Toward Effective Practices:

A National Dialogue on AA-BA Partnerships

2008

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Editors

The National Consortium
of Interpreter Education Centers

National Consortium of Interpreter Education Centers (NCIEC)

VISION

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

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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 partnership models, and accreditation.

Preface

The National Consortium of Interpreter Education Centers (NCIEC) and its AA-BA Partnership Workteam is proud to present **Toward Effective Practices: A National Dialogue on AA-BA Partnerships.** This publication is a summary report of the work conducted by the AA-BA Partnership Workteam over a two-year period to elucidate the need to forge strong links between two-year and four-year Interpreter Education Programs and identify effective models of AA-BA partnerships that lead to successful interpreter education program design. It is intended to provide a snapshot of our field in 2008 and galvanize the reader to proactively engage in shaping the future of our field.

In 2012, a minimum of a bachelor's degree will be a requirement for certification. Seventy-five percent (75%) of the nation's 130 interpreter education programs are offered at the associate degree level and housed in two-year institutions. While this mandate will result in a significant reduction in the stature of an associate degree, most interpreter educators recognize that two-year programs will not simply vanish on July 1, 2012.

Toward Effective Practices: A National Dialogue on AA-BA Partnerships illuminates the needs, intentions, hopes, and concerns of interpreter educators as they internalize and address these increasing educational requirements. This publication captures the dialogues begun by interpreter education directors at both the B.A. and A.A. levels to ascertain how programs can and will creatively change, transform, and create new educational opportunities for their students within the framework of "2012." Moreover, it provides a historical perspective of our field, identifies current practices in the art of AA-BA partnership, offers a common language and definitions for shared dialogue, and descriptions of current practices in program partnership. Lastly, it shares the "lessons learned" from the B.A. Directors Meeting of October 2006 and the A.A. Directors Summit of May 2007, and provides recommendations for future action.

This document is not an answer to "what will work best for my program." It is not a textbook with a full description of all the possible models that hold merit for the field of interpreter education. That is tomorrow's challenge. This document also is not a definitive reflection on what the field "thinks" about program partnership. However, it is the first comprehensive collection of thoughts by program directors and faculty addressing the issues of program transition and partnership.

We hope the reader will use this resource to contemplate and envision the future direction of our field and spur dialogue that leads to the expression of philosophical ideas and bold new approaches to interpreter education. More than anything, we hope that the reader will embrace the belief that in order to ensure a seamless one-to-four-year continuum for student learning, whether it be through a traditional 2 + 2 articulation agreement or an innovative model not yet practiced, AA-BA partnership must be a truly collaborative venture.

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Acknowledgements

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Last, but not least, thanks to all the Interpreter Education Program Directors/ Representatives who participated in the pre-Summit discussions and/or attended these meetings, and to their supporting institutions. Without your commitment and participation, this document would not be possible.

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The Beginning
Introduction

On May 17, 2006 in Newport Beach, California, the *AA-BA Partnership Workteam* was created during a meeting of the directors and staff of the National Consortium of Interpreter Education Centers (NCIEC). The minutes of that meeting reflect a nascent purpose of assisting programs, both two-year associate degree and four-year bachelor degree, to address the new degree requirements to sit for RID certification exams. Those in attendance identified some critical issues that might be addressed by this Workteam, including lack of ASL standards, interpreter education program (IEP) entrance and exit requirements, the changing roles of two-year programs, models for AA-BA transition, and partnership models between two-year and four-year programs. The need to dialogue with directors from both two- and four-year programs, both separately and together, was clearly identified.

Workteam Goals

Over the next six months, the Workteam's direction was shaped and clarified into an overarching goal of leading a national conversation about current issues in AA-BA transition and identifying models of, and potential barriers to, articulation and change. Specific goals of the Workteam now are to:
1) Foster quality interpreter education by forging stronger links between two-year and four-year IEPs;
2) Elucidate for the field effective models of AA-BA partnerships that lead to successful interpreter education program design; and
3) Promote programmatic accreditation as a critical underpinning for educational success for interpreting students.

B.A. Directors Meeting

In July 2006, the Workteam determined that its first project would be to host a one-day focus group meeting of B.A. IEP directors prior to the Conference of Interpreter Trainers (CIT) convention in San Diego, CA. The goals of the meeting, held on October 18, 2006, were to "identify current and creative models for successful A.A. to B.A. student and program transition, to document barriers faced in implementing transition models, and to begin development of a draft document outlining effective transition practices" (B.A. Directors Meeting Invitation Letter, personal communication, 2006). Twenty-five of 32 invited directors attended. It was, unquestionably, strongly successful and made history as the first national meeting of B.A. IEP directors. The directors were required to participate in online discussions both prior to and after the one-day meeting. The consensus of the group was to begin addressing ASL standards. From that effort, The *ASL Standards Workteam* was created which continues to work on that goal. The results of this meeting will be elaborated upon in Chapter 9 of this document.

A.A. Directors Meeting-National Summit on AA-BA Partnership

Because of the success of the B.A. Directors Meeting, the Workteam envisioned a meeting of A.A. IEP directors. Planning began in January 2007 for a three-day, invitation–only summit designed to address:

"…transition, transfer and articulation issues between 2-year and 4-year interpreter education programs. The main goal of the Summit is to begin a dialogue among associate level/two year program directors regarding their response to the 2012 RID certification requirement. Over the three days, [participants] will identify and explore current and creative models for successful AA to BA partnership and have the opportunity to network with colleagues from programs exploring similar partnership models, hear from higher education leaders in the field of two-year to four-year transition and articulation, as well as from a panel of professionals from other fields who have experienced issues similar to ours regarding increased educational requirements" (A.A. Directors Summit Welcome Letter, personal communication, May 18, 2007).

Fifty percent of directors or their representatives from the 125 programs identified by April 6, 2007, when the invitation was issued, attended the Summit. This was a success given the short, six-week turnaround from invitation to arrival, differing institutional timelines for requesting travel funds, and the fact that some programs were involved in final exams or graduation that weekend.

The meeting was intended to move from anecdotal information from the field on "what works" to evidence-based documentation of "effective practices" as charged by the RSA grants. To that end, the goals of the Summit (addressed in more detail in Chapter 8 of this document) were to gather information from the participants on current partnership practices, explore current and creative models for successful AA-BA partnership, and start the conversation with colleagues from programs exploring similar partnership models, including barriers to and resources needed for success.

The program began with a national perspective on articulation from a keynote presentation by Dr. David Longanecker, Executive Director of the Western Interstate Commission for Higher Education (WICHE), addressing two-year to four-year transition, including challenges faced by higher education today, such as changing demographics and resource constraints. A panel of representatives from the professions of early childhood education, respiratory therapy, and vocational rehabilitation discussed the impact of rising educational requirements within their professions. The next two days were devoted to participants working in large and small groups to identify and define innovative partnership models.

Work in Progress

The above capsule is the "what" of the Workteam's activity to date. Another important piece of the work is the "why," driving the Workteam's efforts. The very nature of addressing the issues of two- and four-year education and how programs and institutions might partner together effectively has transformed and shaped the underlying assumptions of the Workteam and the direction of its work.

Neither an Endorsement nor an Indictment

In order to address the issue of articulation between two- and four-year education in our field, it is necessary to have courageous conversations among ourselves within the field. What should interpreter education look like from today on?

One of the first thoughts that emerged among this group as it was formed and forging its mission and scope of work was the idea that 2012 should mean the end to two-year programs; that A.A. degrees were no longer valuable in our society. Interpreter education has progressed to the point that we know more about teaching the tasks of interpreting and transliterating beyond merely "just do what I do;" there is more to address today than 20 years ago (e.g., interpreting through technology, trilingual interpreting within multicultural communicative events). Today our consumers expect more from us, such as a broad liberal arts education and training on interpreting technical vocabulary for deaf persons in high level venues.

Some in our field and on the Workteam believed the most value we could have at the national level was to make a case for closing two-year degree programs and supporting the establishment of more bachelor's and master's degree programs in interpreter education.

It is clear that change is needed; however, the consensus that evolved over time from hours of discussion with the Workteam (who are themselves interpreter educators) and conversations with directors of interpreter programs from all over the country was that A.A. programs are here to stay, not only for now, but perhaps for a very long time--perhaps permanently. This realization informed the direction of the Workteam--to look at how the field can offer four-year interpreter education when 75% of that education currently resides in two-year programs in two-year institutions. Furthermore, the Workteam recognizes that the Commission on Collegiate Interpreter Education (CCIE) is the accrediting body within

our field. CCIE is charged with evaluating two- and four-year interpreter education programs using the field's standards of quality for accreditation, and therefore, evaluating the quality of two-year programs was not within the Workteam's purview or scope of work.

The next train of thought was that the Workteam's best efforts should focus on transfer and articulation. The path to a four-year degree in education could be a two-year community college degree with transfer to a four-year interpreting program. How do differences in entrance/exit requirements impact smooth transfer? How do we know that the competencies in an ASL III class in one institution match the competencies of another ASL III class at a different institution? How can curriculum among different institutions be better aligned? What other issues will support or hinder a smoother transition within a tradition 2 + 2 articulation model?

Our efforts turned to those within as well as outside our field to focus on the topic of two-year to four-year educational pathways. Our thoughts were broadened by models other than 2 + 2 types such as a reverse 2 + 2, a 3 + 1, and a bachelor's degree offered at a two-year campus. Clearly there was more than one path. Our thoughts and our language had to broaden to encompass a larger context--that of programmatic and institutional partnership-- and our focus became how to identify and elucidate for the field effective partnership models leading to a four-year bachelor's degree in interpretation.

In order to know what is effective, three steps must be taken. The first step is to identify what is standard or common practice. What partnership models are already in place? What are programs thinking about? Which models are they pursuing? The second step is to identify, from all the possible models being used or proposed, which have the most promise for success. Lastly, these promising or best practice models need to be carefully evaluated for effectiveness. Is there empirical evidence that they produce better quality interpreters who can meet the requirements of the field and consumer demand, or are they merely viewed as more effective, but in practice are no better than other models?

This publication addresses the first step and poses the beginning of the second step. A.A. and B.A. interpreter education program directors identified models of partnership in which they were currently engaged or were considering for implementation. From the group, several models rose to the top as most promising. A review of the wider professional literature from higher education, from fields that have experienced a similar increase in educational demands, identified these same or similar models. This publication captures the progress of the Workteam to date, including the models identified by the IEP directors and literature review, as well as information shared by professionals outside our field and from higher education.

Next Steps

The work does not stop here. A survey of all interpreter education programs will be conducted during the fall of 2008 asking directors to more explicitly share information regarding their partnership efforts with the Workteam. A rich description of these promising models will be developed within the structure of critical components necessary for effective

partnerships. This information will be shared in a second publication that the Workteam believes will contribute to the continuing dialogue of robust partnerships and offer concrete information for those programs seeking to engage in effective partnerships. After all, all our programs have a common goal--to create educated, skilled, and qualified interpreters to meet the demands of the nation.

Overview of the Chapters

Chapter One, ***The Beginning:* Introduction,** provides an overview of the AA-BA Partnership Workteam goals, an introduction to the A.A. and B.A. directors meetings, the philosophical underpinning of this volume of work, and future direction of the Workteam.

Chapter Two, ***Time Capsule:* Historical Overview,** provides a brief historical overview of milestones in interpreter education including the B.A. degree requirement by 2012 for RID certification and the impact of CCIE and its role in interpreter education accreditation.

Chapter Three, ***Found in the Stacks:* Literature Review,** reviews the literature on the topic of program articulation and two-year and four-year partnership issues and models.

Chapter Four, ***Questions? Questions?:* Needs Assessment,** addresses the NCIEC Needs Assessment findings, especially those critical to partnership issues.

Chapter Five, ***Speaking the Same Language:* Definitions and Terms,** defines models of interpreter partnership and common terminology.

Chapter Six, ***Seeking Community:* On the Road to the Summit,** provides an overview of the online discussion prior to the A.A. Directors Summit providing a brief snapshot of the field at that moment.

Chapter Seven, ***From the Neighborhood:* Perspectives from Other Fields,** explores current issues in program articulation from outside the field of interpreter education.

Chapter Eight, ***Our Own Backyard:* A.A. Directors Summit,** reviews the purpose and outcomes of the A.A. Directors Summit in May 2007, including the purpose, overview, structure, keynote and panelist presentations, and the outcome of the small group work.

Chapter Nine, ***Our Own Backyard:* B.A. Directors Meeting,** reviews the purpose and outcomes of the B.A. Directors Meeting in October 2006, including the American Council on Teaching of Foreign Languages (ACTFL) standards.

Chapter Ten, ***Where Do We Go From Here?:* Conclusions and Recommendations,** summarizes the conclusions from the two directors' meetings and addresses recommendations for further research and action.

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Time Capsule
Milestones

Introduction

Time and time again, the reader will find reference to the RID 2012 "mandate" in this publication. It is one of a number of milestones in the history of interpreter education. In fact, the work of the NCIEC AA-BA Partnership Workteam is driven by this historical opportunity to affect long lasting change in our ever-evolving field.

According to Dieter Lenzen, education historian, "education began either millions of years ago or at the end of 1770" (Wikipedia, 2008). Regardless of when historians place education's origin (and Dr. Lenzen's range of origin is quite a spread), it is safe to say that sign language interpreter education, with formal roots dating back to the late 1960s, is a field still in its infancy. Until only recently, this was a field with a rich but undocumented history (Ball, 2007). Despite its youthfulness, sign language interpreter education is illuminated by a number of milestones that reveal its direction and function. A very brief summary of these milestones is described below.

Milestone 1: Recognition of Sign Language Interpreters and the Need for Education

The earliest sign language interpreters were almost always children of deaf parents, untrained, and volunteers. A conference at Ball State University in1964 changed this with the organization of the Registry of Interpreters for the Deaf (RID). While California State University-Northridge, the National Technical Institute for the Deaf, and St. Paul Technical Vocational Institute would establish the first interpreter education programs in the county, it would not be until the early-mid 1970s that the Deaf community would see the first wave of more formalized sign language classes and interpreter education programs, which in part was attributed to landmark legislation, including Section 504 of the Rehabilitation Act of 1973 and Public Law 94-142. In the early 1990s, the Americans with Disabilities Act and

telecommunication legislation created an even greater need for interpreters, and along with it a plethora of interpreter education programs to address the need. While the Deaf community mobilized seeking equal opportunity and access, the entertainment industry, enamored with the beauty and poetry of sign language, showcased deafness in ways never before portrayed. The upside for interpreter education was the exploding interest in sign language. The downside was postsecondary education's inability to respond with quality education.

Throughout this time in history, the vast majority of postsecondary programs were established in community colleges, a trend that continues today. Winston (2005) noted,

Estimated Growth of Interpreter Education Programs Over the Last 40 Years	
YEAR	# PROGRAMS
1968	2
1978	14
1988	55
1998	85
2008	130

> "The great majority of faculty were, and continue to be, hired as part-time adjuncts because they are competent practitioners of interpreting. Their expertise as educators and as interpreting educators were not essential qualifications for hiring; word of mouth was often enough to secure an adjunct teaching position in many programs. Only the relatively few full-time faculty were required to demonstrate any expertise as educators. Most have learned to teach through experience, taking courses occasionally, many earning degrees beyond high school and college, but few have entered teaching as a profession to be mastered" (p. 209).

