grants degrees in more than 200 programs from both Indiana University and Purdue University. IUPUI located “within blocks of downtown Indianapolis, facilitates advancement of research and teaching, and presents unique opportunities for internships, partnerships, community engagement, and more” (IUPUI

2010). IUPUI was formed in 1969 as a partnership between Indiana University and Purdue University, bringing together all of the Indiana University and Purdue University schools existing in Indianapolis. By 2005, all the schools had moved to the downtown campus. Over 30,000 students representing all 50 states and 122 countries attend IUPUI.

In May of 1998 the Bachelor of Science degree in American Sign Language/ English Interpreting was approved by the Indiana State Commission for Higher Education (CHE). In its decision, the Commission indicated the program was to be designed to articulate fully with the Vincennes University's associate degree program in American Sign Language. At that time, there was only one other program in the state, Bethel College. Bethel offers an Associates of Arts in American Sign Language and a baccalaureate degree in American Sign Language/English Interpretation.

Housed in the IUPUI School of Liberal Arts/English Department, the American Sign Language/English Interpreting Program (ASL/EIP) follows the 2+2 arrangement. Working cooperatively with Vincennes University's American Sign Language Studies Program, the IUPUI program accepts VU students who have completed their associate's degree. In addition, IUPUI offers ASL courses for students already matriculating at IUPUI and who wish to enter the interpreting major. Lastly, a certificate in interpreting is available for students who already hold a bachelor's degree.

The IUPUI program prepares students with a liberal arts education to enter the interpreting profession at the entry level. The curriculum provides a strong foundation in language, culture, interpreting and linguistics. (Indiana University School of Liberal Arts, 2010). It is designed to teach the theory and practice of interpreting to students who are proficient in ASL. The program's primary emphasis is community interpreting. Content-specific course work includes interpreting theory and history, ASL/English interpreting, ethics and responsibilities, discourse analysis, sociolinguistics, and a practicum.

In the 2010-2012 School of Liberal Arts Bulletin of the ASL/EIP, the major in ASL/EIP is described as:

“for students who have achieved fluency in American Sign Language and English and wish to focus on the theoretical and applied issues of interpreting. The program is a continuation of the Associates of Arts degree in American Sign Language Studies offered by Vincennes University at its regional campus in Indianapolis at the Indiana School for the Deaf. The program is also open to students who demonstrate equivalent competence in ASL, Deaf culture, and linguistics. ...The major consists of 24 credit hours at IUPUI and 9 credits from Vincennes University or another University Sign Language, grammar, American Deaf Culture, Linguistics Structure of American Sign Language...”

Alignment and Program Role

VU's first attempt to establish a formal relationship was unsuccessful, and described as a "hard sell" to IUPUI administrators. However, due to dedicated personnel at both institutions, a partnership between VU and IUPUI was developed. With IUPUI administrative support, the program partners were able to proceed to the Indiana State Commission on Higher Education. As noted in all cases studies throughout this monograph, administrative support and faculty leadership were the driving forces that led to final approval. The proposal was approved in 1999 and the partnership moved forward. Initially, both universities shared coordination of the partnership. However, as the program has matured, leadership has changed, as has institutional support for the program.

Student dedication and determination contribute greatly to student persistence and success. Many students make great sacrifices to attend classes and balance family life, work and school. As one interviewee stated – "It's the love of the language that keeps them on track."

Programmatic Vision and Goals

Vincennes University entered the partnership with a vision to prepare students with the ASL language skills needed to progress to IUPUI's BS degree in interpreting. In kind, IUPUI sought to take full advantage of VU's relationship with the Indiana School for the Deaf in Indianapolis. Both programs agreed that each of the degree programs would stand alone at their respective universities with the Associates of Arts degree offered at VU and the Bachelor's of Science degree offered by IUPUI.

In practice, the partnership included a third educational institution: the Indiana School for the Deaf. Students would acquire their language skills in an intensive and focused environment surrounded by individuals who were deaf. The three-way partnership would take advantage of the common location, Indianapolis; share resources, both human and facilities; and afford students the language preparation needed for ASL/English Interpreting. Indiana School for the Deaf provided VU with facilities, and VU provided the instructional materials and equipment needed to offer the first two years of coursework that focused on mastering ASL. Although the partners were philosophically aligned with the "language to interpreting" 2 + 2 model in the beginning, there was no official articulation agreement or Memo of Understanding at the institution, department, or program level regarding this venture.

Faculty, Administration, Institution, and Community Support

IUPUI states there is great support for the 2 + 2 program at the Department level due to one long-time faculty member who was instrumental in the establishment of the program. Over the years, the administration has taken pride in the program's student outcomes, graduation rate and partnership with VU. One indication of support is the recent re-formation of the ASL/EIP Advisory Committee. The first meeting was attended by faculty members from VU and IUPUI, the Principal of the Indiana School for the Deaf, professional interpreters, deaf community members, ASL instructors, K-12 administrators, and five

students from the program. The Committee supports the partnership program and provides valuable input regarding strategic plans for future growth in enrollment.

Curricular and Student Outcomes

The curricular approach has remained the same since the partnership's inception more than ten years ago. Due to student requests for higher-level ASL classes, IUPUI is adding ASL III and IV classes in its revised curriculum. All classes are taught face-to-face, although IUPUI is considering offering some courses online or via a hybrid online model.

Most IUPUI students take a part-time course load, substantially extending the length of time it takes to complete the program. Many students make great sacrifices to attend classes, balance family life and work. As one interviewee stated – “It’s the love of the language that keeps them on track.” Informal follow up surveys conducted by the IUPUI faculty explored students’ perceptions of what is most helpful in their educational process. This knowledge has informed the advisement process and the approach to recruitment of potential new students.

Several problems that became apparent to the partners during the course of their partnership remain challenging to the 2 + 2 language-interpretation model. The challenges appear to be specific to the programs rather than to the model itself. The lack of maintenance of an official agreement that documents how the programs will cooperate and that holds each program accountable to the other could be one contributor to student attrition from the VU-IUPUI bachelor degree option. Another contributor might be that programs must be equally committed to a partnership’s success, meeting frequently as a team to discuss potential barriers and issues that threaten to derail mutual efforts, such as changes in critical personnel or methodology differences. Without ongoing communication the likelihood for partnership deterioration increases.

Recruitment and Targeted Populations

The program at IUPUI has grown slowly over the years. The fall 2009 semester saw 15 students in its cohort. IUPUI and VU both participate in an organized recruitment effort that extends to high schools that teach American Sign Language. IUPUI faculty members also attend high school career days and Deaf Awareness Day. These efforts have succeeded in increasing community awareness of the program. One recruitment challenge faced by the faculty of the ASL/EIP is that they must take full responsibility for external recruitment efforts.

Admission and Student Support

The 2+2 language to interpretation model faces many of the challenges of other 2+2 programs, among them the institutional separation of administrative processes and student services. Student admission, enrollment and student support services, including financial aid, remain separate and are contained within the individual institutions. In this partnership,

IUPUI and VU maintain their own admission and enrollment processes for students entering their respective programs. Each institution conducts its own degree audit and awards degrees separately. Tuition is controlled at the institutional level and is determined by the overall number of student units of study. Students receive support services from the institution they attend. Despite their operational independence, both programs perceive the transfer process to be one of relative ease.

Summary

As with all successful partnerships, a number of critical components are reflected in this language to interpreting partnership. A small number of lessons learned from this case study include the following:

- ✦ *A shared vision and mission is essential.* The 2 + 2 language to interpretation model is based on the sound theory that one cannot interpret between two languages that are not previously mastered. As with all partnership models, partners engaging in this model must share this philosophical tenet, along with a mutual vision as to how to support this tenet to a successful student outcome.
- ✦ *Two-way communication is vital.* Success of a partnership is maintained through regular communication and shared goals. When communication wanes, the partnership suffers.
- ✦ *Build upon program strengths.* Each program brings unique strengths to the partnership. Those strengths must be respected by each institution at both the administrative and faculty levels and then shared with students.
- ✦ *Key administrator support is vital.* The support of high level administrators willing to be key supporters of the relationship is critical to partnership success.
- ✦ *Relationships change over time.* A relationship will change over time, either for the better or to the detriment of the partnership. Key administrators may retire. Institutional enrollment and fiscal goals may change, and economic challenges may affect institutional decisions. Program partnerships need to be prepared to adjust to and embrace changing institutional climates.
- ✦ *Official documentation is essential.* Approval by the administrations of all the partners holds the entities accountable to the venture's success.
- ✦ *Establish an advisory committee.* Advisory Committee establishment is critical for keeping the partners in tune with how well the partnership is serving the community's needs for qualified interpreters in the workforce.

Of the AA~BA partnership models identified in this monograph, it is easy to assume that this model would have the most appeal to interpreter educators. With two years devoted to language development, students should be better linguistically prepared before beginning

the task of learning to interpret and transliterate. ASL instruction would increase considerably beyond the 180 hours that is currently common. Ultimately, students with a stronger language base would be less confined in their abilities and produce a more accurate and aesthetically pleasing interpretation.

This model, however, requires the most change from interpreter education programs. It requires that AA/AAS programs relinquish instruction in interpreting and instead focus on language learning and student language proficiency. This change impacts the program's mission, curriculum, and student appeal. It will require that two-year interpreter education programs partner with four-year programs. It will also require four-year degree programs to be able to recognize and test for near-native language proficiency as a program prerequisite, and then be willing to turn their primary attention to the teaching of interpretation.

A language to interpretation partnership between two institutions potentially offers students an effective pathway to a baccalaureate degree in interpretation. Given its promise, *Language to Interpretation* is a model that needs further study and critical consideration by both two-year and four-year interpreter education programs.

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Double the Value
**DUAL ENROLLMENT
AND DEGREE PARTNERSHIP
PROGRAM MODEL**

Linda Stauffer



“That’s the value of the dual enrolled program...it allows you to move into the university environment in a comfortable way for you. Test it out with a few classes at a time. It’s sort of a safe way to be a student.”(Deb)

Introduction

The road to a baccalaureate degree is not always a pre-determined, straight line. While the traditional image has been of the high school graduate who enters a college or university graduating four years later with a bachelor’s degree, the reality is that few students actually complete a degree in this way. For most institutions and students, “...non-traditional patterns (of how students attend college) now approach the norm” (Longanecker & Blanco, 2003, p. 51).

Defining Dual Enrollment

Dual Enrollment – students simultaneously attend two colleges or universities, with the intention of graduating from one or the other.

Degree Partnership Programs – a planned approach to a baccalaureate degree whereby students enroll in two or more institutions through one enrollment process with a transfer path that will lead to one or more degrees.

Some students seeking a baccalaureate degree enroll in more than one institution simultaneously. Sometimes referred to as *swirling*, *double dipping*, or *multi-institution*

attendance, more common labels for this approach to higher education are *dual enrollment*, *concurrent enrollment* or *co-enrollment*. Newer terms such as *degree partnership programs* are emerging to reflect the emphasis on the goal, rather than enrollment. Whatever the nomenclature, dual-enrollment programs are those where students enroll simultaneously at a community college and a university, allowing them access to numerous coordinated systems and services at both institutions without the need to repeat processes when transferring (Most Students Take Detours On Road to Degree, 2000).

Reasons Students Choose Dual Enrollment

The reasons students take this path are varied. “The most frequently cited reasons for taking a course at another school include: (a) complete degree requirements sooner (47%), (b) arrange a more convenient course schedule (21%), or take an easier course (17%)” (Does Engagement Mean Success? Not Always, Study Finds, 2005). Other reasons students find dual enrollment attractive include: the availability of online courses from institutions other than the one the student is attending; the ability to take advantage of unique offerings from a particular institution; the ability to take courses close to one’s job location; and to allow students to experience a university before deciding to transfer (Borden, 2004; Ryman, 2007; McCormick, 2003; Thurmond, 2008).