Milestone 2: Establishing Standards and Accreditation as a Means of Ensuring Quality Control and Standards

Problems of educator and program quality control became evident by the late 1980s, and soon CIT began the arduous task of establishing standards as the first step toward establishment of program accreditation. Winston (2005) noted,

> "The shift of interpreting education from the Deaf community and culture in which it had been intricately intertwined into the objective rigors and expectations of academia has led to both positive and negative implications for interpreting education…. There is consensus that many of the 'warm bodies' leaving these programs are generally not prepared to function independently in many settings" (Patrie, cited in Winston, 2005, p. 209).

With standards in hand, CIT advanced quality control to the next level with the establishment of CCIE.

CCIE was founded in 2006 to promote professionalism in the field of sign language interpreter education through the process of accreditation. CCIE was established after nearly two decades of research and planning. Over that period of time, many agencies, organizations, and countless individuals, collaborated to develop and update the National Interpreter Education Standards. CCIE's task is to accredit programs that are in compliance with these standards.

CCIE Mission: The CCIE promotes professionalism in the field of interpreter education through:

- *the development and revision of interpreter education standards;*
- *the encouragement of excellence in program development;*
- *the accreditation of professional preparation programs;*
- *a national and international dialogue on the preservation and advancement of standards in the field of interpreter and higher education; and*
- *the application of the knowledge, skills, and ethics of the profession.*

Through the collaborative effort of six stakeholder organizations under the guidance of CIT, 13 professionals were appointed to the first board of commissioners in July 2006. CCIE was formed by the extraordinary efforts of other national organizations, which included the National Alliance of Black Interpreters, Inc., National Registry of Interpreters for the Deaf, National Association of the Deaf, Conference of Interpreter Trainers, Association of Visual Language Interpreters of Canada, and American Sign Language Teachers Association.

As of 2008, one institution has completed the accreditation process, and 11 are currently at some point within the accreditation process. Accreditation has become a reality for interpreter education and represents a significant milestone in the history of interpreter education.

Milestone 3: Elevating the Minimum Education Needed for Interpreters:
Overview of RID's New Educational Requirements

There is little debate in the interpreting field regarding the quality of interpreting skills and abilities of most graduates as they enter the workforce. It is substandard and rarely at a level of mastery. There is also little debate as to the factors that contribute to this belief: poorly designed programs, faculty lacking the ability to successfully teach, institutions that do not understand the rigors of interpreter education, not enough exposure to and participation in the Deaf community, graduates without adequate liberal arts education and life experience, and too short a timeframe within which to learn ASL and the necessary skills within higher education's prescribed parameters.

Recognizing this trend, the membership of RID at their 2003 conference in Chicago passed a motion which established minimum degrees required to sit for the performance portion of the National Interpreting Certificate (NIC). The following is the text of the motion as approved at the conference.

C 2003.05

RID adopt and publicize the following schedule for when all test candidates must have a degree from an accredited institution to stand for any RID certificate:

Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree. Effective June 30, 2012, Deaf candidates must have a minimum of an associate's degree.

Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree. Effective June 30, 2016, Deaf candidates must have a minimum of a bachelor's degree.

By June 30, 2006, the Certification Council shall establish equivalent alternative criteria allowable in lieu of the educational requirements such as one or more of the following: Life experience, years of professional experience, years of education (credit hours) not totaling a formal degree [partial list].

There is no question that legislation, expanding video relay services, and the RID 2012 mandate of higher education for interpreters is changing the face of the field of interpreting. As we conduct the business of interpreter education, we are now faced again with shifts in paradigm. Innovative and committed AA-BA partnerships reflect only one, albeit significant, element in this exciting movement.

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Found in the Stacks
Literature Review

Introduction

As a baccalaureate degree becomes an entry requirement for the general workforce (Hillman, Lum, & Hossler, 2008; Wellman, 2002), unique and varied partnership models between two-year community colleges and four-year institutions are emerging in higher education. Articulation agreements between educational institutions have been in existence in some manner for over 100 years (Mosholder & Zirkle, 2007). A more recent phenomenon is the focus on collaboration between two- and four-year IEPs, fostered by two realities: (a) RID's 2012 requirement for interpreters to possess a bachelor's degree to sit for national certification testing, and (b) 79% of interpreter education degrees currently being offered at the A.A./A.A.S. level and housed predominantly in two-year community or technical colleges (Peterson, 2006).

Development of Community Colleges in the U.S.

Community colleges in the U.S. emerged in the 20th century. In 1901 Joliet Junior College was established in Illinois and is the oldest existing public two-year college in the U.S. (Phillippe & Patton, 2000). During the 1920s the first articulation agreements were forged in southern California. The 1929 yearbook of the National Education Association focused entirely on the topic of articulation among all levels of educational institutions (Robertson-Smith, 1990).

Two-year community colleges increased rapidly in the 1960s, becoming more affordable to all students through the provision of Pell Grants under the Higher Education Act of 1965 (American Association of Community Colleges, 2000). These colleges are attractive to many students, including women and minority students, because they can be found close to home, are affordable, and have open admission policies (Anderson, Sun, & Alfonso, 2006). Students enrolled in community colleges today constitute close to 50% of all

enrolled undergraduate college students, and the numbers are rising (de la Torre, 2007; Purcell, 2006).

Enrollment in community colleges is expected to show continued growth during the 21st century (Pillippe & Patton, 2000). Increased enrollment is projected due to several factors, such as the influx of children of the baby-boomers and the return to education of senior citizens who are living longer. Additionally, an increase in minority students, especially Hispanic students, is expected to impact enrollment numbers (Melguizo, 2007). Increasing economic constraints on public funds and consumer spending is expected to influence individuals' search for cost-effective postsecondary education. Lastly, the attractiveness of technology classes needed by workers for upgrading or continued employment in the workforce is expected to swell community college enrollment.

Transfer of Two-year Graduates to Four-year Colleges and Universities

Some students graduate from community colleges with the intent to further their education at four-year colleges and universities. The Higher Education Act of 1972 spurred the establishment of state-central postsecondary coordinating agencies that, along with other responsibilities, were to coordinate student transfer and articulation (Knoell, 1990; Mosholder & Zirkle, 2007). According to the U.S. Department of Education, in 2003 the "…national average for transfer rates from two-year to four-year institutions [was calculated] to be 28.9%" (Anderson, Sun, & Alfonso, 2006, p. 262). Given this rate, the transfer of two-year community college students to four-year institutions of higher education has received considerable academic attention.

There is a wide range of issues impacting partnership and articulation between two- and four-year institutions. Some barriers include: (a) admission barriers for transfer students; (b) state and institutional barriers, including inconsistent polices and practices resulting from weak state-level postsecondary alignment and coordination; (c) student characteristics, including race and economic resources; (d) difference in course standards and content rigor between two- and four-year institutions; (e) advisement and student support issues; (f) states laws affecting (requiring) acceptance of credits from community colleges and general credit transferability issues; (g) students' awareness of transfer processes; (h) state funding formulas; (i) attractiveness of institution for foreign students and non-traditional students; (j) faculty attitudes at both sending and receiving schools of transfer; and (k) differing academic missions of two-year versus four-year institutions (American Association of Community Colleges, 2004; Anderson, Sun & Alfonso, 2006; Cuesco, 2000; Krumpelmann, 2002; Newton, 2008; Purcell, 2006; Wellman, 2002). These are some of the important issues affecting institutional and programmatic collaboration.

Descriptive studies of two-year/four-year transfer articulation have been reported since the 1920s. Some studies seek to describe the strength of state's articulation agreements according to guiding principles for statewide articulation agreements identified by Ignash and Towsend (2000). Empirical evaluations of community colleges' effectiveness have been reported. For example, Jenkins (2007) researched the effectiveness of community colleges in Florida by studying "…the effect on graduation, transfer and persistence rates of minority

students…as a proxy for institutional effectiveness" (p. 945) and ranked colleges according to high or low impact to identify policies and practices that support student success. While helpful to the overall picture, empirical studies of the effectiveness of two- to four-year transfer partnerships have been few (Anderson, Sun & Alfonso, 2006). Empirical evaluation of partnership models is critical to determine effectiveness and desirability for model replication.

Focus of this Literature Review

This review limits the focus to: (a) description of articulation and transfer partnership models between U.S. and Canadian two-year/four-year institutions, and (b) evaluative outcomes of such models where empirical data exists. Although not addressing barriers to articulation nor factors supporting successful transfer, when appropriate, some information on these topics will be included in this review. This review is not meant to be an exhaustive review of partnership models—books have been written on the topic—but rather an introduction to the various partnership models as a background for the initial discussions of emerging partnerships between two- and four-year interpreter education programs.

Systematic Review of the Literature

A review of the literature was conducted through an electronic search for articles published in scholarly venues from 2000 through the present and available either online or through the UALR library system. Some older articles judged pertinent to the review were included also. Electronic database searches were performed using Academic Search Complete, Education Research Complete, CINAHL, and PsycINFO databases.

The search using titles such as *partnership models; 2yr 4yr; higher ed, higher education; articulation; two-year and four-year, transfer; community college; universities, community college; articulation; agreements;* and others produced a total of over 600 journal article titles. Based on a review of selected abstracts, full-text articles were obtained that described or assessed at least some outcomes relevant to this study. Additionally, books, conference proceedings, internet sources from national professional organizations, and reference lists from pertinent articles were reviewed for further resources.

Definitions

For purposes of this article, the following definitions will be used.

Articulation is defined as the coordination of processes, relationships, and curricula at different levels of the educational process in order to foster efficiency and effectiveness in the systematic movement of students between and among postsecondary educational institutions for the purpose of degree completion (Anderson, Sun, & Alfonso, 2006; Mosholder & Zirkle, 2007; O'Meara, Hall & Carmichael, 2007).

Articulation agreements " …negotiate the requirements for students' movement from institution to institution and support the transfer intent" (Anderson, Sun & Alfonso, 2006, p. 262-263).

Collaboration and *Partnership* are defined interchangeably for this review as two or more institutions working jointly to provide students with a seamless four-year baccalaureate education.

Transfer refers to the intent to transfer or the movement of students from one higher education institution or program to another (vertical or horizontal) during their academic careers for the purpose of achieving more advanced degrees or different educational goals (Anderson, Sun & Alfonso, 2006; ERIC, n.d.; O'Meara, Hall and Carmichael, 2007).

Partnership Models

Colleges and universities are seeking simple and innovative partnership models to compete in new ways for students. Given that four of every ten undergraduate students attend a community college (Horn & Nevill, 2006), two-year colleges are a rich source of potential transfer students for four-year institutions. However, models of transfer are broadening beyond the traditional "two-year to four-year = BA" model.

2 + 2 or Vertical Transfer Model (includes block transfer agreements)

The 2 + 2 Model is the traditional two-year community college education plus two-year university education to obtain a bachelor's degree. This is also known as vertical transfer (Anderson, Sun & Alfonso, 2006; Cueso, 2000; Purcell, 2006). Such transfer articulation agreements have been categorized as *formal*, such as publication of requirements for transfer; *informal*, such as phone calls and discussions of particular students transfer (Menacker, as cited in Anderson, Sun & Alfonso, 2006); *block transfer* of coursework or *course-specific agreements* (King, as cited in Anderson, Sun, & Alfonso, 2006); or *legally based policies, state system policies,* or *voluntary agreements* (Kintzer, as cited in Anderson, Sun, & Alfonso, 2006).

Some states, such as Florida, have legislatively mandated, statewide articulation agreements between two- and four-year institutions. Policy makers believed that a state-mandated articulation policy would "… aid the transfer process and enhance transfer rates…" (Anderson, Sun, & Alfonso, 2006, p. 282). A study by Anderson, Sun, and Alfonso (2006) evaluated the effect on transfer rates between two- and four-year institutions in states with articulation mandates versus states without mandated articulation policies. Results indicated no significant differences in the probability of students transferring from a community college to a four-year institution between states with state-mandated articulation agreements and states without such agreements.

Others have between-institution agreements. One example is Virginia's Blue Ridge Community College (BRCC) and James Madison University (JMU) (Anderson & Sundre, 2005). An articulation agreement guarantees admission to JMU with junior standing to

students from BRCC completing an A.A.S. degree with a GPA of 2.7 or higher and completion of specified coursework. This articulation agreement has lead to other collaborative endeavors between the two institutions such as shared assessment activities, shared information on transfer students' performance, and use of BRCC for practicum placement for JMU doctoral Assessment and Measurement students.

Traditionally, technical degrees such as an A.S. and A.A.S. have not historically transferred to four-year academic institutions (Gawenda, 2004; Towsend, 2001; Zinser & Hanssen, 2006). More recently, students completing these degrees are transferring to bachelor's degree granting colleges and universities (described by Towsend, 2001) that blurr the lines between terminal education and transfer education. In some cases this is referred to as an "inverted degree" whereby technical education (one's major) is completed at the A.A.S. level, and students transfer to a four-year university to complete their general education requirements to acquire a bachelor's degree (Zinser & Hanssen, 2006). One example of this is the Bachelor of Applied Technology program at Texas Southmost College and the University of Texas at Brownsville, whereby the A.A.S. technical courses fulfill the major, and upper-level coursework satisfies the B.A. academic requirements (Gawenda, 2004). Additionally, B.A.S. degrees fulfill the purpose of enhancing the technology skills of the workforce and preparing professionals to serve in leadership positions within the field of applied studies.

One identified challenge in 2 + 2 models is the equivalency—or lack thereof—in course rigor in community college prerequisite courses intended for transfer to a baccalaureate program of study (e.g., nursing). Inadequate preparation at the community college level may contribute to attrition and failure to graduate at the baccalaureate level (Newton, 2008). Another challenge is that of "transfer shock," including social and psychological adjustments in new academic settings (Newton, 2008).

3 + 1 Model

One such partnership model is the 3 + 1 program at Indiana University (IU). IU allows students to transfer 90 hours of credit from a community college and take 30 hours of distance education credit hours from IU, at in-state tuition rates, in order to receive a Bachelor's degree in General Studies (Bleed, 2007). Given that 85% of undergraduate students commute to their campus (Horn & Nevill, 2006), this allows students to complete their B.A. degree without leaving home, at a lower cost than attending a four-year university.

Reverse Transfer Model

Reverse transfer occurs when students transfer from four-year senior universities to two-year junior institutions (Hillman, Lum & Hossler, 2008; Mosholder & Zirkle, 2007). Estimates of this population range from 3% – 65% of total student enrollment at two-year institutions (Hillman, Lum, & Hossler, 2008). Some reverse transfer students obtain a baccalaureate degree and further their education as a post-baccalaureate student at a community college or in an A.A./A.A.S. program in a four-year institution. The University of Arkansas at Little Rock (UALR) has several post-baccalaureate students each year

applying for admission to their B.A. interpreter education program. The bachelor's degree satisfies all core and minor course requirements. One problem, however, is that the course sequence of sign language and interpreting courses may still take 3-4 years to complete.