The concept of “swirling,” i.e., simultaneously attending multiple institutions, is a common phenomenon (Longanecker & Blanco, 2003, McCormick, 2003). In 1972, half of baccalaureate degree graduates attended multiple institutions. By 1982, the percentage had risen to 60% (Adelman, 1999 as cited in McCormick, 2003). The number remained static with 59% of students who graduated with a baccalaureate degree during the 1999-2000 school year having enrolled in multiple institutions during their academic career (Peter and Carroll, 2005). Borden (2004) refers to these students as “multi-institution matriculators” (p. 10).

Some studies suggest that dual enrollment aids baccalaureate degree attainment. Peter and Carroll (2005) studied baccalaureate persistence to graduation for co-enrolled students. “...Students who begin in public two-year institutions who had co-enrolled had higher rates of bachelor’s degree attainment and persistence at four-year institutions than their counterparts who did not co-enroll” (p.19). According to Balzer (2006), students who participate in dual enrollment degree partnership programs value positive experiences at both institutions. She reports:

“While studying at the community college, students valued small classes, faculty attention, community education classes, and opportunities to build academic skills. While studying at the university, students valued diverse extracurricular activities, large and comprehensive facilities, computing resources, the library, on campus housing opportunities, faculty scholars, and comprehensive advising programs” (p.3).

Dual or Co-Enrollment Models

There is another lens with which to view dual enrollment. Instead of taking courses at a second university with the intent of transferring the credits to a primary university in fulfillment of graduation requirements, another model of dual enrollment is a purposeful, planned program spanning two institutions. These types of programs are often found between high schools and colleges/universities and have been gaining popularity in recent years (Andrews, 2001). Students with college aspirations take advantage of concurrent enrollment with local higher education institutions while still in high school. Not surprisingly, the same concept applied to two-year and four-year post secondary institutions is evolving.

Community College – University Degree Program Partnership

In this model, dual enrollment is approached as an institutional partnership whereby students enter a community college while also declaring their intent to transfer to a four-year institution. This requires modifications and changes in organization and practice at both the partnering community college and university (Kisker, 2007). A qualitative study of community college-university partnerships by Balzer (2006) identified several other factors necessary to sustain a successful partnership. They include:

- the importance of financial aid and scholarship;
- the need for centralized services, and
- the need for student mentors and student interaction opportunities at both institutions.

Another qualitative study of conducted by Kisker (2007) revealed several additional factors as important in creating and sustaining higher education partnerships. These include:

- the importance of the partnering institutions' previous relationship;
- the support of the president at both institutions;
- adequate and ongoing funding;
- a sustained presence by the university on the community college campus; and
- the importance of involving faculty in the partnership design.

Such a partnership exists between Linn-Benton Community College and Oregon State University. The goal of such partnering is to increase access and affordability, and make the path to the baccalaureate more transparent to students (Clemetsen & Balzer, 2008). Students begin their first year experience primarily enrolled at the two-year college but may live on the four-year campus and attend social activities and sporting events on the four-year campus. Their identity is forged as a student of both campuses. As students move through their academic coursework, they choose classes at both institutions that best fit their needs, utilizing the services at both campuses. To forge the partnership:

“...the two institutions developed...joint recruitment materials, a single application and fee, financial aid (federal, state, scholarships)

that supports combined enrollment, coordinated orientation, block transfer of AS degree, coordinated advising, concurrent enrollment, transfer and articulation of credit each term, free bus transportation between campuses, (and) access to co-curricular experiences at both campuses”(Clemetsen & Balzer, 2008, p.14).

For information on Oregon State University’s degree partnership program, visit <http://oregonstate.edu/partnerships/students/>. Information can also be obtained from Linn-Benton Community College’s website at <http://www.linnbenton.edu/go/degree-partnership>.

Graduate School – Law School Partnership

Another example of a dual enrollment program at the graduate level is the degree partnership program between Thomas M. Colley Law School and Oakland University in Michigan. Students can earn a Juris Doctorate from Colley Law School while simultaneously earning a Master of Business Administration (MBA) or a Master of Public Administration (MPA) from Oakland University. Students work with advisors from each campus. According to the web site, “Key steps include:

- admission to initial program;
- admission to second program;
- completion of declaration of intent;
- completion of minimum number of credits in initial program before starting second one;
- reservation of six elective credits in both programs for eventual transfer;
- transfer of eligible credits at end of each program; and
- completion of degree requirements in both programs; two degrees earned” (JD/MBA |JD/MPA - Degree Partnerships Program, ¶3).

For further information, visit <http://www.cooley.edu/partnerships/oakland.html>.

Competency Based Assessment within an Institutional Consortia

Yet another model of concurrent enrollment moves away from transfer of credit to evaluation of credit based on student competency. Borden (2004) reports that Western Governor’s University (WGU), an accredited non-profit, online university is moving towards competency-based assessment instead of credit hour-based study. WGU was established by 19 state governors and serves over 19,000 students from all 50 states. According to WGU there are two benefits from a competency based approach: (1) it provides high-quality academic content that is career relevant; and (2) it allows students to take advantage of previous knowledge and to advance as quickly as students can demonstrate competence through assessment, saving both time and money (www.wgu.edu/about_WGU/overview).

Borden (2004) also reports other efforts such as that of the University of Nebraska at Omaha and neighboring Metropolitan Community College that are developing competency portfolios for education majors. Through the use of portfolios, education students can begin

their program of study at either institution.

Still other efforts include multi-institutional consortia where participating institutions collectively determine how competency based outcomes are related and shared across all institutions. Courses are designed to lead to those agreed upon competencies. Students complete degrees by obtaining specified competencies within a course of study (Borden, 2004).

Case Study:
Oregon State University and Linn-Benton Community College
Degree Partnership Program (DPP)
Interview with:
Blake Vawter Associate Director
Admissions Marketing and Communications
Oregon State University

Two institutions of higher education, Oregon State University (OSU) and Linn-Benton Community College (LBCC) are only ten miles apart. OSU is a land grant, research-based university with entrance requirements. Linn-Benton is a community college with an open door admissions policy. Linn-Benton is a feeder program to OSU. Neither institution offers degrees in interpretation.

In 1996 the Presidents of the two institutions of higher education met monthly for lunch to discuss items of mutual concern. Over time, the Presidents noticed that students were attending both institutions. According to Blake Vawter, OSU, “The enrollment pattern was that there was no particular pattern” as students were enrolling in a 2+2 pattern or “swirling pattern”; that is, they were moving back and forth between these two and other higher education institutions (personal communication, July 15, 2010). Each President had heard that students wanting to enroll in both institutions were encountering barriers such as double application processes, disconnected advising and problems with financial aid. Despite these and other barriers, students were still co-enrolling. The Presidents decided to combine forces to attempt to alleviate these barriers. From their conversations, a core group was established to evaluate these institutional barriers. Their efforts led to what is now known as “Degree Partnership Program (DPP)” and includes OSU and Linn-Benton. Twelve other community colleges in Oregon now participate in the Degree Partnership Program, and seven more community colleges have partnerships pending.

Coming Together – Students First

The core committee formed in 1996 consisted of personnel from both institutions. Members included representatives from a variety of offices including admissions, financial aid, registrar, records, advisors and others; all the “behind the scenes” departments. The group decided that they would work from a *student service model* with the goal to determine how to facilitate co-enrollment rather than prevent it. Student movement was not to be one-way. Students would be allowed to move back and forth between institutions within legal

restraints. The committee kept the concept of “in the students’ best interest first” at the forefront of all meetings. The ultimate goal was student attainment of a Bachelor’s degree.

The OSU Memorandum of Understanding (MOU) with the community colleges states that:

“Through the Degree Partnership Program, Oregon State University and [Community College] will cooperate to promote successful undergraduate educational experiences for students who wish to attend both institutions. The goals of this partnership are to:

- enable students to be jointly admitted and enroll concurrently at both institutions;
- improve student access, success, and 4-year degree completion;
- expand student options for college-level services and curriculum;
- improve academic program articulation; and
- use resources at both institutions more efficiently and effectively” (OSU, 2010).

Institutional Hurdles

The first hurdle facing the group was the issue of “trust.” Everyone had to embrace a new paradigm of “our students” rather than “yours and ours.” Another issue was the admission application process. In 1996 OSU utilized a web-based application process but Linn-Benton had paper and pencil application. It was decided that there would be one application and that students would have the option to apply for admission and pay fees to either institution. Notification of student application to the other campus was streamlined. First year OSU students were required to meet OSUs’ admission criteria. Students interested in the DPP, but who did not meet the criteria, would attend Linn-Benton until they met the criteria.

The biggest hurdle for co-enrolling students was financial aid. At the time, financial aid could not be split between two schools. Additionally, community colleges could not dispense financial aid funds for upper level hours. Today, students fill out a questionnaire that helps determine which institution is the “home school.” If students are enrolled in as little as one credit hour, that school can be identified as the “home school.” Each institution has personnel dedicated to the DPP issues in key offices. A financial aid consortium agreement and an MOU are executed between the university and community college. Either institution may be designated as the “home school,” and that designation is fluid. It can change from semester to semester, depending on what was in the best interest of the student.

OSU and Linn-Benton faced and resolved a number of other issues.

- Reporting of student numbers to state and regulating bodies was a difficult challenge. Students who were registered at both universities were reported twice. Today, students are included in statistics reported by their home school.

- ✦ Residency requirements remain separate for each institution. Students who want to attend both institutions must meet the OSU residence requirements. Additionally, tuition and fees are different at both institutions.
- ✦ Students in the DPP needed to attend OSU orientation. Some students didn't inform OSU of their desire to be part of the DPP until the day before classes started. Now students are invited to attend START orientation, a two-day meeting for first time students, during the summer. The orientation is required prior to class registration.

Collaborative Programming

Faculty members from both institutions were brought together to intermingle and to get to know each other. They realized that they have the same goals and many commonalities. Discussions naturally emerged as to how to teach specific topics and subjects. These meetings helped break down preconceived barriers and negative attitudes that often exist between university and community college faculty members.

In addition to the DPP, partnerships have developed at the program level within the greater DPP framework. For example, Linn-Benton offers an AAS degree in culinary arts (LBCC, 2010), while OSU offers a complementary bachelor's degree in food science and technology. Both institutions work collaboratively to administer a shared theatre program. Linn-Benton focuses on set design, while the OSU program focuses more on acting and directing. The DPP also created the LBCC AS degree that provides direct transfer of science and math courses previously part of the Linn-Benton AA degree to OSU. Lastly, a number of Linn-Benton faculty members teach night classes on the OSU campus.

Marketing

Initially neither institution marketed the new program but word spread among the students, mostly by word of mouth or through academic advisors. In the first year of operation, 68 students applied for the Degree Partnership Program. In recent years approximately 5% of Linn-Benton students and 10% of OSU students have participated in the DPP. Marketing is understood to be a joint effort between Linn-Benton and OSU. Representatives make presentations together at high schools "college nights." OSU has taken the overall administrative lead with DPP while Linn-Benton has assumed responsibility with advertising. They use the DPP as a marketing tool. Students can now find information on the web pages of OSU and the participating partner community colleges. Essentially, the other community colleges in the state recognized the success of the DPP between OSU and Linn-Benton and joined the program. Currently, OSU hosts a yearly summit on Degree Program Partnership for partners and other interested parties.

Benefits to Students and Institutions

For LBCC, enrollment has skyrocketed. Students who are high achieving are attracted to the DPP. Additionally, minority students are attracted to the DPP as a way to begin a college experience. The stigma of attending a “community college” is removed because students identify as both an LBCC and an OSU student. The DPP reduces the intimidation effect that is possible with a large university. The community college allows first time students to “dip their toe” in higher education in a less intimidating environment, with more individual support, and at a lower cost per credit hour rate.

Financial aid issues have been resolved so students are not forced to attend one school or the other. Students become “shoppers”; they can pick and choose what classes they want, when they want them, and from the campus of their choice. Financial aid can be granted to one institution and then shared with the other DPP institution.