The majority of all reverse transfer students transfer before they have obtained a baccalaureate degree (Hillman, Lum, & Hossler, 2008). Research was conducted in Indiana on 2000 and 2001 first-time freshman cohorts attending all public four-year colleges and universities in the state (Hillman, Lum, & Hossler, 2008). The goal was to study factors that affected the likelihood of reverse transfer. These students were tracked into their sophomore year to identify those who transferred to a community college. Study results indicated the two strongest factors influencing reverse transfer were major choice (undeclared students tended to transfer more than students with any declared major) and high school preparation (students with low university preparation courses tended to reverse transfer more than those better prepared for college work). A correlation also existed between college grades and reverse transfer (students with grades of "C" or less tended to transfer more than those with higher grades), as well as between gender and reverse transfer (women tended to reverse transfer at higher rates than men).

Swirling, Duel Enrollment, Multidirectional, or Horizontal Transfer Models

The term "swirling" was coined in the early 1990s to describe a mobility pattern whereby students attend one or more colleges simultaneously while enrolled in a community college (Barkley, 1993; Council for Higher Education Accreditation Committee on Transfer and the Public Interest, 2000; O'Meara, Hall, & Carmichael, 2007). For large cities with multiple institutions of higher learning, students may "swirl" through various educational systems including online courses. Zamani (2001) described this as "multidirectional student movement" (p. 17). Students expect credits to easily transfer when enrolled in multiple institutions concurrently, transferring from community college to community college, or transferring credits from multiple community colleges to a four-year institution. This model presents challenges to articulation and institutional partnerships. According to Barkley (1993) "…colleges in close geographic proximity must maintain close communication on curriculum changes, and the relationship among the institutions should be one of trust and cooperation rather than competition" (p. 39).

Another type of horizontal transfer occurs when students leave a four-year institution and enroll in another four-year institution. A study in California examined the persistence patterns of students enrolled in postsecondary education and who applied for federal financial aid and had not attended college previously (Woo, Kipp, & Hills, 2004). The study found that students who transfer between four-year institutions generally do so for two primary reasons: (a) lower cost, and (b) closer proximity to home.

University Centered, Integrated Baccalaureate, Duel Degree Program, or University Centered Consortium Models

University Centered Models offer unique two-year/four-year collaboration. The crux of the partnership is that the two campuses work together to offer courses, with the four-year campus conferring the B.A. degree while offering courses on the two-year campus (Floyd, Skolnik, & Walker, 2005). One example is UALR in partnership with Tulsa Community College (TCC). UALR offers a B.A. degree in interpretation on the Tulsa campus to students who have completed TCC's associate's degree in interpretation and transfer to UALR's baccalaureate degree program (UALR and TCC Partnership, 2008).

Some states now mandate that two- and four-year colleges and universities work cooperatively as equal partners to provide the first two years of a bachelor's degree program. This creates a seamless and coordinated effort among institutions to provide a core set of consistent, rigorous classes that aid in smooth transfer and articulation. Eight states (AK, FL, ID, MS, ND, OR, TX and WY) have created a common course numbering system with core competencies and content that ensure that courses taken by community college students in preparation for transfer are more likely to be aligned with and accepted at a receiving university (American Association of Community Colleges, 2004). Interpreter education programs in Texas participate in this system.

An alternative approach is where two institutions share space (co-location), such as Broward Community College's shared campus with Florida Atlantic University. This model is sometimes called an "Integrated Baccalaureate" or "duel degree program" (Floyd & Lorezo, 2005). Under this model, the students' goal is completion of the duel associate and baccalaureate degrees as part of their initial academic intent.

Still another expression of this model is university center consortiums where several institutions operate higher education centers to pool resources, avoid duplication of courses within geographical areas, and better utilize ever-limiting financial resources to provide greater services to students. One example is the Boston Consortium for Higher Education serving 11 colleges and universities in the Boston area (see the website at www.boston-consortium.org).

Community College Baccalaureate Model

Under this model, community colleges confer select baccalaureate degrees while maintaining the fundamental role and mission of the two-year college, including the conferring of associate's degrees (Floyd, Skolnik, & Walker, 2005). Some of these community colleges offer baccalaureate degrees independent of any four-year institution. According to the American Association of State Colleges and Universities (2004), this is less common than collaboration with four-year institutions:

> "There are several alternatives to the independent community college baccalaureate, and collaboration with four-year institutions in granting the degree is far more common. *Community College Week* recently reported that between 100 to 200 community colleges currently offer a bachelor's degree program in some capacity,

but only a small number do so on their own (what we are calling the "independent" baccalaureate). Far more common are collaborative programs with four-year institutions, such as university centers or shared facilities, joint programs, 2+2 arrangements, and other kinds of partnerships" (pp. 1-2).

Realignment of Community Colleges as Branch Campuses under State University Systems (intra-institutional articulation and transfer)

Structural reformists propose the missions of two-year community colleges and four-year postsecondary institutions are significantly different and that these differences make transfer relationships inherently inadequate (Prager, 1993). Proponents of this model propose community colleges should realign under state university systems as branch campuses. In this model, baccalaureate education is organized into junior-level and senior-level programs under one institutional umbrella with shared governance. This leads to easier transfer of credits and greater continuity in the pursuit of baccalaureate degrees. One example of this restructuring is the bringing of five community colleges into the University of Arkansas system (e.g., Phillips Community College of the University of Arkansas). In this way, students are offered sub-baccalaureate courses found more often at community colleges. Opponents of this model posit that community colleges are ill equipped to provide baccalaureate education and, instead, are better suited to provide adult education and technical training leading to terminal degrees with no inherent intended transfer function (Prager, 1993).

Summary and Conclusions

Clearly the options for two- and four-year institutional and programmatic partnerships are numerous and varied. In addition to the descriptions above, there are references to "hybrid" models in the literature whereby characteristics of models are mixed and matched to meet local institutional, geographic, economic, and community political needs in order to provide an educational continuum to students pursuing a baccalaureate degree. There are many barriers to successful partnerships, but there are also examples of institutions that have succeeded in forging effective partnerships. Interpreter education programs in 2012 and beyond have the advantage of gleaning from the experiences of other professions, such as nursing, that have encountered obstacles to defining multiple degree programs and ladders to continuing higher education and degrees. Additionally, there is a plethora of information on the topic of articulation and transfer in the literature from which programs can gain wisdom and review models for creative and effective AA-BA partnering.

It is expected that community college enrollment will continue to grow in the years ahead. No one model will meet the needs of all interpreting programs seeking to develop partnerships; rather, partnership models will vary according to local needs of programs and their institutions. With the majority of interpreter education programs housed in two-year institutions and programming offered at the A.A. level, the need to give attention to partnership issues is immediate and critical. It may be at some future date all interpreter education will be provided in four-year institutions; however, the need to address seamless

student transfer and course credit articulation through intentional and effective partnerships will remain.

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4

Questions? Questions?
Interpreter Education Programs
Needs Assessment

Introduction

Both NCIEC and the National Interpreter Education Center are engaged in numerous initiatives to identify and disseminate effective practices in interpreter education. One of these initiatives is a series of national needs assessments to identify "current and future needs of interpreter education programs, interpreter educators, interpreters, and consumers of interpreter services" (Cokely & Winston, 2008, p. 4). One of the first needs assessments to be disseminated is the Interpreter Education Program Needs Assessment Report included in this chapter.

This document provides, in part, information on interpreter educators' responses to questions regarding articulation agreements currently in place and programs' plans to establish such agreements in the future. Additionally, this survey captured information regarding programs' placement procedures for students transferring to four-year programs from two-year programs. This valuable information provides another look at the current status and planned activities of the field of interpreter education in the area of articulation, transfer, and programmatic partnership.

This document, by permission, is included in its entirety. It adds valuable research support for the need to elucidate effective partnership models for the field of interpreter education.

Interpreter Education Programs
Needs Assessment

Final Report

Foreword

The National Consortium of Interpreting Education Centers (NCIEC) is authorized and funded by the Rehabilitation Services Administration (RSA), U.S. Department of Education. Through grants awarded by the Department, the National Interpreter Education Center (NIEC) and five Regional Interpreter Education Centers (RIECs) that comprise the Consortium are working collaboratively to increase the number of qualified interpreters nationwide and ensure that quality interpreter education opportunities and products are available across the country.

A primary requirement of the NCIEC grants is to conduct ongoing activities to identify needs in the field of interpreter education. This report has been prepared based on the findings and conclusions of a national needs assessment specifically designed and carried out to assess the needs of interpreter education programs across the country. This Interpreter Education Program Needs Assessment Final Report is submitted by the NCIEC on behalf of the NIEC and the five RIECs. The report provides an overview of the needs assessment process, discussion of primary assessment findings, and presentation of conclusions and next steps for responding to those findings.

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National Consortium of Interpreter Education Centers
Interpreter Education Program Needs Assessment Report

I. Executive Summary

The National Interpreting Education Center (NIEC) is authorized and funded by the Rehabilitation Services Administration (RSA), U.S. Department of Education. In addition to the NIEC, grants were also awarded to five Regional Interpreter Education Centers (RIECs). Together, the six Centers have established the National Consortium of Interpreter Education Centers (NCIEC). This collaborative approach to implementation of the RSA grants fosters Center-to-Center communication and coordination; better leveraging of available resources, and more effective stewardship of federal funds.

Since grant award, the NCIEC has been working on a number of national initiatives, one of which has been design, development and implementation of needs assessment activities in key focus areas. The overall objectives of the needs assessment activities are to identify current and future needs of interpreter education programs, interpreter educators, interpreters and consumers of interpreter services. This report, the **Interpreter Education Program Needs Assessment Report,** marks the second fully completed NCIEC needs assessment activity. The first needs assessment effort focused on understanding needs of interpreter practitioners. A detailed final report on that effort is available through the NCIEC upon request.

The interpreter education program (IEP) needs assessment process was carried out through design, development and implementation of a survey instrument that was disseminated to IEPs nationwide. The survey instrument was developed by the NCIEC through a collaborative process that included extensive opportunities for input and feedback on the part of content experts and stakeholders throughout the field of interpreter education. The survey was disseminated to 126 IEPs nationwide. The survey period concluded September 2007, and resulted in the compilation of 91 completed survey responses. This final report presents findings and recommendations based on extensive analysis of the data collected through the IEP needs assessment process.

This report is organized based on broad categories of respondent information and related findings as captured through two levels of data analysis. It presents findings related to Non-degree certification/in-service programs, AA/AS programs, BA/BS programs, and graduate level programs. It includes a wide range of information related to faculty, students, operations and program delivery options. Section II of the report, IEP Needs Assessment Findings, provides a detailed description of findings related to each of the questions posed by the survey instrument. That information is organized into four distinct sets of findings: Information about All Respondents, Full-time Program Respondent Information, Part-time Program Respondent Information, and Comparison of Full-time and Part-time Respondent Information.

Section III of the report provides a detailed set of recommendations related to each set of survey findings. These recommendations are intended to provide direction and focus to the NCIEC cross-cutting work-teams as they carry out their various projects and activities and will provide an important source of input to the Consortium's efforts to address the needs discovered through this process.

Completion of this report does not mark the end of the Interpreter Education Program Needs Assessment process. Findings and results will be utilized by NCIEC to develop interpreter education priorities, to identify, establish and implement effective practices, and to institute appropriate and relevant evaluation processes. In addition, the Consortium will conduct follow-up needs assessment activities to identify future IEP needs, and determine the extent to which what has been learned through this process can be used to change practices and improve outcomes in the field.

## II.	IEP Needs Assessment Findings

Upon initial assessment of the 91 completed survey instruments, it was quickly determined that the most value-added analysis of the collected data would be achieved by analyzing the data reported by the 91 respondents in its totality – that is, based on the 91 total completed surveys, what portion of respondents expressed or indicated one or another characteristic, and secondly, analyzing the data reported by respondents based on the type of degree and/or coursework they offered. This second level of data analysis was considered particularly relevant as the majority of the 91 survey respondents reported they offered more than one type of degree or coursework.

To support this second level of data analysis, data filters were run on the total pool of 91 survey responses to cull out only those survey respondents that offered a particular degree or coursework, specifically: 1) Non-degree certification/in-service program respondents; 2) AA/AS program respondents; 3) BA/BS program respondents, and 4) MA/MS program respondents. Based on the two levels of data analysis, four discrete sets of findings have been developed:

A.	Basic Information about All Respondents
B.	Full-time Program Respondent Information
C.	Part-time Program Respondent Information
D.	Comparison of Full-time and Part-time Respondent Information

Each set of findings is provided in the section below.

## A.	Basic Information about All Respondents

This section of findings reports basic information about the total pool of survey respondents. It provides a detailed breakdown of those 91 respondents by the type of degree and/or coursework offered, and includes specific findings related to: program establishment; faculty; student outcomes; articulation agreements; placement and exit procedures, and information related to program delivery characteristics.

Public versus Private Institution

Survey respondents were asked to identify whether their institution is public or private. Of the 91 total respondents, 80 reported their institution is public and 11 reported their institution is private.

Type of Degree and/or Coursework Offered

In the initial section of the survey instrument, respondents classified their program by the type of degree and/or coursework offered. Of the 91 total respondents to the survey, 50

respondents reported they offered undergraduate credit only; 37 respondents reported they offered both undergraduate and continuing education credit; two respondents reported they offered undergraduate and graduate credit, and two respondents reported they offered undergraduate, graduate and continuing education credit. Graduate coursework was in interpreting or interpreting pedagogy.

A breakdown of the specific type of degree and/or coursework offered by each of the 91 respondents is provided on Table 1.

Type of Degree and/or Coursework Offered Table 1	
Degree and/or Coursework	# of Respondents
AA/AS degree granting program only	31
AA/AS degree granting plus non-degree certificate/in-service program	33
AA/AS and BA/BS degree granting programs only	5
AA/AS and BA/BS degree granting plus non-degree certificate/in-service program	2
BA/BS degree granting program only	14
BA/BS degree granting plus non-degree certificate/in-service program	2
BA/BS and MA/MS degree granting	2
BA/BS and MA/MS degree granting plus non-degree certificate/in-service program	2
Total Respondents	**91**

Finding: The majority of survey respondents reported they offered more than one type of degree and/or coursework.

As discussed above, it was determined early on that analysis of the information collected through the 91 completed survey instruments should include a second level of analysis based on the type of degree and/or coursework a respondent program offered. As an example, to understand data characteristics and develop findings related only to those survey respondents that reported they offer an AA/AS degree, it would be necessary to analyze the first four categories of respondents listed on Table 1.

Specifically, while 31 programs offer only an AA/AS degree, an additional 33 survey respondents offer an AA/AS degree as well as non-degree certificate/in-service program. Another five survey respondents offer an AA/AS degree in addition to a BA/BS degree, and two additional programs offer all three: an AA/AS degree, BA/BS degree and a certificate/in-service program. In order to truly analyze and understand data related to just the AA/AS degree granting program respondents, all four of these categories – or all 71 of the IEP respondents that offer an AA/AS degree - needed to be considered. This holds true for looking at the three additional categories of program offerings: Non-degree certificate/in-service programs, BA/BS degree granting programs, and MA/MS degree granting programs.

Table 2 groups the 91 survey respondents into the four primary categories of degree and/or coursework offerings.

Breakdown of Respondent Degree/Coursework Offerings Table 2	
Non-degree certificate/in-service program offerings	
AA/AS degree granting plus non-degree certificate/in-service program	33
BA/BS degree granting plus non-degree certificate/in-service program	2
AA/AS and BA/BS degree granting plus non-degree certificate/in-service program	2
BA/BS and MA/MS degree granting plus non-degree certificate/in-service program	2
Total respondents in this category	**39**
AA/AS program offerings	
AA/AS degree granting program only	31
AA/AS degree granting plus non-degree certificate/in-service program	33
AA/AS and BA/BS degree granting programs only	5
AA/AS and BA/BS degree granting plus non-degree certificate/in-service program	2
Total respondents in this category	**71**
BA/BS program offerings	
BA/BS degree granting program only	14
BA/BS degree granting plus non-degree certificate/in-service program	2
AA/AS and BA/BS degree granting programs only	5
AA/AS and BA/BS degree granting programs plus non-degree certificate/in-service program	2
BA/BS degree granting plus MA/MS degree granting	2
BA/BS and MA/MS degree granting plus non-degree certificate/in-service program	2
Total respondents in this category	**27**
MA/MS program offerings	
BA/BS degree granting plus MA/MS degree granting	2
BA/BS and MA/MS degree granting plus non-degree certificate/in-service program	2
Total respondents in this category	**4**

Finding: When assessing the survey respondents by type of degree and/or coursework offered, it must be remembered that the majority of the total 91 survey respondents will be reported in more than one category as they provide more than one type of offering. Organized by type of degree and/or coursework, 71 of the total 91 IEP respondents offer an AA/AS degree, comprising the majority of respondents. By comparison, 39 of the total respondents offer a non-degree certification/in-service program; 27 respondents offer a BA/BS degree, and four respondents offer a MA/MS degree. Again, in each category, these offerings are often available in addition to another type of degree or coursework.

In the initial assessment of the data by type of degree or coursework offered, it is interesting to note that 52 respondents reported they did not offer non-degree certification/in-service coursework as part of their program. Specifically, 50 of the IEPs offer only undergraduate degrees, and another two IEPs offer only BA/BS and MA/MS degrees. Typically, non-degree certification/in-service program coursework is made available by providing student access to discrete components of a program's degree level classes, so it is surprising to discover such a high number of respondents do not make non-degree certification/in-service coursework available as part of their offerings. This would be especially important to that segment of the population already holding degrees and seeking only to acquire interpreting skills not a degree.

This conclusion is borne out by additional data collected through the survey in which 51 of the 91 survey respondents indicated that degree and non-degree students are in the classroom together. However, while considering this particular data set, it is important to remember that only 39 of the respondents reported they offered non-degree certification/in-service coursework. In other response sets in the survey, a number of respondents indicated they had discontinued one or another aspect of their program offerings over time. The difference between the 51 respondents indicating that non-degree and degree students are in the classroom together and the 39 respondents that reported they offered non-degree coursework might be explained on the basis of past or planned non-degree program offerings.

Program Establishment

Survey respondents were asked to report the year in which their program was established. The survey asked this question by program type: Non-degree certification/in-service; AA/AS degree granting; BA/BS degree granting, and MA/MS degree granting. In analyzing the data collected through the total 91 completed surveys, ten year ranges were established to capture and report timeframes for program establishment.

Table 3 provides that information for each of the four categories of program offerings.

Timeframe IEP Respondent Program Established Table 3				
Program Establishment	Non-Degree	AA/AS	BA/BS	MA/MS
1960-1969	0	0	1	0
1969-1979	12	17	3	0
1980-1989	13	22	3	1
1990-1999	6	21	14	1
2000-2006	6	9	4	0
Unsure	2	2	2	2
Total Responses	39	71	27	4

Finding: Based on the information reported, the two highest growth timeframes were 1980-89 for the Non-degree and AA/AS degree granting programs, and 1990-99 for the AA/AS and BA/BS degree granting programs. Consideration should be placed on external factors and the environment at that time to assess what federal, state or advocacy stimuli may have influenced the increase in the number of programs established during those years.

In turn, it would be interesting to assess why establishment of new programs in all four types of offerings seems to have slowed since 2000, especially in light of the continuing national challenge of insufficient numbers of qualified and certified interpreters available to meet consumer needs. Only four BA/BS degree granting programs have been established since the year 2000. Recognizing that BA/BS degree coursework is accepted from colleges and universities other than those that specialize in interpreter education (or those participating in the survey), it is still interesting to note that the BA/BS degree granting programs

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specializing in interpreter education have not seemed to grow proportionate to the significance of the 2013 RID requirement for a BA/BS degree as a prerequisite for certification.

IEP Respondent Faculty Information

The information reported on Table 4 is based on all 91 survey responses. Additional faculty information was collected as it related to either full-time or part-time respondent programs. That information is reported in the Full-time and Part-time Program Respondent Information sections of the report.

Respondent Faculty Information Table 4	
Number of Interpreting faculty	367
Number of ASL faculty	444
Faculty with tenure (additional 5 reported as "on track")	98
Faculty expected to retire over next 5 years	60
Additional faculty needed in next 5 years	149

Finding: In comments that accompanied survey responses, a number of respondents reported that some of their faculty members serve in both interpreting and ASL faculty roles. However, actual numbers of faculty members that fulfill both roles were not reported. Therefore, in assessing the data on Table 4, it must be assumed that the actual number of individuals working as faculty in the responding IEPs is in fact lower than the numbers reported above as some faculty members were reported in both Interpreting and ASL categories. The extent to which those numbers are lower is not reportable based on data collected in the survey.

Recognizing the limitations of data reported on Table 4, it is still assessing to understand the nature of reported faculty tenure and retirement information. If the Interpreting and ASL faculty numbers reported by respondents are combined as broadly representative of the pool of faculty employed by their programs and are assumed to be non-overlapping, the total equals 811 total faculty members. Using that total as a baseline, of those, 7% were reported by survey respondents as expected to retire over the next five years, and only 12% were reported as having achieved tenure. Again, there are limitations with using the 811 faculty total as a non-overlapping number.

It is also notable that survey respondents reported they will require 149 new faculty members in the next five years; this number is more than double the 60 faculty members reported as expected to retire over the next five years. This further bears out concern already existing in the field regarding the shortage of faculty members.

Student Outcome Information

This section of findings reports information related to graduating student achievement of state and national credentials. Specifically, Table 5 on the next page reports on the average time it takes students to achieve state-level credentials by the type of program completed.

Average Time After Graduation Before Student Achieves State Credentials Table 5				
Average Time	**Non-Degree**	**AA/AS Students**	**BA/BA Students**	**MA/MS Students**
6-12 months	7	23	6	1
12-18 months	8	8	1	0
18-24 months	0	3	2	0
More than 24 months	0	1	2	0
Do not currently track	4	5	3	1
No state level credentials offered	8	16	9	2
No response	12	15	4	0
Total program respondents	**39**	**71**	**27**	**4**

Finding: There were a significant number of 'no responses' in several of the program categories. However, for those respondents that did respond to this question in the survey, it is positive to note that the majority of students within the Non-degree, AA/AS and BA/BS program categories secure state credentials within a year. It is also interesting to note the number of respondents that reported there are 'no state level credentials offered' in their state.

Table 6 reports on the average time it takes students to achieve national credentials by the type of program completed.

Average Time After Graduation Before Student Achieves National Credentials Table 6				
Average Time	**Non-Degree**	**AA/AS Students**	**BA/BA Students**	**MA/MS Students**
6-12 months	2	2	1	1
12-18 months	1	3	8	0
18-24 months	3	8	4	0
More than 24 months	8	17	4	0
Do not currently track	13	23	8	3
No response	12	18	2	0
Total program respondents	**39**	**71**	**27**	**4**

Finding: Once again there were a significant number of 'no responses' to this question in the survey. It is also interesting to note the number of respondents that do not track this information, although they are predominantly the non-degree and AA/AS programs, whose

students would be entering and completing other programs before they would have the necessary prerequisites to secure national credentials.

It is notable that the BA/BS program respondents that did respond to the survey question reported most of their graduates take more than a year to secure national credentials.

Minimum Progression Requirements

Survey respondents were also asked to indicate whether or not their institution had minimum progression requirements in place. Table 7 captures responses in that regard.

IEP Respondent Minimum Progression Requirements Table 7				
IEP Survey Respondents	Yes	No	No Response	Total
Minimum progression requirements in place	59	24	8	91
Minimum progression requirements unique to program	48	25	18	91

Finding: The majority of respondents reported they have minimum progression requirements in place, and of those, most reported those requirements are unique to their program.

Articulation Agreements

In considering information reported regarding respondent articulation agreements it is useful to refer back to Table 2. On that table, 64 of the 71 survey respondents in the AA/AS degree granting category reported they did not offer a BA/BS degree. It is then critical to assess the extent to which the AA/AS program respondents have established articulation agreements with other institutions to create opportunities for their students to transition to a four-year bachelors program in order to meet that requirement. In addition, only 27 of the total 91 survey respondents reported they offered a BA/BS degree.

Table 8 below pulls data from the second level data analysis of filtered program data to report information related to the extent to which AA/AS and BA/BS program respondents have or plan to establish articulation agreements.

IEP Articulation Agreements Table 8		
Articulation Agreements	AA/AS Respondents	BA/BS Respondents
Formal articulation agreement in place	30	8
No articulation agreement in place	37	19
No response	4	0
Total program respondents	**71**	**27**

Finding: Of the total 71 survey respondents in the AA/AS degree granting category, only 30 indicated they had an articulation agreement in place; 37 reported they did not. In addition, only eight of the BA/BS programs reported they had articulation agreements in place; 19 reported they did not.

Once again referring back to Table 2, five respondents reported they are an 'AA/AS and BA/BS degree granting program', and another two respondents reported they are an 'AA/AS and BA/BS degree granting plus non-degree/certificate/in-service program'. In a more in-depth analysis of the individual respondent information, it was confirmed that one of the respondents classified their program in the 'AA/AS and BA/BS degree granting category,' and also reported they do have an articulation agreement in place. That respondent institution is therefore counted in both the AA/AS program and BA/BS program categories on Table 8.

The survey also sought to capture information related to respondent plans to establish articulation agreements in the future. In the AA/AS program respondent category, 42 respondents reported that they have a plan to establish an articulation agreement; five respondents indicated they planned to maintain the status quo, allowing students to take care of RID degree requirements on their own, and two programs indicated they planned to convert from an interpreting program to an ASL/Deaf Studies program.

Of the 42 respondents that reported they had a plan to establish an articulation agreement, 33 reported they planned to initiate an articulation process within two years of the point in which the survey was completed; 29 indicated they intended to complete that process within three years. If these plans are carried through on the part of those IEP respondents, most will have agreements in place by 2013 when the RID requirement for a BA/BS degree as prerequisite for national certification will go into effect. Finally, 30 of the AA/AS survey respondents indicated they needed assistance identifying resources to transition to a BA/BS program.

Both AA/AS and BA/BA survey respondents were asked to describe their existing articulation agreements. Information collected from those respondents is reported on Table 9.

Articulation Agreement Description Table 9		
Description of first agreement in place	**AA/AS**	**BA/BS**
Simultaneous enrollment	1	0
Complete AA/AS program and matriculate to four-year institution	31	8
Description of second agreement in place	**AA/AS**	**BA/BS**
Simultaneous enrollment	2	1
Complete AA/AS program and matriculate to four-year institution	12	1
Note: Not all respondents provided answers to questions related to articulation agreement descriptions		

Finding: As reported in Table 9, the majority of both AA/AS and BA/BS program respondents reporting they have articulation agreements in place have established them

wherein students are required to complete their AA/AS degree prerequisites before matriculating to the four-year program.

The survey asked those AA/AS respondents that reported they have articulation agreements in place to identify the ultimate degree a student in their program receives, for both the first and second institutions with which they had established agreements. That information was collected through open-ended question format and is reported on Table 10 on the following page.

AA/AS Respondents with Articulation Agreements – Ultimate Student Degree Table 10			
Ultimate Degree Student Achieves	1st Institution BA Degree	1st Institution BS Degree	2nd Institution BA/BS Degree
Deaf Studies	3	2	1
Interpreting	4	4	3
Sign Language Interpreting	3	0	0
ASL/English	1	0	2
BA/BS	4	0	1
Arts & Science	1	0	0
General	1	2	1
Human Services	1	2	0
Advanced Technical Studies	0	0	1
Vocational Tech Adult Education	0	0	1

The survey also asked BA/BS program respondents if they had placement procedures in place to accept students from two-year programs, and if they had established exit procedures for students that graduated from their program. Table 11 reports that data.

BA/BS Respondents with Placement and Exit Assessment Procedures Table 11				
BA/BS Survey Respondents	Yes	No	No Response	Total
Placement procedures	16	6	5	27
Exit procedures	13	10	4	27

Finding: Only 16 respondents reported they had placement assessment procedures for accepting students from two-year institutions, and 13, or less than half of BA/BS respondents, reported they had established exit assessment procedures for students graduating from their program.

Full Versus Part-time Program Delivery Information

Survey respondents were asked to report whether their program was offered on a full-time, part-time, or both full- and part-time basis. Table 12 provides a breakdown of full-time, part-time and both full- and part-time program offerings for all 91 respondents to the survey.

Full Versus Part-time IEP Delivery Table 12				
Survey Respondents	**Full-time**	**Part-time**	**Full & Part-time**	**Total**
All Survey Respondents	16	3	72	**91**
Non-degree certification/in-service	5	2	32	**39**
AA/AS degree granting programs	11	3	57	**71**
BA/BS degree granting programs	6	0	21	**27**
MA/MS degree granting programs	1	0	3	**4**
Note: Respondents are counted more than once in the filtered categories as many offer more than one type of degree or coursework				

Finding: The majority of IEP respondents offer their program on both a full-time and part-time basis – 72 of the total 91 respondents. As discussed earlier, the majority of survey respondents offer more than one type of degree and/or coursework. In survey questions pertaining to whether respondent programs are offered on a full-time or part-time basis, or both, respondents were not asked to differentiate among multiple degree and/or coursework offerings. For example, there is the possibility that a respondent with more than one type of program offering may make one type of offering available on a full-time basis and another aspect of their offering available on a part-time basis. The survey was not designed in such a way as to capture this level of detail, but only can report whether the particular institution itself operates on a full, part, or both full and part-time basis. However, the second level data analysis did utilize the filtered data sets to cull out information related to program delivery by type of respondent. Therefore, it is possible to assess just AA/AS survey respondents, for example, and within those 71 responses, analyze the extent to which AA/AS respondent programs are offered full-time, part-time, or both full-time and part-time. In assessing the data captured through the filtered data runs, the distribution of full versus part-time program delivery across the four program categories remains consistent with the distribution across the total pool of survey respondents.