Successfully Applied Critical Components

Strong Administrative Support: From the beginning, both LCBB and OSU had the support of top administrators to create a student-friendly path to a baccalaureate that focused on removing barriers instead of creating them. The pathway to a baccalaureate had to follow what students were already doing (attending both institutions), not force students into rigid college and university administrative pipelines.

Creative and Flexible Institutional Systems: This effort required the creative input and flexibility from many institutional administrative departments that were willing to recreate their system to remove barriers. Systems don’t change easily and mistakes occurred before successful strategies were identified.

Faculty Buy-In: The DPP also required buy-in from the faculty. The DPP required a change in faculty attitude from “your students and our students” to “all are our students.” This change also required a paradigm shift from individual “turf” to working together, designing programs together, and teaching across campuses.

Communication: Communication is a key component and is still the major challenge today. Information needs to be provided to students in every way possible. OSU uses email, websites, blogs, and individual student contact to get information to the students. OSU has not yet delved into online social networks, but is considering it. The information needs to be ready and available when students are ready.

Ongoing Collaboration: The OSU and Linn-Benton core group continue to meet quarterly and rotate campuses for their meetings. Individuals from enrollment, admissions, financial aid, registrar, and academic advisors meet with their counterparts. Others join the meetings as determined by the agenda.

Willingness to Change and Modify Expectations: Community colleges and universities have different cultures. A key to success is found in modifying and changing

administrative, faculty and student expectations. Both campuses must embrace their commonalities and focus on breaking down attitudinal and institutional barriers to support students on their path to a baccalaureate.

Application to Interpreter Education Programs

One of the factors in the success of degree program partnerships is the close physical proximity of two-year and four-year institutions that make cross attendance possible. Interpreter Education Programs tend to be the only program of its kind in a metropolitan area, sometimes even in the state. Given that less than one-third of the IEPs offer a four-year degree in interpretation, not every two-year institution has a bachelor degree granting IEP nearby. However, given the increasing availability of distance programs, and the increase in four-year programs nationwide, it is possible for two-year and four-year institutions to creatively design effective partnership pathways to a baccalaureate for students of interpretation.

At the time of this writing, no known degree partnership programs exist within interpreter education programs. It is recommended that colleges/universities explore the possibility of working with local and state two-year programs to develop a degree partnership. A degree partnership program can also be explored with on-site and online two- and four-year IEPs.

It cannot be assumed that the presence of a new four-year degree IEP will automatically meet the needs of local degree-seeking students or two-year community college interpreter graduates. New and existing programs can work together to re-evaluate both programs to provide students with a pathway to the baccalaureate that reduces barriers, and increases access to baccalaureate graduation.

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A critical analysis of the state of the research on the effectiveness of four types of practice in increasing persistence and completion at community colleges: 1) advising, counseling, mentoring and orientation programs; 2) learning communities; 3) developmental education and other services for academically under-prepared students; and 4) college-wide reform.

Balzer, J. (2006). *Community College and University Degree Partnership Programs: A Qualitative Study of the Student Experience*. Available from ProQuest Dissertations and Theses database. (UMI No. 3241565)

Community college and university degree partnership programs allow students to tailor their educational experiences to fit personal goals and preferences while transitioning back and forth seamlessly between a community college and four-year university. This qualitative research study, telling the stories and lived experiences of six students participating in a community college and university degree partnership program, uncovers many important facets of their unique college experience.

As momentum for community college and university degree partnership programs builds, results of this study provide a framework for thinking about degree partnership program students and significant direction for services to meet their unique needs. Recommendations include increasing program visibility, offering centralized student support services, creating opportunities for students to interact, and increasing information to university and community college faculty about this new type of student.

The Wheelock College Institute for Leadership and Career Initiatives. (2003). *Re-visioning articulation: Linkages in the continuum of students' success*. Chicago, IL: McCormick Tribune Foundation

The McCormick Tribune Foundation contracted with the Wheelock College Institute for Leadership and Career Initiatives to plan and implement a conference of individuals who offered a wide range of expertise in articulation issues and strategies to advance an expansive approach to articulation that considers the full complement of learning that contributes to professional proficiency.

Breaking with Tradition
**COMMUNITY COLLEGE
CONFERRED BACCALAUREATE
DEGREE MODEL**

Lucy James



“U.S. community colleges are noted for being responsive to community needs and addressing issues of access.” (Floyd, 2005)

Introduction

Community colleges have historically conferred two-year technical or academic associate degrees and certificates. The traditional pathway for students graduating from community colleges seeking to pursue a bachelor’s degree is through transfer. This approach has made articulation agreements a common form of partnership between two-year and four-year institutions. An alternative partnership option, however, is emerging and gaining popularity: two-year institutions conferring bachelor’s degrees in a limited number of fields. Often referred to as the community college baccalaureate (CCB), it is “... a trend in higher education that has gained significant momentum over the last decade” (Morris & McKinney, 2010, p. 21).

Defining “Community College”

Community colleges gained momentum in higher education between 1950 and 1970, spurred on by the availability of the G.I. bill for returning veterans of WWII, the arrival of the baby boomers and the interest of President Lyndon Johnson in making higher education available to all (Geller, 2001). Two-year colleges were very attractive for a variety of reasons.

“Traditionally, community colleges confer degrees and offer programs that are less than four years in duration. These colleges have been called ‘people’s colleges,’ primarily because of their open-access admissions policies, their affordable costs, and their geographic locations that are

within easy driving distance for most people” (Floyd & Skolnik, 2005, p. 1).

While many of these colleges have dropped the word “community” from their names, most still continue with the same mission--to serve their local communities. The term “community college” will be used in this chapter to identify those two-year degree-granting institutions that were established to serve a local community and grant two-year degrees, and more recently a limited number of four-year degrees.

Benefits of Breaking with Tradition

If the missions of two-year and four-year institutions of higher education are essentially different, then what motivates two-year community colleges to establish four-year degree programs on their campuses? There are a number of incentives that drive this approach.

- ✦ There exists a lack of bachelor degree programs in interpretation within a reasonable distance from the two-year institution.
- ✦ Fields that traditionally require two-year degrees are increasing their professional requirement to a four-year degree and educational programs are responding.
- ✦ Facilities, faculty, and staff are already established within the two-year institution for these four-year programs.
- ✦ The community college setting offers greater flexibility to a large majority of students who are older and/or working full-time.
- ✦ A different type of bachelor’s degree is needed—one that combines more hands-on learning with traditional academic study.

It is widely recognized that the community benefits from having access to baccalaureate degrees at nearby community colleges. Among others, benefits include the following.

Extended educational access: According to Townsend (2005) community college baccalaureate level education provides a community with two levels of access that four-year colleges and universities cannot provide. First, providing the baccalaureate at community colleges makes higher degrees available to those individuals who are unable or unwilling to attend four-year colleges. Secondly, community colleges can provide bachelor level degrees that four-year colleges and universities may be unwilling to offer. Thirdly, community colleges conferring baccalaureate degrees offer unemployed workers and those in lower level positions who are unable to advance, the opportunity for higher education (Applied baccalaureate degrees at two-year colleges play critical roles, 2009).

According to the website *discoverinterpreting.com*, there are over 140 interpreting programs in the U.S., with approximately 25 programs, or less than 20%, offering bachelor or greater degrees. With the 2012 RID mandate, interpreting students need more educational options than that of moving to one of the 25 bachelor's degree programs in interpreting. By having a few of the well-respected two-year programs expand their programs to include a bachelor's degree, more students will have access to baccalaureate education in interpretation.

Meeting local needs: Interpreters are needed in all communities in a wide variety of settings and for many different situations. Community colleges are uniquely positioned to be aware of and able to meet the needs of their local communities. For those communities with a community college but no university within easy traveling distance, offering a bachelor's degree in a field with high community need and interest is one way for those colleges to address local needs.

Target local workforce conditions: A Bachelor of Applied Science (BAS) degree may be uniquely situated for the community college setting. This type of bachelor's degree is often referred to as an "applied" or "workforce" baccalaureate degree. According to Walker and Floyd (2005):

"It may differ from traditional bachelor's degrees in a number of features: the characteristics of intended students; the way in which curricula are formed; the intensity or diffusion of focus of the major; an attitude about the relationship between the theoretical and the applied and the importance thereof; the independence of the college from its community; the targeting of the baccalaureate to local workforce conditions; and methods of teaching and learning" (p. 97).

Applied degrees are created to meet specific workforce demands. The profession of interpreting has been working toward identifying the competencies and skills required to provide professional service (Witter-Merithew & Johnson, 2005). The field has also recognized the need for higher-level degrees within the field as evidenced by the RID 2012 mandate to have a bachelor's degree or higher to sit for certification. Given the paucity of four-year degrees in interpretation, community college conferred baccalaureates help fill this gap while taking advantage of the specific strengths of their institutions. For example, they offer:

- increased access to higher education;
- use of existing infrastructure;
- increased ability to meet the needs of non-traditional and/or returning college students, such as smaller class sizes and cohorts, ability to stay in the local area in order to keep current jobs and stable living arrangements;
- commitment to workforce development; and
- responsiveness to local community needs.

*Case Study #1
Oklahoma State University-Oklahoma City
(OSU-OKC)*

While the NCIEC AA~BA Partnership Interpreter Education Program Survey results did not reveal any Interpreter Education Programs currently engaged in this model, the survey did garner comments from respondents who identified programs that have either previously attempted this option or are currently pursuing it. Two such interpreting programs are highlighted below.

Oklahoma State University—Oklahoma City

Oklahoma State University-Oklahoma City (OSU-OKC), a branch of Oklahoma State University, is a traditional two-year technical campus that houses the Interpreter Training Program (Oklahoma State University, Oklahoma City, 2009). After 40 years of offering only AA and AAS degrees, in 2003 OSU-OKC decided to pursue the opportunity to offer four-year degrees. They began with proposals for bachelor's degrees in Business, Emergency Response Administration, and Interpreting. The college hired a consultant to assist programs develop the proposal. As part of the process, a letter of intent was sent to all colleges in the area. Unfortunately, three colleges objected to the proposal and the attempt was tabled at that time.

*...with more education
and experience provided
by the Bachelor's degree,
students should be able
to receive higher
certification levels which
would increase their
income and allow them
to work in additional
settings not open to those
without such
certification.*

In 2006, OSU-OKC again attempted to gain approval to offer bachelor's degrees, but this time with only one degree, Emergency Response Administration. The proposal navigated the system successfully and the two-year institution began offering a Bachelor of Technology (BAT) in Emergency Response Administration.

With one successful program in place, the Interpreter Training Program again attempted to gain approval for its bachelor's degree. This time their letter of intent did not receive any objections. They obtained approval from the Oklahoma State University regents and will now present to their accrediting agency, North Central Association. With approval from the various Boards, the Bachelor of Applied Technology (BAT) degree in interpretation is planned to begin in January 2011.

As the new program moves forward, a number of changes will have to take place within the program. Lower-level courses may continue being taught by faculty who hold bachelor's degrees. The accrediting agency will require all faculty members who teach upper-level courses to hold master's degrees. At this time, there is no plan to have differences in pay or teaching loads for faculty teaching coursework at different levels.

Benchmarks will also be added to the degree program. The Sign Language Proficiency Interview (SLPI) will be administered to ASL III students, and a specified level of competency on the SLPI will be required for students wishing to enroll in Interpreting I. In order to be admitted to the BAT Interpreting program, students must pass a minimum threshold on the Oklahoma State Quality Assurance Screening Test (QAST).

One area that will not be changing is the cost of tuition. All courses, both lower level and upper level, will continue to be offered at the same tuition rate. The college will continue to offer their Associates of Applied Science (AAS) degree in interpreting, although there will be programmatic changes to this degree. Currently, the AAS program is a three-year degree. OSU-OKC will be moving a fifth semester course to the seventh semester, adding courses in transliterating and ethical decision making, and re-designing the practicum for the AAS degree to focus on observation and teaming.