In subsequent sections of the survey there are a significant number of questions that are tailored to either 1) full-time program respondents, or 2) part-time program respondents. There is not a category within those questions for **BOTH** full-time and part-time academic programs. Based on the number of survey responses to questions in the full-time category, it has been determined that full-time respondents included those program respondents that earlier in the survey had identified their program as 'full-time only' or 'both full and part-time'. Likewise, once again based on the number of responses to survey questions tailored to part-time respondents, part-time respondents included those respondents that had identified

their program as 'part-time only' or 'both full and part-time'.   Table 13 captures that distinction for all respondents and by type of respondent program.

Full-time, Part-time and Both Full and Part-time Table 13				
Program Delivery	**Full-time**		**Part-time**	
Survey Respondents	**Full-time only**	**Both Full & Part**	**Part-time Only**	**Both Full & Part**
All respondents	16	72	3	72
Non-degree respondents	5	32	2	32
AA/AS program respondents	11	57	3	57
BA/BS program respondents	6	21	0	21
MA/MS program respondents	1	3	0	3

Table 14 combines these categories and provides the foundational numbers for understanding where program respondents fell with regard to answering survey questions tailored to either full-time respondents or part-time respondents.

Assignment of Respondents to Full-time and Part-time Table 14		
Survey Respondents	**Full-time**	**Part-time**
All respondents	88	75
Non-degree respondents	37	34
AA/AS program respondents	68	60
BA/BS program respondents	27	21
MA/MS program respondents	4	3

It must be remembered that most respondents reported their programs are offered on 'both a full and part-time basis' – 72 out of 91 total respondents.   Therefore, in assigning respondents to either a full-time or part-time program delivery category, most respondents are included in both categories.

A follow-up question in the survey asked those respondents offering 'both full and part-time academic programs' to indicate whether they are offered through the same college or unit within their institution. With regard to the total pool of respondents, of the 72 in the both full and part-time program delivery category, 68 respondents reported that both their full and part-time programs are offered through the same college or unit within their institution.

B. Full-time Program Respondent Information

This section of findings reports information collected from those survey respondents who identified their program as full-time. Table 15 provides a breakdown of the full-time program respondents by type of delivery option and type of degree and/or coursework offered.

Full-time IEP Program Respondents Table 15			
IEP Respondents	**Full-time Only**	**Both Full & Part-time**	**Total Full-time**
All Survey Respondents	16	72	**88**
Non-degree certification/in-service	5	32	**37**
AA/AS degree granting programs	11	57	**68**
BA/BS degree granting programs	6	21	**27**
MA/MS degree granting programs	1	3	**4**

The total full-time IEP respondent numbers reported on Table 15 serve as the baseline numbers used throughout the Full-time section.

Full-time Respondent Faculty Information

In the faculty information reported in the previous section (see Table 4), of the 367 total interpreting faculty reported by all IEP respondents, 140 of those faculty were designated by respondents as full-time faculty. In addition, of the 444 total ASL faculty reported by all survey respondents, 117 of those faculty were designated by respondents as full-time. There is an issue related to this breakdown of full-time versus part-time faculty. In the survey, 63 program respondents reported that full-time and part-time students are in the classroom together. Therefore, it is not clear how the distribution of full-time and part-time faculty applies to those 63 respondent programs in which full-time and part-time students are in the classroom together.

The information provided below reports on responses to survey questions specifically related to 'full-time faculty'. The survey asked respondents to identify the minimum academic qualifications and professional credentials they require of full-time faculty. That information is reported on Table16 on the following page.

Minimum Qualification Requirements for Full-time Faculty Table 16		
Minimum institutional academic qualifications	**Interpreting Faculty**	**ASL Faculty**
BA/BS	24	19
MA/MS	50	50
PhD	5	2
Other	6	6
Minimum professional credentials	**Interpreting Faculty**	**ASL Faculty**
None	7	25
State level	16	3
RID or NAD (ASLTA for ASL)	57	29
Other	5	19
Note: Numbers reported are number of respondents, not number of faculty members		

Finding: Most of the full-time program respondents require their full-time interpreting and ASL faculty to have at minimum a MA/MS degree. With regard to required minimum professional credentials, it is interesting to note the difference in required credentials across interpreting faculty and ASL faculty. Of the respondents, 25 do not require ASL faculty to have any minimum professional credentials, and only three require state level credentials.

With regard to professional membership, 57 of the respondents require RID or NAD membership, as compared to only 29 respondents that require ASLTA membership on the part of their ASL faculty.

A number of comments were reported in the 'other' category for both academic qualification and professional credentials. These are listed below:

- High School and AA degree
- AA/AS degree and three-six years teaching experience
- National certification
- Doctorate for instruction; MA/MS for lecturer
- Prefer MA/MS but very difficult to find
- Native users of ASL
- RID Certified Interpreters
- If hearing, must have RID certification; if deaf, none
- RSC CDI-P, SIGN
- ASL teacher training/mentoring

The survey also asked full-time program respondents to indicate the extent to which their full-time faculty had the minimum academic qualifications and professional credentials required by their institution. Table 17 on the following page reports that information.

Percentage of Full-time Faculty with Minimum Qualifications Table 17						
Percentage of full-time interpreting faculty with academic qualifications						
Academic qualification	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
BA/BS	0	0	2	18	4	24
MA/MS	4	1	2	39	4	50
PhD	1	0	0	4	0	5
Percentage of full-time interpreting faculty with professional credentials						
Professional credential	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
None	0	0	0	0	7	7
State level	0	0	1	10	5	16
RID or NAD	1	2	1	46	7	57
Percentage of full-time ASL faculty with academic qualifications						
Academic qualification	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
BA/BS	0	0	0	15	4	19
MA/MS	2	0	4	38	6	50
PhD	1	0	0	1	0	2
Percentage of full-time ASL faculty with professional credentials						
Professional credential	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
None	0	0	0	5	20	25
State level	0	0	2	0	1	3
RID,NAD,ASLTA	0	0	4	20	5	29

Finding: Of those program respondents that provided this information, the majority indicated that most of their faculty had achieved minimum academic qualifications and professional credentials required by their institution.

Average Class Size in Full-time Programs

In questions targeted to full-time program respondents, respondents were asked to report average full-time class size. That information is captured on Table 18.

Average Full-time Class Size Table 18	
Respondent Program Type	**Average Class Size**
Non-degree certification/in-service interpreting classes	14
AA/AS degree program interpreting classes	15
BA/BS degree program interpreting classes	13
All ASL classes	18

Finding: As mentioned earlier, in the survey 63 respondents reported that full-time and part-time students are in the classroom together. Although the question addressed by Table 18 specifically asked respondents to report average full-time class size, it is not clear if the numbers reported above may include part-time students.

Student Enrollment in Full-time Programs

The survey included questions related to student enrollment in full-time programs over previous five years and for the current year (2006). Table 19 reports on information collected in that regard.

Full-time Student Enrollment Information Table 19		
Survey Respondent	Average Annual Enrollment 2000-2005	Current Year Enrollment (2006)
Non-degree/in-service	268	265
AA/AS degree program	1,730	1,855
BA/BS degree program	485	1,136
MA/MS degree program	36	73

Finding: A significant number of respondents in the Non-degree and AA/AS degree granting categories did not provide enrollment data. In the Non-degree category, only 28 out of the 39 Non-degree respondents reported average annual enrollment numbers over 2000-2005, and only 24 respondents provided current year enrollment numbers. In the AA/AS category, only 60 out of 71 AA/AS respondents provided previous year averages, and only 56 provided current year enrollment information. Therefore, the enrollment numbers reported in the Non-degree and AA/AS respondent categories are lower than they should be. However, because the number of actual respondents was fairly close in each category, comparisons can be broadly made across the two timeframes.

In the Non-degree respondent category, enrollment is basically the same between the two timeframes. In the AA/AS respondent category enrollment has slightly increased from the previous five years. However, the most significant increases are in the BA/BS and MA/MS respondent categories. BA/BS respondents reported that current enrollment more than doubled from the previous five year averages, increasing from 485 to 1,136 for the current year (2006). Likewise, MA/MS degree enrollment also more than doubled from the previous year averages.

Because such a significant increase in BA/BS enrollment was reported, an analysis of individual responses was conducted to further understand trends related to that increase. Table 20 on the following page reports information provided by the full-time by BA/BS program respondents.

Past and Current Fulltime BA/BS National Enrollment by Respondent Table 20	
Average Enrollment 2001-2005	**2006 Enrollment**
10	28
5	10
45	65
20-25	25
18-20	58
30-35	57
15	45
10	45
30	60
-	53
10	31
-	8
12	70
36	35
20	19
8	0
100	300
10	25
20	22
20	38
15	65
15	15
10	17
20	45
485	**1,136**

Finding: While there is one program that reported an increase in enrollment from 100 average students in the previous five years to 300 in the current calendar year, most other BA/BS respondents also reported some level of an increase. The increased enrollment in the BA/BS programs is likely in direct response to the 2013 RID certification requirement of a BA/BS degree. It must also be recognized that because the survey asked respondents to provide average enrollment numbers for the previous five years, there may have been an increasing enrollment trend over the later of those years that is not evident in the averaged number.

The survey also asked full-time respondents to report on course enrollment maximums, or course capacities, for their full-time classes. That information is captured on Table 21.

Full-time Respondent Enrollment Maximums Table 21	
Program Respondent	**Full-time Class**
Non-degree/in-service program	18
AA/AS degree program	19
BA/BS degree program	16
Average of all ASL classes	20

Finding: It is interesting to note that respondents reported the average maximum number of students enrolled in each ASL class is 20. In Table 18, full-time program respondents reported the actual enrollment average in each ASL class is 18 students. This provides evidence that ASL classes are run at a high level of efficiency from an institutional perspective.

Full-time Student Graduation Information

In the first section of findings, Basic Information about All Respondents, information related to student achievement of state and national credentials is reported.   In this section, information related to student graduation from full-time respondent programs is captured. Table 22 reports that information for the year in which the survey was completed (2006) as well as an average number for the previous five years (2000-2005).

Full-time Student Graduation Table 22		
Type of Program	**2000-2005**	**2006**
Non-degree certification/in-service program	144	115
AA/AS degree granting program	635	491
BA/BS full-time student graduation	352	227

Finding: Of the 88 total full-time survey respondents, 82 respondents provided data about current year graduation, and only 73 provided data about the previous five years. Therefore, the graduation numbers reported in both categories should be higher than reported. It was troublesome to note that the graduation numbers reported by respondents as 'average for the previous five years' were higher than those reported for the current year (2006). A more in-depth analysis of individual responses was conducted to assess individual responses as explanation for the higher numbers.

In the analysis of individual responses, it was discovered that a number of respondents may have provided graduation sums for the previous five years versus graduation averages. This assumption is based on a significant difference between numbers they reported in the 'average' category as compared to numbers they reported in the 'current' category. As an example, one respondent entered 50 in the average category and 5 in the current category;

another respondent entered 45 in the average category and 7 in the current category. Because a number of respondents may have made this error, the data reported in the 2000-2005 column of data reported on Table 22 is likely significantly higher than it should be. However, this report is based on the data as it was reported in the survey, and no adjustment of respondent data was made.

Full-time Respondent Programs on a Semester Calendar

The survey also captured information related to whether the full-time respondent programs operated on a quarter or semester calendar. Table 23 reports that information for the full-time programs.

Full-time Respondent Programs - Semester Versus Quarter Calendar Table 23			
Full-time Respondents	**Quarter Calendar**	**Semester Calendar**	**Total**
All full-time respondents	5	83	**88**
Non-degree respondents	1	36	**37**
AA/AS program respondents	4	64	**68**
BA/BS degree granting programs	2	25	**27**
MA/MS degree granting programs	0	4	**4**

Finding: The majority of full-time survey respondents operate on a semester calendar. Because so few of the full-time programs reported they operated on a quarter calendar basis, information collected in that regard was not analyzed to the degree that information reported by those programs operating on a semester calendar was.

Information presented below is specific to full-time survey respondents who reported they operate on a semester calendar. With regard to questions related to full-time programs on a semester calendar, the survey did not distinguish between type of program offering (Non-degree, AA/AS degree, BA/BS degree or MA/MS degree). Therefore, the information reported on Table 24 cannot be accurately broken down by category of degree and/or coursework offered as respondents did not distinguish whether the courses were taken by non-degree, AA/AS, BA/BS, or MA/MS degree seeking students.

Courses Full-time Students Take in Semester Table 24	
# of Courses Students Take in Semester	**# of Full-time Respondents**
6	7
5	30
4	29
3	12

Finding: The majority of full-time students take between four to five courses per semester. The full-time respondents were also queried with regard to the total credits their full-time students typically earn per semester. Of the 83 full-time respondents, only 76 responded to this question. Responses were collected in an open-ended format. That data is reported on Table 25.

Credits Full-time Students Take in a Semester Table 25	
# of Credits Taken in Semester	# of Full-time Respondents
Less than 12 credits per semester	5
12-15 credits per semester	46
16-18 credits per semester	28
More than 18 credits per semester	1
Note: Some respondents are counted in more than one category as they provided a wider range of credits taken	

Finding: Most full-time students earn between 12-18 credits per semester.

Courses Taught by Full-time Faculty in a Semester Table 26	
# of Courses Taught	# of Full-time Respondents
2	1
3	7
4	25
5	27

Finding: Only 60 of the 83 full-time respondents on a semester calendar provided information related to the number of courses full-time faculty teach during a semester. For those that did respond, it was reported that the majority of full-time faculty teach between four to five courses in a semester.

Full-time Respondent ASL Program Information

The survey also collected information from full-time respondents regarding the existence, administrative location and responsibility of an ASL program within their program. Full-time respondents were asked whether their program contains an ASL program; whether the ASL program is offered in the same unit as the interpreting program, and if they have administrative responsibility for that ASL program. Table 27 reports that information.

Full-time Respondent - ASL Program Component Table 27	
Full-time respondents	**# of Respondents**
Respondent program contains an ASL Program	67
ASL Program offered in same unit as Interpreting Program	66
Respondent is administratively responsible for the ASL Program	57

Finding: The majority of the full-time program respondents include an ASL program component. Only a small percentage of the full-time programs do not include an ASL program.

Survey respondents whose program does not include an ASL program were asked through an open-ended question to indicate where within their institution an ASL Program is offered. That information is available for review in the raw data captured through the survey upon request.

C. Part-time Program Respondent Information

This section of findings reports information collected from those survey respondents who identified their program as part-time. Table 28 provides a breakdown of the part-time program respondents by type of program delivery option and type of degree and/or coursework offered.

Part-time IEP Program Respondents Table 28			
IEP Respondents	**Part-time Only**	**Both Full & Part**	**Total Part-time**
All Survey Respondents	3	72	**75**
Non-degree certification/in-service	2	32	**34**
AA/AS degree granting programs	3	57	**60**
BA/BS degree granting programs	0	21	**21**
MA/MS degree granting programs	0	3	**3**

The total part-time program respondent numbers reported on Table 28 will be the baseline numbers used throughout the Part-time section.

Part-time Respondent Faculty Information

In the faculty information reported in the previous section (see Table 4), of the 367 total interpreting faculty reported by all IEP respondents, 227 of those faculty were designated by respondents as part-time faculty. In addition, of the 444 total ASL faculty reported by all

survey respondents, 327 of those faculty were designated by respondents as part-time. There is an issue related to this breakdown of full-time versus part-time faculty. In the survey, 63 program respondents reported that full-time and part-time students are in the classroom together. Therefore, it is not clear how the distribution of full-time and part-time faculty applies to those 63 respondent programs in which full-time and part-time students are in the classroom together.

The information provided below reports on responses to survey questions specifically related to 'part-time faculty'. The survey asked respondents to identify the minimum academic qualifications and professional credentials they require of their part-time faculty. That information is reported on Table 29.

Minimum Qualification Requirements for Part-time Faculty Table 29		
Minimum institutional academic qualifications	**Interpreting Faculty**	**ASL Faculty**
BA/BS	39	36
MA/MS	26	22
PhD	0	0
Other	10	16
Minimum professional credentials	**Interpreting Faculty**	**ASL Faculty**
None	7	32
State level	17	3
RID or NAD (ASLTA for ASL Faculty)	44	24
Other	6	15
Note: Numbers reported are number of respondents, not number of faculty members		

Finding: Most of the respondents require their part-time interpreting and ASL faculty to have at minimum a BA/BS degree, although a significant number also require a MA/MS degree. With regard to required minimum professional credentials, it is interesting to note the difference in required credentials across interpreting faculty and ASL faculty. Of the respondents, 32 respondents do not require their ASL faculty to have any minimum professional credentials and only three require state level credentials. With regard to professional membership, 44 of the respondents require RID or NAD membership of interpreting faculty, as compared to only 24 respondents that require ASLTA membership on the part of their ASL faculty.

The survey also asked program respondents to indicate the extent to which their part-time faculty had the minimum academic qualifications and professional credentials required by their institution. Table 30 reports that information.

Percentage of Part-time Faculty with Minimum Qualifications Table 30						
Percentage of part-time interpreting faculty with academic qualifications						
Academic qualification	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
BA/BS	1	0	2	32	4	39
MA/MS	2	0	2	19	3	26
PhD	0	0	0	0	0	0
Percentage of part-time interpreting faculty with professional credentials						
Professional credential	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
None	0	0	0	3	4	7
State level	0	0	1	11	5	17
RID or NAD	1	2	1	33	7	44
Percentage of part-time ASL faculty with academic qualifications						
Academic Qualification	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
BA/BS	0	1	4	24	7	36
MA/MS	0	0	0	18	4	22
PhD	0	0	0	0	0	0
Percentage of part-time ASL faculty with professional credentials						
Professional credential	**0-24%**	**25-49%**	**50-74%**	**75-100%**	**No response**	**Total Respondents**
None	1	0	0	6	25	32
State level	0	0	0	1	2	3
RID,NAD,ASLTA	4	0	3	9	8	24

Finding: Of those program respondents that provided this information, the majority indicated that most of their part-time faculty had achieved minimum academic qualifications and professional credentials required by their institution.

Average Class Size in Part-time Programs

In questions targeted to part-time program respondents, respondents were asked to report average part-time class size. That information is captured on Table 31.

Average Part-time Class Size Table 31	
Respondent Program Type	**Average Class Size**
Non-degree certification/in-service interpreting classes	14
AA/AS degree program interpreting classes	14
BA/BS degree program interpreting classes	13
All ASL classes	28

Finding: As mentioned earlier, in the survey 63 respondents reported that full-time and part-time students are in the classroom together. Although the question addressed by Table 31 specifically asked respondents to report average part-time class size, it is not clear if the numbers reported above may include full-time students.

Student Enrollment in Part-time Programs

The survey included questions related to student enrollment in the part-time respondent programs, both over previous five years and for the current year (2006). Table 32 reports on information collected in that regard.

Part-time Student Enrollment Information Table 32		
Survey Respondent	Average Annual Enrollment 2000-2005	Current Year Enrollment (2006)
Non-degree/in-service	448	407
AA/AS degree program	1,072	2,252
BA/BS degree program	79	69
MA/MS degree program	0	0
Note: Not all respondents provided enrollment averages so numbers do not reflect total pool in any category		

Finding: A significant number of respondents in the Non-degree and AA/AS degree granting categories did not provide enrollment data. In the Non-degree category, only 28 out of the 39 Non-degree respondents reported average annual enrollment numbers over 2000-2005, and only 24 respondents provided current year enrollment numbers. In the AA/AS category, only 60 out of 71 AA/AS respondents provided previous year averages, and only 56 provided current year enrollment information.   Therefore, the enrollment numbers reported in the Non-degree and AA/AS respondent categories are lower than they should be. However, because the number of actual respondents was fairly close in each category, comparisons can be broadly made across the two timeframes.

In the Non-degree and BA/BS respondent categories, part-time student enrollment decreased slightly in the current year (2006) from the previous five year average. Specifically, in the Non-degree programs, part-time student enrollment decreased from an annual average of 448 students per year to 407 students for the current year. In the BA/BS respondent category, part-time student enrollment decreased from an average of 79 part-time students in the previous five years to 69 students for the current year.   However, in the AA/AS respondent category, part-time student enrollment increased significantly from the previous five year average.   Part-time AA/AS program respondents reported 1,072 part-time students on average for each of the previous five years, but reported part-time student enrollment at 2,252 for the current year – a more than double increase.

The survey also asked part-time respondents to report on course enrollment maximums, or course capacities, for their part-time classes. That information is captured on Table 33.

Part-time Program Enrollment Maximums Table 33	
Program Respondent	**Part-time Classes**
Non-degree/in-service program	17
AA/AS program	18
BA/BS program	14
Average of all ASL Classes	20

Part-time Student Graduation Information

In this section, information related to student graduation from part-time respondent programs is captured.   Table 34 reports that information for the year in which the survey was completed (2006) as well as an average number for the previous five years (2000-2005).

Part-time Student Graduation Table 34		
Type of Program	**2000-2005**	**2006**
Non-degree program graduates	389	74
AA/AS program graduates	138	119
BA/BS program graduates	24	22
Note: Numbers are based on average rate of fulltime graduates over 5 five years		

Finding: Only 40 out of the 75 part-time programs provided data about current year graduation; only 36 respondents provided data about the previous five years, so the part-time student graduation numbers reported in both categories should be higher than reported.   In addition, it is interesting to note that the graduation numbers reported by respondents in the non-degree program category as average for the previous five years were higher than those reported for the non-degree program for the current year (2006).   A more in-depth analysis of individual responses was conducted to assess individual responses as explanation for the higher numbers.

In the analysis of individual responses, it was discovered that two respondents may have provided graduation sums for the previous five years versus graduation averages.   This assumption is based on a significant difference between numbers they reported in the 'average' category as compared to numbers they reported in the 'current' category. Specifically, one respondent entered 300 in the Non-degree program average part-time student graduation category and 0 in the current category; another respondent entered 62 in the average category and 10 in the current category.   Because these respondents may have made an error when entering those numbers, the data reported in that on Table 34 is likely significantly higher than it should be.   However, this report is based on the data as it was reported in the survey, and no adjustment of individual respondent data was made.

Part-time IEP Respondents on a Semester Calendar

The survey also captured information related to whether the part-time respondent programs operated on a quarter or semester calendar. Table 35 reports that information for the part-time programs.

Part-time Respondent Programs - Semester Versus Quarter Calendar Table 35				
Part-time Respondents	**Quarter Calendar**	**Semester Calendar**	**No Response**	**Total**
All Survey Respondents	3	58	14	**75**
Non-degree certification/in-service	1	27	6	**34**
AA/AS degree granting programs	1	50	9	**60**
BA/BS degree granting programs	3	14	4	**21**
MA/MS degree granting programs	1	2	0	**3**

Finding: Although a number of respondents did not answer questions in this regard, it is still evident that like the full-time programs, the majority of part-time programs operate on a semester basis. Because the majority of respondents in both the full and part-time category reported they operate on a semester versus calendar basis, information related to the semester calendar is explored in more detail. For the few responses related to part-time programs that operate on a calendar basis, the raw data is available for review upon request.

Information presented below is specific to part-time survey respondents who reported they operate on a semester calendar. With regard to questions related to part-time programs on a semester calendar, the survey did not distinguish between type of program offering (Non-degree, AA/AS degree, BA/BS degree or MA/MS degree). Therefore, the information reported on Table 36 cannot be accurately broken down by category of degree and/or coursework offered as respondents did not distinguish whether the courses were taken by part-time non-degree, AA/AS, BA/BS, or MA/MS degree seeking students.

Courses Part-time Students Take in a Semester Table 36	
# of Courses Students Take in Semester	**# of Part-time Respondents**
6	1
5	0
4	4
3	22
2	29
Note: Not all part-time respondents provided responses	

Finding: The majority of part-time students take between two and three courses per semester.

Table 37 reports information related to the number of courses part-time faculty teach in a semester.

Courses Part-time Faculty Teach in a Semester Table 37	
# of Courses Taught	# of Part-time Respondents
2	22
3	3
4	2
5	2

Finding: Only 49 of the 58 part-time respondents on a semester calendar provided information in response to this question. For those that did respond, it was reported that the majority of full-time faculty teach two courses in a semester.

Part-time Respondent ASL Program Information

The survey also collected information from the part-time respondents regarding the existence, administrative location and responsibility of an ASL program within their program. Part-time respondents were asked whether their program contains an ASL program; whether the ASL program is offered in the same unit as the interpreting program, and if they have administrative responsibility for that ASL program. Table 38 reports that information.

Part-time Respondent - ASL Program Component Table 38	
Part-time program respondents	# of Respondents
Respondent program contains ASL Program	46
ASL Program offered in same unit as Interpreting Program	42
Respondent program is administratively responsible for the ASL Program	41

Finding: As with the full-time respondents, the majority of part-time respondents include an ASL program component. Only a small percentage of the part-time programs do not include an ASL program. Survey respondents whose program does not include an ASL program were asked through an open-ended question to indicate where within their institution an ASL Program is offered. That information is available for review in the raw data captured through the survey upon request.

D. Comparison of Full-time and Part-time Respondent Information

There are a number of interesting points of comparison that emerged between analyses of the full-time versus part-time respondent information. This final section of the findings provides a number of tables designed for easy cross-referencing across the two sets of information.

Full-time versus Part-time Faculty Information

Full-time versus Part-time Faculty Information Table 39		
Faculty	Full-time Faculty	Part-time Faculty
Interpreting Faculty	140	227
ASL Faculty	117	327

Finding: Respondents report significantly more part-time faculty in both the Interpreting Faculty and ASL faculty categories. In the ASL category, there are nearly three times as many part-time faculty members as full-time. In addition, as discussed earlier in the report, a number of respondents reported that some faculty members serve in both interpreting and ASL faculty roles. However, actual numbers of faculty members that fulfill both roles were not reported. Therefore, in assessing the data on Table 39, it can be assumed that the actual number of individuals working as faculty in the respondent programs is in fact lower than the numbers reported.

Table 40 on the following page compares qualification requirements for full-time and part-time faculty.

Comparison of Qualification Requirements for Full-time and Part-time Faculty Table 40		
Minimum academic qualifications for interpreting faculty	Full-time	Part-time
BA/BS	24	39
MA/MS	50	26
PhD	5	0
Minimum professional credentials for interpreting faculty	Full-time	Part-time
None	7	7
State level	16	17
RID or NAD	57	44
Minimum academic qualifications for ASL faculty	Full-time	Part-time
BA/BS	19	36
MA/MS	50	22
PhD	2	0
Minimum professional credentials for ASL faculty	Full-time	Part-time
None	25	32
State level	3	3
ALSTA, RID or NAD	29	24

Finding: It is interesting to note the difference with regard to minimum academic qualification requirements for full-time versus part-time interpreting faculty, with the qualifications emphasis for the full-time faculty falling on MA/MS degree and for the part-time faculty on a BA/BS degree. Likewise, the emphasis for the full-time ASL faculty also seems to be on MA/MS degree qualifications, whereas it is a BA/BS degree for the part-time ASL faculty.

Full-time versus Part-time Average Class Size

Comparison of Average Full-time versus Part-time Class Size Table 41		
Respondent Program Type	**Full-time Average Class Size**	**Part-time Average Class Size**
Non-degree interpreting classes	14	14
AA/AS degree program interpreting classes	15	14
BA/BS degree program interpreting classes	13	13
All ASL classes	18	28

Finding: It is interesting that the average full-time and part-time class size is so similar, with the exception the ASL classes in which average full-time class size is 18 and the average part-time class size is 29. In addition, as reported in earlier sections of the findings, 63 program respondents reported that full-time and part-time students are in the classroom together. It is not clear how those programs with both full-time and part-time students in the same class may have answered the question, and if effect, if actual class size might be doubled for those programs.

Full-time versus Part-time Student Enrollment Information

Table 42 is designed to provide a sense of overall full-time and part-time student enrollment in each of the four primary categories of degree and/or coursework offering. This information is reported for the five years previous to the survey and the year the survey was completed (2006).

Full-time and Part-time Student Enrollment Table 42			
Average program enrollment 2000-2005	**Full-time**	**Part-time**	**Total Enrollment**
Average enrollment Non-degree programs	268	448	**716**
Average enrollment AA/AS programs	1,730	1,072	**2,802**
Average enrollment BA/BS programs	485	79	**564**
Average enrollment MA/MS programs	36	0	**36**
Current program enrollment (2006)	**Full-time**	**Part-time**	**Total Enrollment**
Student enrollment in Non-degree/in-service	265	407	**672**
Student enrollment in AA/AS degree program	1,855	2,252	**4,107**
Student enrollment in BA/BS degree program	1,136	69	**1,205**
Student enrollment in MA/MS degree program	73	0	**73**

Finding: As discussed in the earlier sections of the Full-time Respondent Information and Part-time Respondent Information related to student enrollment, there were a significant number of Non-degree and AA/AS survey respondents that did not provide enrollment information in either the previous year or current year categories. Therefore, enrollment totals in both of those categories are likely lower than they should be. However, assessing the Total Enrollment numbers reported in Table 42, it is evident that student enrollment for the current (2006) year increased significantly from the previous five year averages in the AA/AS, BA/BS and MA/MS respondent categories. Only the Non-degree category showed a decrease in current enrollment as compared to the previous five years.

Full-time versus Part-time Student Graduation

As discussed in the earlier sections of the findings, data collected with regard to average annual student graduation for the five years previous to the survey contained respondent errors. Therefore, Table 43 has been designed to present just those graduation numbers reported by respondents for the current year (2006).

Full-time versus Part-time Student Graduation Table 43			
Program Respondent	**Full-time Graduates**	**Part-time Graduates**	**Total Graduates**
Non-degree program respondent	115	74	**189**
AA/AS program respondent	491	119	**610**
BA/BS program respondent	227	22	**249**

This concludes the **IEP Needs Assessment Findings** section of the report. The next section of the report provides detailed recommendations for responding to those findings.