The interpreting program does anticipate that other two-year interpreting programs in the state will enter into articulation agreements with OSU-OKC's Bachelor of Technology program. All current faculty members support the new degree plan. Students have been discussing the possibilities for a long time, and all members of the interpreting community see the need for a bachelor's degree in interpretation. It is anticipated that a bachelor's degree that provides more education and experience will enhance students' ability to achieve high certification levels, increase their income, and allow them to work in settings not available to interpreters without such certification.

Case Study #2 *Georgia Perimeter College*

Georgia Perimeter College (GPC) is a diverse, multiple campus, two-year institution situated outside of Atlanta. GPC has for some time offered an AAS in Interpreting (Georgia Perimeter College, 2009-2010). Previously, GPC attempted to establish a bachelor's degree on their two-year campus without much success. The Interpreter Education Program, housed on this commuter college campus, is part of the University System of Georgia that includes both two-year and four-year colleges. There is a separate Technical College System of Georgia that provides technical education, custom business and industry training, and adult education. Interpreter education falls under the auspices of the academic University System of Georgia.

Christine Smith, retired director of the Sign Language Interpreting Program at Georgia Perimeter College, sought to expand their Associate of Applied Science degree into a bachelor's degree. At that time, no other program on the campus offered a four-year degree, and only one four-year institution in the state, Valdosta State University, offered a bachelor's degree in interpreting (Valdosta State University, 2010). Valdosta State, however, is located in the southern part of the state, making it difficult for Atlanta-based Georgia Perimeter graduates to attend the University. This geographic circumstance was the impetus behind Georgia Perimeter's efforts to offer a four-year bachelor's degree at Georgia Perimeter College.

Georgia Perimeter College is accredited by the Southern Association of Colleges and Schools. The Sign Language Interpreting Program is accredited by the Commission on Collegiate Interpreter Education (CCIE). With the Interpreting Program's dedication to excellence demonstrated by their programmatic accreditation, faculty sought to further enhance the education offered to their interpreting students. There was broad support for the program from their Advisory Council, employers, members of the Deaf community and outside experts. The Council met regularly via videoconference to remain updated and give input to the Program as the interpreter education program attempted to establish a baccalaureate.

Using RID's 2012 certification mandate and the college president's desire to enhance the college's image, Christine Smith and the faculty began the process of getting approval to offer a bachelor's degree. Selling points for this change included the fact that the AAS degree already required 54 credits (including four ASL courses that were prerequisites for entering the program), thus necessitating only two additional courses to reach the 60 credits for a Bachelor's degree.

Do not attempt this without already having a strong program. You will need to show current success to demonstrate the possibilities of future success.

Christine Smith, Georgia Perimeter College

In spite of reporting changes required by the college's accrediting agency, the College's administration saw the benefits of a bachelor's degree to the program and the institution. The proposal was presented with strong support from the college President and the Vice President of Academic Affairs, as well as from faculty, local interpreters and graduates of the program.

The proposal reached the Board of Regents of the University System of Georgia where it ran into difficulties. Georgia's Governor suggested that all two-year colleges be disaffiliated from the University System and affiliate with the Technical System. In addition, the economy at the time was driving budget cuts and program phase-outs rather than beginning or expanding programs. While the Board recognized the need for a bachelor's degree program to serve the Atlanta metropolitan area, they determined that no two-year institutions would be awarded four-year degree granting status at that time.

Upon the negative decision by the Board of Regents, Georgia Perimeter began working on partnership agreements with Gainesville College and with Valdosta State. Gainesville College also in the Atlanta metro area, offers bachelor completion options for Georgia Perimeter graduates, while Valdosta State offers an interpreting program as well as bachelor completion degrees through online distance learning, also enabling students to remain in the local area.

Christine Smith believes that Georgia Perimeter College's proposal was strong. Should it be submitted again in the future within a different political and economic climate, it might be successful. She offers these recommendations for other colleges considering changing their Associate's degrees to Bachelor's degrees.

- ✦ Start the process by getting approval from the college administration. Show them how the proposed change will be an asset to the college, getting that “push” from the top that will lead to a better chance for success.
- ✦ Determine how the program will market the idea. What will this new bachelor’s degree give the college? Remember that interpreting programs are generally not revenue generators, so emphasize the selling points the program offers.
- ✦ Do not attempt to implement this model without already having a strong program. Current success forms the basis for future success.
- ✦ Solidify support from all stakeholders involved in the program including the local community.

*Case Study #3
Florida Community Colleges*

While there have been no interpreting programs that have established a four-year degree in a community college setting in Florida, there are a number of two-year institutions that offer bachelor’s degrees in other fields. *Inside Higher Ed* reported in an article published August 12, 2010, that community colleges in Florida now offer more than 100 four-year degrees: “In 2008, ten of the state’s 28 community colleges offered 70 baccalaureate degrees. Currently, 18 community colleges offer 111 four-year degrees” (Moltz, 2010, p. 1).

Current community college conferred baccalaureate degrees include nursing, education, and various applied science programs such as homeland security, fire science management, interior design, and international business. For each of these degrees, the choice was made to offer them for one of two reasons: 1) the degree was not available at a university in the area served by the community college; or 2) nearby universities could not meet the demand for graduates in the fields in which the degrees are offered.

While community colleges must consult with nearby public and private universities before offering a four-year degree, they seldom meet with opposition. According to Pamela Menke, Vice Provost for Education at Miami Dade College: “None of the 12 baccalaureate degrees now offered by Miami Dade generated a competing proposal” (Moltz, 2010, ¶ 5). In fact, the University of Central Florida, after being forced to drop some degrees due to budget constraints, successfully approached Valencia Community College, their local community college, about offering two of those degrees.

Lessons Learned

In addition to the lessons shared by Christine Smith, there are other cautions worth noting. In creating a program, tailor it to meet the needs of the local community college constituency. One size may not fit all programs. With the wide variety of community college systems across the United States, no one model will fit every system.

Newman (2009) suggests that expansion of existing degrees is one way to leverage the current assets of a college: “Two-year institutions that seek to develop baccalaureate programs are strongly encouraged to build on existing organizational strengths. To this end, they should consider expansion of successful associate-degree programs in exploring potential offerings” (p. 28). This echoes Smith’s admonition to start with a strong program already in place.

“Community colleges should balance the need for the program with the feasibility of getting it implemented” (Remington & Remington, 2005, p. 151). There may be differing programmatic requirements, depending upon the college’s accrediting agency. “It appears that the practice of some, but not all, accreditation associations is to classify institutions according to the highest degree the institution awards” (Floyd, 2005, p. 37). Moreover, issues such as faculty load, institutional resources, etc., must all be considered when expanding a current degree by the addition of upper-level courses.

Some universities may be hesitant to accept applied or workforce degrees for admission into advanced degree programs. Further research on the quality of applied bachelor’s degrees and their admissibility for advanced degree programs should be conducted and published. However, the movement to offer community college conferred bachelor’s degrees continues to gain momentum throughout the United States. This partnership model offers the field of Sign Language interpretation a viable option for interpreting students to enter the field with a bachelor’s degree or greater in interpretation.

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Meeting the Standard **AA/BA COORDINATED ACADEMIC DEGREE MODEL**

Sherry Shaw



“The ultimate goals are to streamline the [articulation] process and strive toward consistency.” (Spencer, 2008)

Introduction

The opportunity for students to complete two programs at different institutions in their pursuit of the baccalaureate degree (abbreviated BA/BS, although it may include the Bachelor of Applied Science, BAS) can occur in several ways, including via models known as the “2+2”, “3+1”, “reverse 2+2”, and a “Coordinated Academic Degree Program.” These models, when formalized between two institutions with official agreements, pursue the objective of guiding the student through inter-institutional transfer to completion of the baccalaureate degree. They suggest that a standard of collaboration between institutions is in the best interest of the student, and equally importantly, collaboration between the respective programs and faculty members therein best serves the profession, programs, institutions, and external stakeholders. While the official articulation agreement is key to clear understanding of a partnership between institutions, it is only one spoke in the wheel of a successful BA/BS completion model, whether at the institution level or program level. Factors such as student body composition, institutional accreditation standards, missions and strategic plans, and climate of a given profession toward attainment of a four-year degree play a critical role in the decision to establish official and binding agreements.

In this chapter, a prominent articulation model in nursing education will be explored and current models between associate and baccalaureate-degree interpreter education programs will be discussed. The chapter will also illuminate two successful 2+2 articulation models that take on the characteristics of a Coordinated Academic Degree Program, a strong partnership model that allows two distinct programs to pool resources and create a continuum

of education in which the two-year interpreting degree interfaces with the curriculum of the four-year degree program.

Parallel of a 2+2 Articulation Model External to Interpreting

One discipline that has invested considerable effort in establishing articulation relationships is nursing education. Traditionally, nursing has offered educational pathways toward licensure via diplomas, associate degrees, and baccalaureate degrees (Spencer, 2008). In recent years, discussion has revolved around establishing a minimum educational requirement for profession entry, much in the same way that the interpreting profession resolved to establish baccalaureate standards by 2012. Spencer reports that “the National Advisory Council on Nurse Education and Practice has recommended that at least two thirds of the basic nursing work force hold a baccalaureate degree or higher by 2010” (p. 307), and since 2003, the American Association of Colleges of Nursing has upheld the baccalaureate degree as the minimal standard for entry into the nursing profession. According to Spencer, justification for a higher educational standard for nurses rests convincingly in patient outcomes and the complexity of health care. Empirical evidence generated by Aiken, Clarke, Cheung, Sloane, and Silber (2003) confirmed the significant association between patient survival rates and the educational level of nurses. The fact that patient outcomes are affected by a nurse’s education has spurred, in recent years, increased articulation from associate degrees in nursing (ADNs) to Bachelor of Science degrees in nursing (BSNs) and curricular reform has resulted. To date, there is no comparable, empirical evidence with interpreters to suggest that higher levels of education directly affect the outcomes of interpreted situations; however, by observing the model of nursing education reform to promote our own profession, we can learn the ins and outs of facilitating articulation.

As the nursing education reform movement progresses, it attempts to incorporate some flexibility to accommodate individual career goals of its students. For example, programs are considering allowing student nurses to select fields of specialty that most interest them and building these optional credit hours into courses of study. This is a particularly interesting option that parallels the possibility of interpreting students who aspire to work in specialized and highly-complex settings that require task-based instruction, furthering the discussion that advanced interpreting degrees with specialty concentration may be needed (e.g. healthcare interpreting). Another discussion in nursing education that corresponds to interpreter education is the continuation of lower-level programs when the professional standard will exceed these programs in the near future. While there has been deliberation about the need for two-year interpreting programs to provide terminal workforce entry degrees, the role of the two-year programs in providing language, culture, and ethics foundations is valuable in the establishment of 2+2 agreements. In fact, the strength of the first two years is so integral to the articulation process

“The National Advisory Council on Nurse Education and Practice has recommended that at least two thirds of the basic nursing work force hold a baccalaureate degree or higher by 2010.”

Spencer, 2008, p. 307

that it deserves the full attention of both sets of faculty members to ensure students have maximum preparation to achieve certification post-graduation.

Acknowledging the critical role that community colleges have traditionally played in workforce education, an effective 2+2 must reflect a comprehensive curriculum that responds to the current needs of the population that will be served by its graduates. Looking again to articulation between nursing degrees, an advanced baccalaureate curriculum must expose students to “research theory, community health, and leadership content. In addition to a broader foundation of nursing, the BSN includes a wider range of general education courses, such as multicultural studies, language, ethics, sociology, communication, and women’s studies” (Spencer, 2008, p. 308). Just as with advanced nursing studies, interpreting studies should also consider the current “environment” when undergoing curricular reform so as to adequately meet the needs of the profession.