III. Recommendations

Recommendation 1: Offer technical assistance and outreach to IEPs that do not offer non-degree certificate/in-service coursework.
The NCIEC should offer outreach and technical assistance to those 52 survey respondents that reported they do not offer non-degree certification/in-service coursework.   Providing national support, and encouraging those programs to increase their offerings in this regard, would greatly increase the availability of CEUs and in-service coursework offerings nationwide.

Recommendation 2: Further understand why the number of new IEPs established since 2000 has slowed compared to the number of new programs established in previous periods.
Information reported by survey respondents indicates that the establishment of new IEPs has significantly decreased since 2000 (Table 3). The timeframes in which a significant number of IEP respondent programs were established were 1980-89 for the Non-degree and AA/AS degree granting programs, and 1990-99 for the AA/AS and BA/BS degree granting programs. Analysis should consider what external factors and/or federal, state or advocacy stimulus may have influenced the increase in the number of programs established during those years, and what can be done to stimulate program establishment in future years.

Recommendation 3:   Offer outreach and technical assistance to IEPs that do not have Articulation Agreements.
The NCIEC should target outreach and technical assistance to those 37 AA/AS program respondents and 19 BA/BS program respondents that reported they did not have articulation agreements in place at the time of the survey. A comparison of the two sets of programs could be conducted to determine if the AA/AS and BA/BS program respondents without articulation agreements can be matched up geographically. In addition, the majority of AA/AS and BA/BS program respondents with articulation agreements in place have established them wherein students are required to complete their AA/AS degree prerequisites before matriculating to the four-year program. The NCIEC should contact these institutions and collect information related to those agreements. That information should then be assessed to identify best practices for establishing agreements that can then be packaged and disseminated to those program respondents without agreements.

Recommendation 4: Offer technical assistance to AA/AS respondents seeking resources to help them transition to a four-year program.
In the survey, 30 AA/AS program respondents reported they needed help identifying resources to transition to a four-year program. The NCIEC should establish a set of resources to provide guidance related to transition and offer targeted technical assistance to those programs. A first step should be to contact the 30 respondent programs to see if they still needed assistance. This listing of IEPs should be compared to the 37 AA/AS program respondents that reported they did not have articulation agreements in place to avoid duplication of effort.

Recommendation 5: Offer outreach and technical assistance related to establishment of both placement and exit assessment procedures in BA/BS programs

Only 16 of the 27 BA/BS program respondents reported they had placement assessment procedures for accepting students from two-year institutions, and 13, or less than half of the total BA/BS program respondents, reported they had established exit assessment procedures for students graduating from their program. NCIEC should collect information from those respondents that reported they have such procedures in place. That information should be assessed for best practice and disseminated as appropriate to those institutions that don't have such procedures in place.

Recommendation 6: Further understand the decrease in 'current' enrollment in the category of non-degree certificate/in-service coursework

Survey information reported in the area of student enrollment indicates a decrease in student enrollment in the current year (2006) as compared to the previous five years (Table 42). Analysis in this regard should take into account Recommendation 1 and the number of survey respondents that reported they did not offer non-degree certificate/in-service coursework.

5

Speaking the Same Language
Definitions and Terms

*Articulation: (among others) the act of joining things in such a
way that motion is possible; the shape or manner in which things
come together and a connection is made* (WordReference, 2008).

A simple study in postsecondary articulation quickly reveals a plethora of terms used to describe the act and function of matriculating within the postsecondary setting. Terms within the context of articulation are wide-ranging, often adopted for specific or narrow purposes within an institution, and shaped by state and local government.

With such a wide collection of terms and broad application for their use, the AA-BA Partnership Workteam realized that in order to chronicle and record the state of the field, a common, agreed upon language for use during the A.A. Directors Summit was necessary. With common language, discussion would be more effective and efficient, and NCIEC would be able to analyze and accurately report on the findings of the Summit. With this tenet in mind, the Summit included an opportunity for participants to engage in a term-defining exercise designed to produce two outcomes:

1) the identification of the various partnership models that exist in postsecondary education; and

2) an agreed upon, if only for a few days, common language to describe these partnerships.

Summit participants reviewed, identified, and vetted a number of anticipated terms and definitions that pertain to AA-BA partnership. The terms and definitions, listed below in alphabetical order, represent the outcomes of this session.

Glossary of Terms

The terms defined in the glossary below represent an informal compilation of terms and definitions related to the process of AA-BA partnerships. They are in no way comprehensive or definitive. The glossary of terms was immediately compiled and distributed to each Summit participant.

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

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

B.A. Completion: 2 + 2 (3 + 1, 3 + 2, etc.) Partnerships: Often defined as an agreed upon four-year plan of coursework between the two- and four-year institutions. In our field, such a plan may take the form of deaf studies/language coursework at the two-year institution and interpreting coursework at the four-year institution, or take the form of a terminal degree in interpreting with transfer capabilities to the four-year institution to complete a related major, etc.

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

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

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

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

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

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

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

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

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

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

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

References

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6

Seeking Community
On the Road to the Summit

Introduction to the A.A. Directors Summit

From May 18–20, 2007, 65 individuals from 48 associate/two-year degree programs came together in Denver to collectively address transition, transfer, articulation, and other partnership challenges between two- and four-year interpreter education programs. Recognized as historic in its purpose and function, the *A.A. Directors Meeting-National Summit on AA-BA Partnership* began what has since become an ongoing dialogue among associate-level/two-year program directors regarding their approaches to the RID 2012 certification requirement.

Over a three-day period, as well as a preceding, essential four weeks of online pre-summit discussion, participants identified and explored current and creative models for successful AA-BA partnerships and networked with colleagues from programs exploring similar partnership models. While the group was afforded the opportunity to learn from higher education leaders and panels of professionals who have experienced similar challenges regarding increasing educational requirements, the Summit's main intent was to obtain a "snapshot" of AA-BA partnerships in interpreter education in 2007.

The Summit represents the "second leg" of the NCIEC Workteam's efforts to garner information and learn. The first leg focused the Workteam's attention on bachelor's degree programs in interpretation at an NCIEC-hosted B.A. Directors Meeting at the CIT conference in San Diego in 2006. A description of the activities and lessons learned there is presented in Chapter 9.

As part of the preparation for the Summit, all A.A. degree programs were invited to participate in online discussions. Designed to provide a mechanism for open discussions both prior to and following the Summit, the online discussions drew participants from 43 programs from across the county. Forty participants were directors or coordinators, while three participants were faculty representing their program heads.

The purpose of the online activity was to foster discussion, both prior and subsequent to the face-to-face summit in Denver. Following initial discussion devoted to introductions and general program information, the participants (in groups of generally 12 individuals) replied to more specific questions. They were asked to read everyone's postings within their particular group and encouraged to read the postings of as many other groups as time permitted them. Through this informal process, a variety of information was shared, and individuals became acquainted with one another.

At the conclusion of the discussion, a great deal of information was gleaned from the participants. Some of this included:

- The represented programs varied widely with approximately 14 offering A.A.S. degrees, 7 A.A. degrees, 14 an associate's degree and certificate option, and 1 a certificate-only.
- The degree programs ranged from 61 to 77 credit hours, with an average of 70 hours.
- Most programs were established in the 1970s, app. 8 in the 1980s, 10 in the 1990s, and 1 more recently.
- The majority of programs had only one full-time faculty position associated with their program, with that individual generally serving as the director/coordinator as well.
- Fourteen programs reported having two full-time faculty, while nine had three or more full-time faculty.
- The number of students enrolled in programs varied considerably, ranging from 6 to 350, with 1 to 20 graduating at any given time.

Participants were asked to describe their programs' processes for moving students from their first ASL class to graduation in their programs. It was learned that the vast majority of programs had an "open door" enrollment policy, with only nine programs reporting any kind of pre-screening process in place. Of those with a screening process, a number of these programs included English skills in their assessment of program candidates. Many more programs, however, reported having either a mid-program screening, GPA requirements of above average grades, and/or exit exams at particular points in their programs as prerequisites before students could complete a sequence.

It was learned most students were still enrolled in ASL classes when they began the interpreting component, though many programs had expanded their sequence of classes to avoid this format. The majority of the programs reported offering their curriculum in a two-year timeframe. However, at least six programs reported requiring three years to complete their curriculum, with a few more programs entailing closer to four years. Many expressed

great interest in developing a pre-screening mechanism and/or certificate in ASL specifically for students who were not skilled enough to move on to interpreting. Some programs would like to expand their program to a third year. Due to circumstances beyond their control, a number of programs felt powerless to implement these kinds of enhancements at the community college level. Others had found success in emulating an expanded program at their college in another department (e.g., nursing).

In terms of AA-BA transition or partnership, participants were asked if they envisioned modification or transition for their programs within the next five years. Twelve programs reported already having bachelor's degree options in place. In most instances, these options reflected 2 + 2 programs whereby an associate-level degree in interpreting was articulated to a senior institution for completion of a bachelor's degree in interpreting, some across state lines or in an online format. Other 2 + 2 programs resulted in B.A. degrees in deaf studies or in another liberal arts field. Two of the 12 institutions with three-year programs followed a Reverse 3 + 1 Model.

Most of the remaining programs hoped to offer B.A. options to their students as either a reverse 2 + 2, a liberal arts degree, or a 2 + 2 resulting in a bachelor's degree in interpreting. Only a few were considering the idea of refocusing their A.A. degree interpreting program to a deaf studies/ASL program, with articulation to B.A. interpreting degree programs. A large number of programs were interested in online formats and would prefer to have more than one type of B.A. option for their students. One program indicated that their community college was beginning to offer limited four-year degrees and hoped to develop a full bachelor's degree within their college structure. It was interesting to note that a good number of programs were either considering, or had already added, a program emphasis in educational interpreting. Another program hoped to initiate a trilingual interpreting sequence. Lastly, one program was hoping to add deaf interpreting coursework to their sequence and incorporate deaf interpreting students.

Several challenges to partnership were noted. A number of programs do not reside in close proximity to a senior institution offering a B.A. interpreting program. One such program has an articulation with a B.A. institution, but due to the distance factor, few students, if any, are transferring upon completion of their associate's degrees. Some states provide "work force" credit for associate-level interpreting programs, and senior institutions do not recognize this credit toward a bachelor's degree. Not surprisingly, several participants mentioned that finding appropriately credentialed interpreting and ASL instructors continues to be a critical issue.

The A.A. Directors Summit

Current statistics (NCIEC, 2006) reveal an estimated 100 recognized associate/two-year degree programs. Of this pool of 100, 48 institutions (identified in Table 1) were represented at the Summit.

Table 1:	
Institution	**Institution**
American River College (CA)	Miami-Dade College (FL)
Angelina Community College (TX)	Mott Community College (MI)
Antelope Valley Community College (CA)	National Technical Institute for the Deaf (NY)
Austin Community College (TX)	North Harris College (TX)
Blue Ridge Community College (NC)	Ohlone Community College (CA)
Collin County Community College (TX)	Palomar Community College (CA)
Columbus State Community College (OH)	Pikes Peak Community College (CO)
Corning Community College (NY)	Portland Community College (OR)
Cowley Community College (KS)	Riverside Community College (CA)
Cuyahoga Community College (OH)	Salt Lake City Community College (UT)
Delgado Community College (LA)	Santa Fe Community College (NM)
El Camino Community College (CA)	Scotts Community College (IA)
El Paso Community College (TX)	Sinclair Community College (OH)
Georgia Perimeter College (GA)	South West Collegiate Institute for the Deaf (TX)
Hillsborough Community College (FL)	St. Petersburg College (FL)
Hinds Community College (MS)	Suffolk County Community College (NY)
Houston Community College (TX)	Tidewater Community College (VA)
J. Sergeant Reynolds Community College (VA)	Tulsa Community College – NE Campus (OK)
Johnson County Community College (KS)	Union Community College (NJ)
Kapiolani Community College (HI)	University of Arkansas at Little Rock (AR)
LA Pierce Community College (CA)	Vicennes University (IN)
Lake Region State College (ND)	William Rainey Harper College (IL)
Lansing Community College (MI)	Seattle Central Community College (WA)
McLennan Community College (TX)	Spokane Falls Community College (WA)

The A.A. Directors Summit afforded participants the opportunity to engage in learning from three sources: (a) learning from others; (b) learning from each other; and (c) learning through collegiate networking. Day One of the Summit was devoted to the topic of articulation. Dr. David Longanecker, Executive Director of the Western Interstate Commission for Higher Education, addressed the topic of articulation from the perspective of higher education, while panelists Antoinette Phillips, Phillip A. von der Heydt, and Dr. Lucinda Aborn (from the fields of early childhood education, respiratory care, and rehabilitation, respectively) shared their individual fields' challenges and successes as they moved along the professionalization continuum.

Day Two turned learning inward, with a close-up look at interpreter education programs currently engaged in AA-BA partnerships. Through panel discussion, which included noted colleagues Lynn Finton, Rob Hills, Ann Reifel, and Lynda Remmel, and via structured small group activities, directors shared such information as:

- what their programs were currently doing regarding partnership;
- what they would like to do or/how they see the face of interpreter education in five years;
- plans their programs had for change in the next 5 years;

- barriers they felt they would face in making the changes they would like to see in their programs (if any).

Day Two concluded with roundtable discussions that allowed participants to focus on one particular AA-BA partnership model of interest in greater depth.

Day Three activities allowed time for program directors within NCIEC-defined regions to network, form alliances, and develop future collegiate sharing. Linda Stauffer, Chair of the AA-BA Workteam, closed the Summit with a summary keynote that reflected the richness of the Summit.

After the Summit: A.A. Directors Online Discussion

Many participants were eager for a post-online discussion; however, only 10 attendees posted responses. Of those who posted, several reported already beginning discussions with other college representatives back at their home institutions. One stated that she met with her program advisory committee and was receiving support in her proposal to eliminate their occupational education certificate in order to focus on the associate's program and B.A. transition. Another had met with her college articulation officer to look into existing articulation agreements with in-state four-year institutions. Another reported looking forward to working with other programs in the region to pursue options collectively.

Most participants expressed that the pre-summit online discussion enabled them to "meet" and feel a part of the group prior to arriving at the Summit. A number of participants noted that it provided a better framework from which to begin on-site activities, making for more productive use of time. Some mentioned their normal day-to-day responsibilities prevent them from being more familiar with interpreting programs in the rest of the country, and that the information shared online provided a better picture of how their program fits on a national level. Finally, a number of participants enjoyed posting "poolside chat" messages, sharing information on their hobbies outside of their professional worlds.

Overall, the online component added dimension to the face-to-face summit participants. Not only were introductions and backgrounds shared prior to arrival, but having done so helped propel representatives at the Summit to feel more comfortable and thus engage in business more efficiently. While not as successful in terms of interchange post-summit, positive results were shared online by several programs.

The following three chapters are devoted to describing the activities and lessons learned at both the A.A. Directors Summit and B.A. Directors Meeting. Chapter 7 opens with the keynote address of Dr. David Longanecker, entitled "From Two to Four Years, Double the Pleasure/Double the Fun: American Sign Language Preparation in Transition."