Overview of IEPs Engaging in Articulation Models

The RID testing requirement for a baccalaureate degree by 2012 is only one impetus for expanding degree options, although it is often mentioned as the primary rationale when Interpreter Education Programs attempt to justify articulation models to universities and Higher Education Commissions or Departments. Other compelling arguments center on the state of the profession and on the demand for highly qualified interpreters rather than entry-level interpreters. The following case studies highlight the efforts of a few pioneering institutions that pursued collaborative agreements in the last five years.

Case Study #1

Florida State College at Jacksonville and University of North Florida (FSCJ/UNF)

Partner Descriptions

Both Florida State College at Jacksonville (FSCJ) and the University of North Florida (UNF) are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. FSCJ offers associate and bachelor degrees and established its two-year, Associate of Applied Science (AAS) and Associate in Science (AS) in Sign Language Interpretation in 1996. The AAS program was discontinued in 2008 when a traditional 2+2 articulation agreement with the University of North Florida was finalized. As a Workforce Education program, the focus of the 72-hour, selective access AS program at FSCJ is to prepare students within five semesters to work as interpreters in entry-level positions, thus fulfilling the institutional goal to provide career-oriented degree programs. The comprehensive curriculum includes coursework in Deaf culture, advanced ASL, professional ethics, interpreting and transliterating, specialized settings, assessment preparation, and field experience. At this writing, FSCJ is pursuing program accreditation by CCIE and is in the Self Study Review phase of the process.

UNF, located in Jacksonville approximately 1 mile from FSCJ's south campus where the Sign Language Interpreting program is housed, initiated the collaborative effort and established the BS in ASL/English Interpreting in 2007. UNF's program was designed to specifically address the need for interpreting students to complete a baccalaureate degree by transferring from a two-year degree program into a content-specific (interpreting courses only), second tier of a 2+2 articulation model. At the time of its inception, there were five two-year interpreting programs in Florida: FSCJ, Hillsborough Community College (Tampa), St. Petersburg College, Miami Dade College, and Daytona Beach College. At this writing, deliberations are in effect with Hillsborough Community College to follow the articulation model of FSCJ-UNF, and in 2010, UNF welcomes its first graduates from Hillsborough Community College and St. Petersburg College. As the program grows and produces more graduates, UNF will begin the CCIE accreditation process of its Tier 2 program.

Background

UNF was first prompted to consider a BS degree option in 2005 by RID's pending bachelor degree requirement for certification testing eligibility. During the conceptualization stages, UNF consulted numerous external entities and a program of study was developed that coincided with, but did not duplicate, interpreting course content in the five two-year interpreting programs around the state. In addition to RID's position on advanced degrees, the ensuing proposal responded to: (a) the Florida Coordinating Council for the Deaf and Hard of Hearing's 2005 report on the need for more qualified interpreters; and (b) Florida Association of the Deaf documentation of increased demand for, and shortage of, qualified interpreters in the state. The institution was poised to offer a new degree program given the host department's (Exceptional Student and Deaf Education) other programming in ASL, Deaf Studies, and Deaf Education. Once institutional approval was received for the implementation of the BS, a national search was conducted for the program's first faculty member. Although final signatures on the Articulation Agreement with FSCJ were still pending, the program was implemented in 2007 with a student body that consisted of FSCJ graduates dating back six years.

Articulation Agreement Specifics

The following sections, negotiated by program leaders, faculty members, and legal counsel for both institutions, constitute the Articulation Agreement between Florida State College at Jacksonville and the University of North Florida that is in effect until review in August 2011:

1. Title: Associate in Science (AS) in Sign Language Interpretation/Bachelor of Science in ASL/English Interpreting
2. Type of Agreement: Articulated Associate in Science Agreement
3. Purpose: To facilitate the transfer of AS in Sign Language Interpretation graduates from FSCJ to the BS in ASL/English Interpretation at UNF

4. Program Information: Department and college names, locations, and contact information
5. FSCJ Curriculum: AS General Education requirements (21 hours), interpreting content courses beginning with ASL IV (51 hours), and bridge courses (completion of all AA General Education requirements; 15 hours), for a total of 87 hours.
6. UNF Curriculum: Interpreting content courses including field experience (48 hours)
7. Provisions
 - a. Admission: FSCJ language proficiency entrance examination; GPA requirements
 - b. Catalog in Effect/Continuous Enrollment Policies
 - c. Statewide Foreign Language Requirement
 - d. College Level Academic Skills Test (State Board of Education requirement)
 - e. College-Level Computation and Communications Requirement (State Board of Education requirement, known as the Gordon Rule)
 - f. General Education Requirements
 - g. Information Literacy Assessment (FSCJ requirement)
 - h. Grading Policies
 - i. Forgiveness: Policy for allowing students to repeat courses to improve grades and transfer grade policy
 - j. Waivers or substitution: UNF honors FSCJ decisions on disability accommodations, such as substitution of coursework.
 - k. Minimum Upper Division Hours: UNF requires 48 hours.
 - l. Statewide Common Course Numbering System
 - m. Immunization
 - n. Student Information: UNF to provide directory level information of matriculating students, aggregate GPA for FSCJ graduates, and number of graduates
 - o. Faculty Credentials: FSCJ requires Master's degree with 18 hours in discipline in accordance with Southern Association of Colleges and Schools (SACS); UNF requires the same, but preferred is an earned doctorate in related field and RID certification in accordance with SACS.
 - p. Updates: parties must notify each other concerning contemplated curricular changes that would affect the agreement; revisions will be in writing and reviewed by the two respective Chief Academic officers or designees; change in total credit hours or other policies would require complete revision; termination policy; changes to agreement subject to change by legislative action, Department of Education, UNF Board of Trustees, Florida Board of Education Division of Colleges and Universities, FSCJ Board of Trustees, Florida Board of Education Division of Community Colleges and Workforce Education
 - q. Public Records Law

Current Status

In 2009, two years after UNF's Bachelor of Science program opened, Florida Community College at Jacksonville became a four-year state college by legislative action and changed its name to Florida State College at Jacksonville. At that time, the institutional structure was altered to increase the award of baccalaureate degrees (it had offered some four-year degrees since 2006). The ensuing curriculum expansion did not include eradicating the FSCJ-UNF partnership to establish a four-year interpreting degree at FSCJ, and the collaborative efforts remain strong on the part of both institutions to further grow the joint program. The curriculum at FSCJ did not change substantially with the onset of the articulation agreement; however, the National Interpreter Education Standards continue to be used by both programs to insure that the joint curriculum addresses the accrediting criteria by which they will be evaluated by the Commission on Collegiate Interpreter Education. Since the articulation agreement's implementation in 2007, eight former FSCJ students have matriculated to UNF.

Recruitment, publicity, and marketing strategies are currently a top priority for both institutions to ensure that accurate information is in the hands of students early in their career decision-making periods. One reason this is so critical is that students who decide later in their programs that they want to pursue the BS degree will experience delays in obtaining the general education core (also called "bridge") courses they need to transfer to UNF. This delay can be avoided by identifying students earlier, so FSCJ faculty now advise students at time of admission about the opportunity for a BS, and students can plan to complete the bridge courses in time to transfer to UNF as soon as the FSCJ interpreting content courses are complete.

In 2009, UNF expanded publicity efforts to increase awareness with all of the two-year interpreting programs in the state. A joint brochure shows the progression from one program to the next and is used at general recruitment Open Houses at FSCJ and UNF. UNF faculty members host Open Houses specific to the program on the UNF campus, attend classes at FSCJ to discuss articulation, and maintain an online course shell using Blackboard where transferring students and their faculty members can remain current with program information prior to transfer. Within this course shell, prospective students can participate in discussion forums with UNF faculty and each other to begin developing relationships while in their Tier 1 programs.

The curriculum at FSCJ did not change substantially with the onset of the articulation agreement; however, the National Interpreter Education Standards continue to be used by both programs to insure that the joint curriculum addresses the accrediting criteria by which they will be evaluated by the Commission on Collegiate Interpreter Education.

Additional transition efforts focus on providing students with a "continuity of care" experience by assigning them a designated articulation advisor from each institution as well as a peer advisor (student who has previously articulated) at the onset of their two-year program. A joint program of study that provides a semester-by-semester sequence allows

students to visualize earning the baccalaureate degree as a whole experience rather than as two disconnected degrees. In order to make the programming more seamless for students, the articulation agreement requires frequent monitoring when programs enhance courses, revise course objectives, or make other curricular changes that might affect the partnering institution. Joint advisory councils, for example, provide a form of oversight that keeps all the stakeholders informed about such changes and updates and assures that the programs stay in compliance with the agreement. Although formal review of the articulation agreement must be done every three years, routine maintenance involves regular interaction between the programs' faculties. By integrating two programs at the two institutions in this way, the UNF/FSCJ partnership takes on the characteristics of a Coordinated Academic Degree Program by pooling resources and creating a continuum of education in which the two-year interpreting degree interfaces with the curriculum of the four-year degree program.

Case Study #2

Front Range Community College and Regis University and Front Range Community College and University of Northern Colorado

Front Range Community College and Regis University

Front Range Community College (FRCC) in Westminster, Colorado prepares interpreting students for entry-level employment through its Associate of Applied Science (AAS) degree. The ASL/IPP has two state of the art labs with 15 iMacs and 15 PCs with a dedicated server for their digital lab collection. As it is currently offered, the program of study includes advanced ASL courses (through ASL V), Deaf culture, introductory ethics, specialized and technical communication, transliterating, ASL-English interpreting, English-ASL interpreting, advanced interpreting, and internship for a total of 75 semester credit hours. Students who are seeking a baccalaureate degree will complete additional general education courses to prepare them for transfer. Characteristic of a 3+1 articulation model, students may transfer up to 90 credit hours into the *Associate's to Bachelor's* program at Regis University (Denver). Designed as a bachelor completion program, students earn a Bachelor's in Applied Science with a concentration in Educational Interpreting or Community Interpreting during the senior year. This is a statewide articulation between the Colorado Community College System and Regis University.

A similar arrangement is available to interpreting students from Pikes Peak Community College in Colorado Springs and other vocational-technical programs in Colorado, such as respiratory therapy. Regis University, a private institution, is dedicated to the concept of degree completion and maintains "partnerships with hundreds of community colleges across the nation" (Transfer to Regis, 2010). Unlike Florida, the Colorado Department of Higher Education does not allow community colleges to confer baccalaureate degrees, thus the Regis University partnership provides this degree option for FRCC graduates.

Front Range Community College and University of Northern Colorado

Front Range Community College also intends to provide students with an alternative to the 3+1 degree option currently available. In a proposal that will phase out the AAS degree, FRCC is working to partner with the Distance Opportunities for Interpreter Training Center (DO IT Center) at the University of Northern Colorado to provide a Coordinated Academic Degree Program offered jointly by both institutions. Originally established at FRCC in 1993, the DO IT Center migrated to UNC in 2006 and now offers a comprehensive, BA degree program in ASL-English Interpretation (UNC DO-IT Center, 2010). This BA degree is delivered over 11-semesters via distance with three onsite summer sessions in Greeley, CO.

Background

The long-term relationship between FRCC and UNC has positively impacted the development of a degree option that transforms FRCC's 3+1 model with Regis into a whole degree program offered onsite at FRCC, but taught jointly by the faculty from both institutions. In 2008, program leaders from FRCC and UNC began meeting routinely to develop a "Coordinated Academic Degree Program" in accordance with the Colorado Department on Higher Education policies for such programs. The Colorado Commission on Higher Education defines a Coordinated Academic Degree Program (CADP) as a "single program that the Commission has approved for more than one college or university to offer jointly" (CCHE, 2006). This program has one curriculum, one set of admission requirements, and resources that are shared. It differs from a "dual-degree program" in that students are not taking courses in two degree programs simultaneously, but in a sequential manner toward completion of two degrees.

The Policies and Procedures for the Approval of Proposals for Coordinated Academic Degree Programs (CCHE, Section 1, 2006) outline the parameters that FRCC and UNC employed to design the new program. The new plan entails establishing an Associate in General Studies (AGS) degree in ASL that coincides with the established language and interpreting foundational courses in the UNC BA degree program. Forty semester hours of the Liberal Arts Core Requirements would be included in the AGS as well. At the completion of the AGS, the plan calls for UNC to create site-based versions of its remaining upper division BA courses and offer them on the campus of FRCC, approximately 75 miles from UNC's home campus.

The progression of the CADP has navigated through both institutional administrations and the curriculum revision process for new courses at FRCC, targeting an implementation date of fall, 2010. However, the state and institutional economic climate has temporarily stalled finalization of the partnership agreement and plans for implementation are delayed. FRCC and UNC maintain that the proposed CAPD strongly represents a successful model for BA degree achievement and the interpreter education staff will continue to work toward approval from the two institutions and the Colorado Department of Higher Education.

Coordinated Academic Degree Program Partnership Specifics

The articulation “Memorandum of Understanding between the University of Northern Colorado and Front Range Community College” is comprised of the following information (some sections have been collapsed in interest of space):

1. Preamble: definition of CADP and summary of the Colorado Department of Higher Education’s statutory authority to grant approval.
2. Rationale: summary of supply-demand state of the interpreting profession, incidence of deaf or hard of hearing people, specifically those who identify ASL as their language of preference, and interpreters as communication links, overview of how the venture will prepare interpreters for RID’s 2012 BA requirement.
3. Agreement Principles: interest in addressing need for highly qualified interpreters, all courses on one campus, no interruption in student services, respective missions carried out, completion of AGS as first step, limited exception policy approved by both programs; predominantly upper-level courses provided by UNC on the FRCC campus.
4. Curriculum Design: FRCC to create AGS in ASL to interface with BA curriculum; appendix provides specific curriculum.
5. Admission and Enrollment: CADP to assign advisors from both programs, hold joint orientation sessions, require students to sign program plan with degree requirements from both programs, initial courses appear on FRCC transcript, UNC enrollment contingent upon AGS completion.
6. Advising: initial joint advisement, FRCC personnel advise during AGS coursework, UNC personnel advise during BA coursework.
7. Graduation: AGS conferred by FRCC, BA conferred by UNC.
8. Tuition and Fees/Financial Aid: FRCC to assess tuition and fees during AGS coursework, UNC to assess tuition and fees during BA coursework, application for financial aid through student’s current institution, degree-seeking status required, concurrent enrollment and financial aid policy, financial aid disbursement; student academic progress policies for financial aid; tuition and fees distribution schedule during BA phase at FRCC.
9. Shared Resources: collaborative agreement of shared resources and costs; common instructional resources; FRCC provide office space, classrooms, and technology for BA courses, UNC to provide faculty for BA program delivery.

10. Academic Tracking: FRCC track students through AGS, UNC track students through BA, including applications and graduation rates.
11. Program Review and Accreditation: CDHE policy and the Higher Learning Commission's North Central Association of Colleges and Schools (accreditation body for both institutions) for CADP program review.
12. Student Services: library, student logins and computer access, student life activities and support from FRCC.
13. Administration and Personnel: joint program administration personnel and review plan.
14. Communication and Marketing: coordinated marketing plan, shared marketing costs.
15. Facilities and Equipment: estimated needs for classrooms, laboratories, rent-free office space and furniture, equipment, supplies.
16. Shared Resource Cost: estimates for salaries, administrative support, IT support, software, lab assistant, lab maintenance.
17. Timelines: discontinuation of AAS admissions, support for current students through AAS graduation, immediate implementation of AGS, first projected graduating class.

Summary

What has been presented here is a somewhat simplified, birds-eye view of what, in reality, equates to a long and complex process on the part of program leaders, faculty, institutional articulation personnel, administration, and decision-making higher education entities. In interviews with program leaders about their process from start to finish, it is apparent that tireless commitment must be invested by both partnering institutions. The wheels of academic bureaucracy can turn painfully slow when the need for the collaboration is so obvious to the movers and shakers who designed it, especially when the barriers are external to the process, as in the case of the national economy that affected Front Range Community College and University of Northern Colorado.

*The wheels of academic
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shakers who designed it,
especially when the barriers
are external to the process...*

Persistent barriers to progression from two-year to four-year degree programs, as evidenced in these case studies, include: (a) financial constraints within institutions that require evidence of profit capacity prior to approval of innovative partnerships; and (b) insufficient faculty members to envision, design, implement, and maintain partnerships. Politics at the local and state levels can curtail advancement of the profession to higher degree standards when incentives for advanced degrees are not

prioritized by the electorate or enforced by the system. Unless advanced degrees are required for entry-level positions and pay scales reflect educational achievement, there will continue to be disincentive for students to pursue degrees beyond the associate level. While it is hoped that two-year programs will instill in students the ethical obligation to excel as interpreters, the state of the current national economy inhibits many students from continuing their education. A new industry standard that goes beyond RID's connection between education and certification would serve to drive the progression toward higher degrees and spur states into complying with the critical need to address higher education for interpreters.

Barriers within our own ranks that are based on pedagogical and ideological differences can disrupt the transition from traditionally vocational program designs to professional program models such as have been presented here.

When potential obstacles are logistical rather than systematic, as with the 275-mile distance between Tulsa Community College and the University of Arkansas at Little Rock, the field is learning that proximity of two partnering institutions is not an insurmountable problem. On the other hand, barriers within our own ranks that are based on pedagogical and ideological differences can disrupt the transition from traditionally vocational program designs to professional program models such as have been presented here. All identifiable barriers warrant further exploration to determine if they significantly contribute to the fact that a large-scale movement of AA~BA partnership has yet to be realized in interpreter education despite the fact that these models are a viable response to the industry's need for advanced

programs. Further systematic investigation into the efficacy of existing models, specifically focusing on student career trajectories through longitudinal tracking (as may be inherent to articulation agreements), will provide interpreter educators with evaluative data to make informed decisions about the direction of the partnerships.

Suggestions for easing the development of a 2+2 model include the formation of an interpreter education consortium with standardized curriculum and common course numbering in states with multiple two-year programs. Likewise, the time may be right for the Tier 2 program to seriously explore delivery modes that enhance the feasibility of students being able to access programs at a distance.

Acknowledgements

Lori Cimino, Florida State College at Jacksonville
Ann Reifel, Vincennes University
Beth Dillon, Regis University
Janet Acevedo, Indiana University-Purdue University Indianapolis
Leilani Johnson, University of Northern Colorado
Lynda Remmell, Front Range Community College

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The definition of CADP and the policies outlined here were directly informative to the efforts of the University of Northern Colorado and Front Range Community College in their development of a proposal to combine their interpreting programs.

Garcia Falconetti, A. M. (2009a). 2+2 statewide articulation policy, student persistence, and success in Florida universities. *Community College Journal of Research and Practice*, 33, 238-255.

This article provides an overview of legislated state articulation and reports a study examining the viability of Florida's 2+2 articulation agreement by comparing successes of graduates. Findings support that while community college transfer students are competitive, they could benefit from support services to facilitate retention.

Garcia Falconetti, A. M. (2009b). The perceived effects of state governance decentralization on baccalaureate articulation. *Community College Journal of Research and Practice*, 33, 177-194.

The author reviews Florida's long-standing statewide articulation policy and focuses a qualitative study on the impact that changes in the state's governance system will have on student articulation. The article includes a discussion of the emergence of community colleges conferring baccalaureate degrees.

Jacobs, P. M. (2006). Streamlining an RN-BSN program for nurses, *Nursing Education Perspectives*, 27(3), 144-147.

This article highlights the need for streamlining coursework for students so that they may complete the baccalaureate degree in the least amount of time possible when articulating from one institution to another. One particular partnership is showcased, with the key to its success being attributed to effective advisement of students and program publicity.

Lang, D. (2009). Articulation, transfer, and student choice in a binary post-secondary system. *Higher Education*, 57, 355-371.

Provasnic, S. & Planty, M. (2008). *Community Colleges: Special Supplement to the Condition of Education 2008* [Statistical Analysis Report]. Washington, D.C.: U.S. Department of Education.

Spencer, J. (2008). Increasing RN-BSN enrollments: Facilitating articulation through curriculum reform. *The Journal of Continuing Education in Nursing*, 39(7), 307-313.

Drawing on research that supports advanced nursing degrees as influential in improved patient outcomes, this article describes trends in nursing education that parallel those of interpreter education. The article describes various types of articulation agreements and the need for direct attention to coursework relevancy and curricular flexibility to accommodate specialization goals of students.

Transfer to Regis (2010). *Associate's to Bachelor's program*. Retrieved April 26, 2010 from <http://www.transfertoregis.org/>

UNC DO-IT Center. (2010). *ASL-English Interpretation Baccalaureate Degree*. Retrieved April 26, 2010 from <http://www.UNCo.edu/doit/BA%20PDF%FINAL.pdf>

Zinser, R. W., & Hanssen, E. E. (2006). Improving access to the baccalaureate: Articulation agreements and the National Science Foundation's Advanced Technological Education program. *Community College Review*, 34(1), 27-43.

Back to the Future
**CONCLUSION
AND OBSERVATIONS**



*“To achieve great things, two things are needed; a plan, and not quite enough time.”
Leonard Bernstein*

During the past four years, the NCIEC AA~BA Partnership Workteam, interpreter educators, and expert consultants have worked together to further the baccalaureate goal and the field of interpretation’s coming degree requirement. To this end, they have: a) illuminated the climate surrounding interpreter education as it relates to the RID mandate; b) identified critical components of effective partnerships and c) identified and described promising AA~BA partnership models. This work is a completely new endeavor for the fields of interpretation and interpreter education. No scholarly work existed around this topic, there was no snapshot of current partnership practices, and programs had not been asked about future partnership plans. The only known was that “2012” is looming.

The NCIEC AA~BA Partnership Workteam continues to fill this gap in our field’s knowledge with this second monograph. Based on the results of a survey sent to 141 interpreter education programs, expert consultants’ research reports, literature searches, and interviews with successful partnership programs, the five most promising models identified in the first monograph were explored, described, and presented in case studies in this second publication. Each endeavor identified a number of agreed-upon themes that should guide the field’s future actions and goals. Foremost is the belief that today’s “normal” will not be tomorrow’s “normal.” Change is inevitable even though education does not always “do change” well. Additional themes are chronicled below in a number of observations.

Observations

- ✦ Whatever the chosen partnership or articulation path to the baccalaureate, the minimum degree must reflect a bachelor's degree in interpretation.
- ✦ The changing academic qualifications reflected in the interpreting field mirror the changes of a large number of other professional fields that require a strong union of theory and technical skill (e.g., nursing, early childhood education, health education and therapies, etc.).
- ✦ Two-year/four-year partnerships are forward thinking and possible within our field of interpreter education.

Higher Education

- ✦ The lines of distinction between two-year and four-year institutions of higher education and applied and academic degrees are becoming increasingly more blurred. Partnership is slowly becoming an accepted and internalized approach to higher education.
- ✦ The nature of the classroom and how education is delivered is changing.
- ✦ Flexibility in educational delivery systems aids partnership opportunities.

Economics

- ✦ The economic reality of life is that a four-year degree is necessary for upward mobility and career advancement.
- ✦ The current economy is playing havoc with education. Partnerships maximize financial, academic and student resources at a time of economic uncertainty.
- ✦ Unfortunately, the marketplace continues to recognize the two-year technical degree, and will continue to do so as long as the more attractive (to employers) two-year salaries exist and the field permits employers to do so.

Paradigm Shift

- ✦ A successful partnership is one that is planned and purposeful and provides a seamless path to a baccalaureate.
- ✦ Successful partnerships talk about students in terms of “ours” rather than “yours” and “mine.” They “keep students first” throughout the planning and delivery process.

- ✦ The very real paradigm shift in interpreting affords the field an excellent opportunity to re-tool interpreter education through the use of partnership..

Partnerships-Administration

- ✦ Interpreter educators and their administrators should take advantage of the partnership momentum being generated within higher education.
- ✦ Initial administrative support is paramount.
- ✦ To move a partnership along there needs to be a champion in the administration.

Partnership-Programs

- ✦ For a successful partnership to occur, each institution must bring a strong program “to the table.”
- ✦ Each program has to recognize its own institutional and programmatic value in the partnership. Both programs must see mutual need.
- ✦ The success of partnerships highlighted in this monograph resulted from the passion of the initial key players at both institutions.

Partnership-Faculty

- ✦ The bulk of the work will fall to the faculty. The faculty; therefore, must be involved at all levels of the development of the partnership.
- ✦ Trust and mutual respect are key. Turf issues don’t work here.

Evaluation

- ✦ Until the number of bachelor’s degree interpreter education programs increases significantly, and more programs can demonstrate competence through accreditation, opportunities for partnership will be restricted.
- ✦ Partnerships will bring new challenges to interpreter education accreditation.
- ✦ Accreditation plays a critical role in moving partnerships forward.
- ✦ How will CCIE evaluate partnerships that jointly share academic programming, teaching and student outcomes?

Final Thoughts

- ✦ Creating a partnership always takes longer than anticipated. Expect two to three years to develop and implement a partnership.
- ✦ Partnerships need to be clarified in written MOUs or formal agreements. All case studies in this monograph demonstrated programmatic agreements as opposed to standardized articulation agreements.
- ✦ There are recognized critical components that underpin any successful two year/four year partnership.

As noted in the NCIEC Workteam's first monograph *Toward Effective Practices: A National Dialogue on AA~BA Partnerships* (2008), these are very exciting times. It is rare when one is privy to monumental, pivotal moments in one's profession. Interpreter education is experiencing simultaneously the impact of policy change, demand for evidenced-based practice and heightened consumer expectations. The authors and editors hope the reader will use this publication as a resource to expand thinking and awareness of partnership models. It is our firm belief that a seamless, coordinated path to a baccalaureate is in the best interest of interpreting students no matter the model, and that the only way to achieve this is through mutual respect and cooperation at all levels of postsecondary education.

APPENDICES



10

- A. Structural Components of Partnership, Arroyo Research
- B. AA~BA Partnership Model Interview Questions Scaffold

APPENDIX A



AA/BA Organizational/Structural Components

The purpose of this memo is to identify important organizational or structural components of AA~BA partnerships, providing an organizing framework for the description of models under consideration by the NCIEC AABA Workteam. Our aim is neither to outline the range of partnership models, nor to recommend certain models over others, but rather to describe the core structural elements of the partnerships so that they can be distinguished from one another and considered in full. This manner of structuring the description of programs and models is designed to be a preliminary step to determining the overall effectiveness of one model over another, and seeks to provide a basis for comparing the components and outcomes of the models being considered by the AABA Workteam.

In preparing this memo, we reviewed the literature review conducted by Linda Stauffer of the AABA Workteam, conducted an independent review of known programs and literature related to university partnerships, and interviewed college and university personnel involved in AA~BA and other college and university partnerships. While the review uses Florida and Oregon as specific examples and for the purpose of interviews, findings from these more in-depth analyses were confirmed in the broader literature.

We seek to support two levels of analysis. The first is at the level of an AA~BA “Model,” or general framework for partnerships. For example, Dual Enrollment, or 2+2 are partnership models, within which the specific agreements of any two Institutions of Higher Education (IHE) may differ. The second is at the level of the individual agreements between IHE’s. Many specific considerations of individual partnerships and agreements will differ within any overall description of the model within which they are working, and we seek to enable meaningful comparison of these partnerships.

While the proposed components described below emanate from consideration of partnership models in other fields, this memo is written in support of the National Consortium of Interpreter Educators’ attempts to address pending changes in requirements for interpreter certification that will require a bachelor’s degree as a prerequisite to sitting for the exam in 2012. We therefore seek to address specific consideration of interpreter education programs in examining partnership models. Recent studies have determined that fewer than 50% of students follow a traditional path to a BA degree, and that in Oregon, students took upwards of 70 different paths to a BA degree. For the purposes of this discussion, we are limiting our view to formal institutional arrangements designed to facilitate the development of interpreters, and are not attempting to determine all possible institutional articulation arrangements to facilitate transfer between institutions.

Note that although most programs described in a general review of the literature and university experience with AA/BA partnerships involves transfer agreements that entail moving from an AA degree to a BA degree, or in the case of “swirling” and course equivalencies of multiple transfers back and forth but with the focus being the attainment of a BA degree, we do not assume the directionality of student transfer. The components outlined below are intended to identify where specific components of the curriculum will be addressed in any partnership agreement, and they also assume that partnerships under discussion will be constructed with the purpose of facilitating the development of a well-trained, theoretically grounded interpreter. We assume that “swirling,” where students execute multiple consecutive transfers between institutions, accumulating the credits and courses

required to complete a BA degree, but from both two and four year institutions, is not a likely path toward acquiring strong interpreting training. However, articulated program arrangements, including dual admissions, concurrent enrollments, or post-baccalaureate degree programs that involve transferring from a BA program to an AA program or interpreting certificate program at an AA institution may provide an efficient path for students to acquire both a BA degree and the necessary training in interpreting to successfully sit for the RID exam. The components in the outline below are expected to assist in distinguishing the key characteristics of these various programs.

We anticipate that in practice, some of the components outlined below may best be collapsed into slightly larger, more inclusive categories, but have provided more detail so that the research team can determine whether there are significant differences in these areas across models. If there are few differences, for example, in the types of admission policies within the agreements, then the best final set of components will likely combine admissions into “formal agreements,” rather than keeping it as a separate category.

Model Components

Category	Component	Description	Discussion
Vision	Purpose and Goals	Overall purpose of the partnership.	<p>What do these institutions hope to accomplish by working together? Efficient attainment of a four-year degree? Greater accessibility for their targeted students? Educational opportunities for a specific group of students? Deeper experience in interpreter education than is possible within their own institution?</p> <p>Oregon State University, for example, states the following goals for their University/Community College partnerships:</p> <ul style="list-style-type: none"> • Enable students to be jointly admitted and enroll concurrently at both institutions. • Improve student access, success, and 4-year degree completion. • Expand student options for college-level services and curriculum. • Improve academic program articulation. • Use resources at both institutions more efficiently and effectively.
	Assumed Transfer Path	Student path through the partner programs	e.g., AA to BA, BA to AA, Dual Enrollment, BA to Post-baccalaureate certificate program, BA Interpreter track through institutional partnership, credit articulation without an assumed direction, etc.
	Institutional Roles: AA Institution	General role of the AA institution in the partnership	Considering the preparation of an interpreter, what is the general division of labor between the programs?
	Institutional Roles: BA Institution	General role of the BA institution in the partnership	Considering the preparation of an interpreter, what is the general division of labor between the programs?

Category	Component	Description	Discussion
Targeted/ Typical Students “Ownership” of Interpreting Curriculum	Profile of students for whom programs are typically designed, or who typically make use of the partnership	Not every partnership design works for every student. Who is this partnership targeted to? Do we think it may work for other students even if not the intended targets? How might this model be used with other institutions that serve similar students? For example, is the program targeting practicing but uncertified interpreters? Students who work full-time? Traditional undergraduate students? Students who have already attained another degree?	
	Locus of control of the interpreting education curriculum within the partnership.	For each of the “ownership” categories, where are the interpreting curriculum, general education requirements, and ASL training generally led? By which institution or organization?	
“Ownership” and locale of ASL training Integration of Course Sequence	Where and under whose direction is ASL training provided?		
	How are courses that fulfill the various degrees and certificates awarded distributed and sequenced across the institutions?	In general, within the model, how are courses sequenced across institutions? For most models, this will mirror the three categories above. For Dual Admissions, this may differ. For specific partnerships, we anticipate broader variation.	

Category	Component	Description	Discussion
Formal Agreements Required? Admissions agreements and policies	What formal agreements are required for programs to execute this model?	To what extent does this model typically require formal agreements in order to work as designed, and what is the nature of these agreements. E.g. joint admissions, articulation agreements, dual enrollment, specific transfer rules.	
	Joint admissions, admission agreements, guaranteed transfer arrangements, etc. typical for this model	Within the overall institutional arrangements, what formal agreements or informal policies regarding admissions are typical for the model?	Include major and specific certificates where it is a component of the model. Some detail is likely to differ at the specific partnership level.
Total Time to Completion	Elapsed time from initial entry to completion of BA and interpreter training	Within the model, the average anticipated elapsed time from initial enrollment to completion of the BA and interpreter training, in years and months.	

Specific Partnership Components

Category	Component	Description	Discussion
Vision	Purpose and Goals	Overall purpose of the partnership.	<p>What do these institutions hope to accomplish by working together? Efficient attainment of a four-year degree? Greater accessibility for their targeted students? Educational opportunities for a specific group of students? Deeper experience in interpreter education than is possible within their own institution?</p> <p>Oregon State University, for example, states the following goals for their University/Community College partnerships:</p> <ul style="list-style-type: none"> • Enable students to be jointly admitted and enroll concurrently at both institutions. • Improve student access, success, and 4-year degree completion. • Expand student options for college-level services and curriculum. • Improve academic program articulation. • Use resources at both institutions more efficiently and effectively.
	Assumed Transfer Path	Student path through the partner programs	e.g., AA to BA, BA to AA, Dual Enrollment, BA to Post-baccalaureate certificate program, BA Interpreter track through institutional partnership, credit articulation without an assumed direction, etc.
	Institutional Roles: AA Institution	General role of the AA institution in the partnership	Considering the preparation of an interpreter, what is the general division of labor between the programs?
	Institutional Roles: BA Institution	General role of the BA institution in the partnership	Considering the preparation of an interpreter, what is the general division of labor between the programs?

Category	Component	Description	Discussion
	Targeted/Typical Students	Profile of students for whom programs are typically designed, or who typically make use of the partnership	Not every partnership design works for every student. Who is this partnership targeted to? Do we think it may work for other students even if not the intended targets? How might this model be used with other institutions that serve similar students? For example, is the program targeting practicing but uncertified interpreters? Students who work full-time? Traditional undergraduate students? Students who have already attained another degree?
	Prior Institutional Collaboration	General prior experience + interpreting specific experience	How have these institutions collaborated previously in a similar format, or toward similar goals, either in the interpreting program or in other programs? What institutional resources, other than the specific programs engaged, support the partnership (e.g. Dean level support, academic advising, student support) that may be at the college or university level?
Curriculum	“Ownership” of Interpreting Curriculum	Where and under whose direction is the interpreting curriculum provided?	For each of the “ownership” categories, where are the interpreting curriculum, general education requirements, and ASL training generally led? By which institution or organization? Do faculty conduct joint planning and curriculum development across institutions? Do multiple institutions provide coursework that meet the curricular requirements, or is it a clean division of labor?
	“Ownership” of General Education Curriculum	Where and under whose direction is general education provided?	
	“Ownership” and locale of ASL training	Where and under whose direction is ASL training provided?	
	Integration of Course Sequence	General course sequence between institutions	Within this specific partnership, what is the sequence (or typical sequence) of courses that leads to the BA degree and completed interpreter training? Unless there is concurrent enrollment or dual admission for proximate institutions, this is likely to be very similar information to the “ownership” and control categories above.

Category	Component	Description	Discussion
Institutional Agreements	Formal Agreements	Specific formal agreements that support the partnership	What specific formal agreements are in place to support the partnership?
	Admissions agreements and policies	Formal and informal admissions agreements and policies that enable the partnership	What specific formal or informal agreements and policies are in place to support the partnership?
	Admission requirements	Specific admission requirements for the partnership	What specific admissions requirements must students meet in order to participate in this program?
	Financial Aid Arrangements	If applicable, joint handling of financial aid for students under the partnership	IHE's have come to multiple innovative arrangements for assuring students maintain the Financial Aid for which they are eligible by pooling courses taken at partner institutions in order to determine a student's course load, or other strategies for crediting aid to partner institutions. Is financial aid a consideration within this partnership and if so how is it handled?
	Recruitment and Marketing	Responsibility, funding and messaging for program recruitment and marketing	Among the determinants of eventual success of each partnership is likely to be the prior training and background of the entrants, as well as the reasons why they entered the program in the first place. So in addition to addressing the financial and logistical components of how marketing and recruitment are handled in the partnership, it is useful to consider the messages and target audience of recruitment, where known.
Program Collaboration	Field experience	Nature and institutional home of interpreting field experience, if any	To what extent is field experience a component of the interpreter training, and is this coordinated across the institutions? If not, where does it occur?
	Mentoring	Nature and institutional home of interpreting mentoring, if any	To what extent is mentoring a component of the interpreter training, and is this coordinated across the institutions? If not, where does it occur?

Category	Component	Description	Discussion
	Advising	Partnership-centered advising or advisor training for students entering either institution through the partnership.	Coordinated student advising has been shown to be a key determinant of student persistence in articulated programs. How do the partner IHE's assure that student advisors have good information about the students, the joint programs, student status within the programs, and how to proceed through the program?
	Faculty Development	Joint faculty development strategies or partner faculty communication strategies	Some successful AA/BA partnerships have strong faculty collaboration in program planning as well as in faculty development and training experiences. How do the partner IHE's collaborate on the faculty level as it relates to interpreting?
	Transcript Access/Records Transfer	Electronic access to records across institutions, or specific arrangements for timely records transfer	What specific arrangements for student and advisor access to records from the partner institutions have been made?
Student Outcomes	Cost	Overall cost to the student to complete BA degree + interpreter training.	What is the total combined cost of tuition and expenses to complete the BA and interpreter training components of the partnership? In some cases, this may be an articulated AA to BA transfer, while in others a BA + post bac. experience. Whatever the arrangement, what would be the average total cost to the student of obtaining a BA and the relevant training to sit for the RID exam through this partnership?
	Total Time to Completion	Elapsed time from initial entry to completion of BA and interpreter training	Within the partnership, the average anticipated elapsed time from initial enrollment to completion of the BA and interpreter training, in years and months.
	Degrees and Certificates Awarded	Specific certificates, degrees and majors are awarded under the partnership	Include typical major(s) and specific certificates awarded within the partnership.

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APPENDIX B

INTERVIEW QUESTIONS BASED ON CRITICAL COMPONENTS	
Critical Components Scaffold	
CRITICAL COMPONENT 1: Clearly defined Institutional and Program Role Delineation and Alignment	
Key Phrases	Interview Questions
Institutional Role/Identity as an Entity of Learning	1. What is/are the two institutions' profile/identity within the community? (e.g. public/private, metropolitan, Catholic, etc). Where is it defined?
Alignment	1. How do your two institutions align? Do they serve the same student demographic and community profile (e.g., public/public, urban/rural, etc.). 2. How do your two programs align? Do they serve the same student demographic (e.g., practicing but uncertified, full-time working students, untraditional students, etc.). 3. If not shared previous to the partnership, how has the differences been addressed?
Previous History	1. Have you institutions collaborated or partnered previously (or currently) in a similar format or toward similar goals outside of interpreting?
Accreditation	1. What agency accredits your institution? 2. Are you aware of who accredits your partnering institution? 3. What is your institution position toward CCIE accreditation (e.g., supportive, unaware, not interested, etc.)? 4. What is each program's position toward CCIE?
Programmatic Role Delineation	1. Who is responsible for the coordination/day to day maintenance of the partnership? 2. Does your partnership have clearly defined division of labor between the two programs that is documented and agreed upon in a formal manner? 3. Are there any issues related to employment? How are salaries and benefits paid?
Level of Commitment	1. Is either of your programs engaging in other partnerships, articulation agreements, etc. If not, do you have an exclusivity agreement or clause?

CRITICAL COMPONENT 2: Shared Programmatic Vision and Goals	
Key Phrases	Interview Questions
Initiation of Partnership	<ol style="list-style-type: none"> 1. Which program initiated the partnership? 2. How was the approach made? 3. When did it happen? 4. Is this your first partnership? 5. Are you engaged in other partnerships?
Purpose & Goal	<ol style="list-style-type: none"> 1. What did your programs hope to accomplish by working together? 2. How were these anticipated goals articulated between institutions (verbally, in print, acknowledged by others than those individuals in negotiation/discussion)? 3. If so, was the vision statement included in Agreement?
Shared vs. Independent	<ol style="list-style-type: none"> 1. Did each program have a vision statement prior to the partnership? 2. If so, was a new joint vision statement created? What is it? 3. Is it a formal or informal statement (internal or published)
Continued Enhancement of Vision and Goals	<ol style="list-style-type: none"> 1. How often to representatives of the two institutions meet to review and discuss best practices in the field, enhancements to curriculum, and other effective methodologies to advance the field of interpretation? 2. Does your partnership utilize a program advisory group and how does the partnership respond to/incorporate the recommendations of the advisory group?
CRITICAL COMPONENT 3: Clearly Articulated and Executed Formal Partnership Agreement	
Key Phrases	Interview Questions
Formal vs. Informal <ul style="list-style-type: none"> • Letter of Agreement • MOU 	<ol style="list-style-type: none"> 1. Are formal agreements in place? If so, what are they (MOU, Letter of Agreement, Contract etc.)? 2. If so, what was the process for developing the formal agreement (e.g., who crafted, signed it, length of time, etc.)? 3. If so, was vision statement included in Agreement? 4. If not, what sort of agreement is utilized (e.g., verbal, informal but in writing, etc.)
Articulation Agreement	<ol style="list-style-type: none"> 1. Does your institution have institution-wide articulation agreements? Does your partner institution? If so, what? 2. If so, did they drive or influence the creation of your collaborative agreement? 3. What role, if any, did your articulation offices have in this process?

CRITICAL COMPONENT 4: Positive Faculty Attitude and Administrative/ Institutional Support

Key Phrases	Interview Questions
<i>Prior Relationship</i>	<ol style="list-style-type: none"> 1. Did your two programs work together in the past? If so, how? 2. Did faculty work together in other capacities (e.g., committee work, as practitioners, etc.)?
<i>Faculty Motivation</i>	<ol style="list-style-type: none"> 1. What was the attitude of the faculty toward the partnership (e.g., excited, positive, reticent, nervous, threatened, fearful, etc.)? 2. Was there a difference in attitude between tenured/full-time and adjunct faculty and/or staff?
<i>Faculty teaching Assignments and Teaching Loads</i>	<ol style="list-style-type: none"> 1. How are faculty assignments determined? 2. What are faculty teaching loads? 3. Do you engage in any co-teaching (one from each institution teaching the same class)? 4. What role do adjuncts have in teaching? 5. How are courses offered? (face-to-face, online, blended) 6. If face-to-face, on what campus/campuses are classes offered?
<i>Faculty Professional Development</i>	<ol style="list-style-type: none"> 1. Is there recognition and rewards for innovative programming? 2. How did you gain the knowledge required to make partnership decisions?
<i>Institutional Support</i> <ul style="list-style-type: none"> • Administration • Technology • Resources • Classroom 	<ol style="list-style-type: none"> 1. Who are the institutional leaders that support the partnership? Titles? Administration levels? 2. What technological resources does each institution provide to the program/students? 3. What type of classroom support is provided? 4. What are and who provides the partnership's lab resources? 5. What additional resources support your program/students?

CRITICAL COMPONENT 5: Coordinated Curriculum and Shared Student Outcomes

Key Phrases	Interview Questions
<i>Programmatic Realignment and Institutional Approval</i>	<ol style="list-style-type: none"> 1. What changes did you and your partner have to make in your program for the partnership? 2. What institutional processes did you and your partner have to go through to make these changes? 3. How long did it take?

	4. Were there institutional accreditation factors that impacted how changes were made?
<i>Roles and Responsibilities for Curriculum Design and Review</i>	<ol style="list-style-type: none"> Does a particular institution have primary responsibility or “ownership” for any or all of the following: <ul style="list-style-type: none"> ~ interpreting curriculum ~ general education curriculum ~ ASL classes Who is responsible for ongoing curriculum development? How often do you engage in joint curriculum review? How do you align curricula review outcomes? What is the process for making curricula changes in your institution? How are institution-wide policy changes dealt with from a partnership point of view?
<i>Initial Curriculum Design</i> <ul style="list-style-type: none"> No. of Units Where does approval reside? 	<ol style="list-style-type: none"> How did the curriculum change? In what manner did the two institutions collaborate/agree upon the curriculum? Did your model require an alignment of class hours? How did you align degree plans?
<i>Degree Requirements</i>	<ol style="list-style-type: none"> What are your degree requirements? How is graduation “sign off” handled? Which institution grants the degree?
<i>Student Outcomes</i> <ul style="list-style-type: none"> Skills Knowledge Persistence Retention Success Ratios 	<ol style="list-style-type: none"> How do you measure student skills at graduation? How do you measure student knowledge at graduation? What is the retention rate among beginning students? How many students do you graduate each year?
<i>Length of Program</i>	1. How long is your program’s length of study?
CRITICAL COMPONENT 6: Common/Shared Recruitment Strategies and Targeted Populations	
Key Phrases	Interview Questions
<i>Marketing approach</i>	1. How do you target new students?
<i>Target audiences</i>	1. What type of student are you targeting for your program?
<i>Student Career Planning and Placement</i>	<ol style="list-style-type: none"> Do you have student career planning and placement services? Center? If so, what services do they offer?
<i>Collaboration</i>	<ol style="list-style-type: none"> Do you collaborate with your partnership program / institution to jointly recruit students? If so, how?
<i>Diversity Plan</i>	1. Do you have a plan to attract students from underrepresented populations?

CRITICAL COMPONENT 7: Seamless Admission/Transfer Path/Policies and Student Assimilation

Key Phrases	Interview Questions
<p><i>Student Advisement/Assimilation</i></p> <ul style="list-style-type: none"> • Transfer • New Student • Enrolled Student • Role of faculty • Role of Student 	<ol style="list-style-type: none"> 1. Do you have specified transfer advisors? 2. Is it one advisor for both campuses or individual advisors on each campus? 3. If one on each campus, how are advisors informed of the specialized partnership requirements? 4. And, if so, has this been a problem? 5. How do you advise incoming students? 6. How are new/transfer students assimilated into your program? 7. Does your or your partner institution formally address transfer student needs? 8. What role do instructors play? 9. What role do students play? 10. Who is responsible for advising enrolled students?
<p><i>Admission Requirements</i></p> <ul style="list-style-type: none"> • Prerequisites • Entrance Requirements • Skill requirements 	<ol style="list-style-type: none"> 1. What are the institution's admissions requirements for both programs? 2. Does your program partnership require any specific entrance requirements from one program to the next (screening, exam, etc.)? 3. Does your program have prerequisites/processes for declaring a major? If so, what are they? 4. If applicable, how do you determine proper placement? 5. How do you evaluate transfer credit? Degrees?

CRITICAL COMPONENT 8: Shared/Recognized Financial Aid System

Key Phrases	Interview Questions
<p><i>Costs</i></p> <ul style="list-style-type: none"> • Tuition • Fees 	<ol style="list-style-type: none"> 1. How much is tuition for your institution? 2. Does the partnership affect how tuition is determined? 3. How are non-tuition student fees handled?
<p><i>Financial Aid</i></p> <ul style="list-style-type: none"> • State • Federal • Scholarships • Local employment/wages 	<ol style="list-style-type: none"> 1. Do you have a financial aid office? 2. Does your institution participate in state/federal financial aid? 3. Does your program have scholarship available? 4. What is the potential for students to work in your community while in school?