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7

From the Neighborhood
Perspectives from Other Fields

Introduction

Change is good; you go first! ~Dilbert

Setting the tone for the A.A. Directors Summit, David Longanecker, Ed.D., Executive Director of the Western Interstate Commission for Higher Education in Boulder, Colorado, framed the process of partnering by both looking at the broad context of America's higher education and citing examples from other disciplines that have faced, perhaps for different reasons, upward articulation within their fields. Dr. Longanecker's keynote address primed the minds of the summit participants to look at trends in higher education, our institutions and processes, and our future. Very real concerns such as job security, institutional missions, program survival, and skill competencies threaten to either undermine our efforts or force us to carve new pathways. Fortunately, the field of interpreter education can learn from others who have previously walked this path.

From Two to Four Years--Double the Pleasure/Double the Fun:
American Sign Language Preparation in Transition:
A Summary of Dr. David Longanecker's Presentation

Collaboration is both hard work and challenging. Sometimes collaboration is mandatory; sometimes it is voluntary. Sometimes it is "mandatory voluntary" that creates a dichotomy of "you don't have to do it…but, at the same time, you do." This is harder still.

The Good News

RID's mandate, *"effective June 30, 2012, candidates for RID Certification must have a minimum of a bachelor's degree,"* is fast approaching. Fortunately, other professions have faced this challenge of increased educational requirements for credentialing. Nursing, for example, has addressed the issue of vertical articulation in the form of a career ladder: LPN (*Licensed Practical Nurse),* ADRN *(Associate Degree Registered Nurse),* BSN *(Bachelor of Science in Nursing),* MN *(Master in Nursing)*, and ND *(Doctorate in Nursing)*. In general education, articulation is evidenced through required transfer of credit and a common course numbering system. Fully articulated programs can be seen in the areas of respiratory therapy, vocational rehabilitation, occupational therapy, and early childhood education.

It's Not Exactly the Same for Interpreting

The RID 2012 benchmark was created without historical or intentional anticipation of a career opportunity ladder. Two-year programs were not demanding four-year programs. The market was not demanding such a creation. Consumers and practitioners were demanding a B.A. degree as a way for interpreters to advance professionally and better meet consumer needs. However, without a historical career ladder, there is no obvious path for the profession. The B.A. *is* the objective. In this case, career path options vary: two-year programs can become four-year programs, two-year programs can become feeder programs to four-year programs, programs can partner as reverse 2 + 2 programs, or other partnerships are possible.

Many challenges are ahead for institutional partnering. There is the issue of institutional missions: should or can community colleges grant four-year degrees? How does the granting of four-year degrees within two-year institutions fit within the goals and missions of the institutions or within the state's educational master plan?

There is the issue of faculty meeting the institutional teaching requirements for the new accreditation standard. This issue strikes a chord with those who have been teaching (and continue to teach) well in two-year programs for many years. How do higher degree programs demanding higher teacher credentials affect the pool of qualified teachers? Are those 35-year-certified professionals now unqualified? Those teaching in A.A. degree programs do not suddenly cease to be effective in their tasks, nor will they quickly acquire higher degrees.

Another concern is program attrition and the issue of "lapse in logic." This refers to the idea that future interpreters cannot be competent without four-year degrees, but current interpreters are doing well with only two-year degrees.

The Broader Context

Stepping back and looking at the broader context, American higher education is experiencing the "perfect storm." This image describes the confluence of three major "waves:" demographic change, change within demographic change, and resource constraints.

The first wave of change is related to numbers. For public and nonpublic high school graduates, the percentage of change from 2001-2002 to 2017-2018 was projected (Western Interstate Commission for Higher Education, 2003). The highest student decrease is predicted to occur in northeastern New England and some northern states (ND, SD, WY, MT). The highest increase in graduates is predicted to occur in the southeastern Atlantic states, Texas, and some southwestern states (AZ, NV).

The second wave of change is demographics within demographics (Western Commission for Higher Education, 2003). Current changes in demographics (high school graduates 2006-07 to 2007-08) reflect a decrease in White/Non-Hispanic graduates (from 65% to 57%). The percentages of American Indian/Alaskan Native (from 1% to 1%) and Asian/Pacific Islander students (from 6% to 7%) remain relatively stable. The percentage of Hispanic high school graduates is rising dramatically (from 15% to 21%).

The third wave of change is declining resources. State and local economies are experiencing increasingly larger shortfalls as revealed by baseline revenues (National Center for Higher Education Management Systems, NCHEMS). In the past 20 years, shortfalls have more than doubled, increasing from 4% to almost 13%. Additionally, the percent of adults with an associate's or higher degree continues to decrease compared to other nations, affecting our ability to remain competitive (Organisation of Economic Cooperation and Development, American Community Survey, prepared by NCHEMS).

In summary, American education is being significantly challenged demographically, financially, and competitively. The Secretary of Education's Commission on the Future of Higher Education proposed several recommendations in response. The first recommendation is to broaden access to higher education, making sure it is "access to success." The second recommendation is to improve accountability through program accreditation and measurement of student learning. The third recommendation is to control spiraling costs.

Recommendations for Interpreter Education in Moving from Two- to Four-Year Education Requirements

Resolve the "mission differentiation/mission creep" dilemma. The field needs to define the mission of two-year interpreter education programs, if they are to continue, as well as the mission of four-year interpreter education programs. Are these missions uniquely separate or are two-year programs' missions simply creeping into four-year degree programs? There will be no single answer. Some two-year programs will expand to four-year programs. Some will absolutely not do so. Those that remain two-year programs will look for collaborative models such as blended models. One example is the Western Intercollegiate Council on Higher Education's Internet Course Exchange, a program fostering partnerships among institutions to expand online course availability for graduate certificate programs and degree programs (for more information, visit www.wiche.edu/about/workplan08.pdf). For others, it may mean closing a two-year degree program and moving to a four-year degree granting institution.

Resolve the faculty qualifications dilemma. Provide intentional faculty development programs at the master's level including pre-service and in-service offerings.

Resolve the program attrition issue. Attrition can be addressed by focusing on four areas: (a) provide a clinical co-op work study: a model for continued student learning and practice; (b) pursue a regulatory requirement in the field, such as licensure; (c) employ greater technology-mediated delivery of interpreter education, and (d) focus on a diversity agenda to attract underrepresented students into interpreter education.

Resolve the "lapse in logic" dilemma. Distinguish between those standards required of two-year degree programs and those standards required of four-year degree programs. Utilize competency-based assessment that distinguishes between skill sets and degree of skill. Establish a credit or credential base for competence. Provide a transition experience for two-year student cadres moving on to a four-year program.

Build the program. Competence, assessment, curriculum development, and institutional integrity form the foundation for program development. Programs must first determine the competencies that students need to graduate and plan the program from that goal backwards. Develop appropriate assessment tools to determine whether graduating students have these competencies. Build an integrated curriculum that carries students to the expected level of competence. Negotiate the appropriate division of labor within the program. Lastly, consider a faculty career ladder for faculty to obtain higher education and increased teacher competency.

From the Neighborhood:
Perspectives from Other Fields:
Panel Summary

In a panel discussion moderated by Betsy Winton, three distinguished panelists from fields other than interpreter education shared their journeys of transitioning their programs to a higher level of education. Each field had a different beginning; each had unique qualities, but all faced challenges from within their fields and from stakeholders. The panelists included Dr. Lucinda Aborn, Dean of Disabled Students Programs and Services at Cerritos College, CA, who comes from the field of rehabilitation; Antoinette Phillips, M.A., faculty at El Camino College, CA, whose field is early childhood education; and Philip von der Heydt, President of Education Management and Accreditation Consulting, whose initial experience was with respiratory therapy.

Each of these representatives, from rehabilitation counseling, early childhood studies, and respiratory therapy, described their history and shared information about partnerships created in their fields. Credentialing, recruitment of minorities, and lessons learned are shared in the following summation of the panel presentations.

Vocational Rehabilitation

The field of vocational rehabilitation began in the early 20th century assisting veterans to return to the workforce. Initially, clients were aided by professionals from the fields of nursing, counseling, and social work. These service providers at the time held bachelor's degrees, and this became the expected norm. Later, client focus shifted from the narrower perspective of serving returning veterans toward a broader perspective of serving all persons with one or more disabilities. As the scope of rehabilitation expanded, federal laws supported the expansion (e.g., the Rehabilitation Act of 1973, Americans with Disabilities Act in 1990). In the 1970s, the National Rehabilitation Counselor Association (NRCA) began studying how vocational rehabilitation counselors performed their duties, as well as the standards necessary to ensure quality and competence. These studies concluded that counselors holding M.A. degrees were more successful. As a result, after 15 years, in the 1990s the NRCA decreed that a master's degree would be required. Nevertheless, today one-third of all counselors hold only B.A. degrees and continue to work for state agencies.

Partners important to the field's transition included two professional organizations, the American Rehabilitation Counselor Association and the NCRA. They advocated not for a counseling degree, but rather a degree in rehabilitation counseling. Together they supported and developed a certification process that included both an examination and fieldwork component. Due to the efforts of these professional organizations, both the required master's degree and certification process are credited for raising the standards in this field. This in turn improved the outside view of rehabilitation counselors as qualified professionals. Additionally, consumers cannot be underestimated in their power to raise the bar of expectation and required expertise. Several coalitions within the disabled communities have helped pass legislation supporting qualified service providers.

In terms of diversity as well as partnering, the federal government has offered funding to train rehabilitation counselors. Rehabilitation Services Administration has a long-term training grant that recruits and offers stipends to students pursuing advanced degrees in rehabilitation counseling. This has helped raise standards as well as attract a more diverse pool of professionals. Unfortunately, salaries for rehabilitation counselors are not competitive with other disciplines requiring a master's degree and are a disincentive for some to enter the field.

Early Childhood Education

The field of early childhood studies has traveled a different path. Fighting years of stereotyping where love and nurturing of children were the only prerequisites for the job, two agencies in California are now involved in the credentialing of early childhood workers: the Department of Social Services, which requires no experience and 12 units of Child Development classes, and the Department of Education, Title 5, which issues permits requiring more education and experience. These permits vary from entry level to administrative level.

Professionals from agencies and institutions such as community colleges, the state Department of Education (which has a child development division), and the Commission on Teacher Credentialing dialogued on how to improve public perception and foster the professionalization of preschool teaching. As a result of eight years of collaboration, a new model was created. A five-year permit can now be earned by those with 125 hours of professional development guided by a trained advisor. A further goal is the establishment of a four-year degree requirement when, and if, universal preschool is adopted. Additional partners in these efforts include the federally and state funded Child Development Training Consortium, which reimburses tuition. This partnership supports and encourages students to continue their education, including professionals currently working in the field.

The field of early childhood studies struggles with low expectations in part because public and private sectors have different expectations. Currently, only six units of college education are required to begin work in this field. Once in the field, however, workers can continue their studies. Credentialing can and does occur after one is already working in the field.

Public relations and marketing are important to this field. Advertising the benefits of education and certification in terms of career advancement and pay potential has helped increase awareness of early childhood studies as a career pathway. While gender diversity continues to be a problem, overall campus diversity helps drive program diversity. Related to pay, more education generally corresponds to higher salaries.

Respiratory Therapy

The field of respiratory therapy has a different story. Hospital orderlies originally brought oxygen tanks to patient in iron lungs. Later, when inhalation therapists were needed 24 hours a day, 7 days a week, hospitals partnered with community colleges to provide training. When the need ballooned again, two levels of training developed: respiratory therapists and respiratory therapist technicians. Currently, there are 49 B.A. degree programs and 323 A.A. programs, some of which are housed in vocational schools. While the A.A. program may grant a generalist degree, B.A. graduates often have two courses of study. With the prospect of a good salary and high demand for the job, there is increasing interest in the B.A. degree. On the other hand, there are challenges to making the B.A. degree program effective. One deterrent is the prohibitive cost of training equipment. Another concern is that the setting of higher standards may prevent the field from filling the constantly growing need for respiratory therapists.

Public expectation also plays a role. The profession must be perceived as a viable one: a career option versus simply a job. Public perception is important. Partnerships must be with entities that will represent the field as professional and can offer financial support as necessary. In the case of respiratory therapy, the B.A. goes hand in hand with state licensure and reimbursement for health care. Professionalism is defined by the B.A. degree. The challenge is meeting the demand for therapists as the field continues to set increasingly higher standards for entry. Urban centers are more likely than rural areas to be able to meet the demand for therapists. Alternate delivery systems, such as distance education, can

provide more access to students. High student demand will sustain the profession. Increased credential requirements and wages are not enough to keep the field viable. It is by keeping services invaluable and standards high that the demand for professionals will remain high.

Advice to the Field of Interpreter Education

The advice from this panel was varied as well as practical. One panelist noted the importance of collaboration and establishing goals, seeking partnerships with professionals, and finding resources within the community. Another counseled to be proud and not hide under an umbrella of related fields. Further advice was to create a model others will want to emulate: create an internal assessment, accreditation, and credentialing system to validate the profession and confirm needed skills. The third panelist emphasized the importance of having recipients of your service illuminate its value to critical stakeholders. Career education was also stressed. Career counselors, parents, and publications must market the field at both the high school and college levels. Patience and understanding while working through the long and arduous process was also recommended.

Much can be taken from listening to and learning from colleagues in other fields. While no profile or journey is exactly like another, paths have been forged, although sometimes taking decades. In all cases, the goal is to increase education, certification, or both, in order to improve services to clients served by the discipline.

8

Our Own Backyard
A.A. Directors Summit

Panel of Interpreting Programs
Currently Enrolled in AA-BA Partnerships

Early in the A.A. Directors Summit, a moderated panel of four program representatives from within our field already engaged in AA-BA transition was convened. The goal of the panel discussion was to narrow the broad view of the challenges and rewards of implementing academic partnerships in various disciplines and focus more closely on AA-BA partnership models currently occurring in the field of interpreter education. More specifically, the panel was asked to share their institutions' current AA-BA partnerships, and describe the processes they employed and "players" they engaged while creating the partnerships. The presenters on the panel included the following.

- Ann Reifel, Vincennes University (VU), Indianapolis
- Lynda Remmel, Front Range Community College (FRCC), Denver
- Lynn Finton, National Technical Institute for the Deaf (NTID-RIT), Rochester
- Rob Hills, LaGuardia Community College/City University of NY, New York
- Cynthia Roy, Moderator, Gallaudet University

Over a two-hour period, the presenters described their programs and the pathways that led to their AA-BA arrangements. Below is a brief summary of each program's journey.

Vincennes University

Establishing an A.A. degree in ASL studies, Vincennes University (VU) has a goal of providing a formidable ASL foundation program. The original curriculum was shaped by surveying the local Deaf community regarding the skills and qualities valued in interpreters.

The result is an extensive program fully focused on ASL, linguistics, ASL grammar, Deaf culture, and Deaf community studies. Housed on a residential school campus, the Indiana School for the Deaf, this innovative collaboration between the university and school provides a rich ASL environment with opportunities for natural language interaction with deaf individuals of all ages, as well as observation of ASL use in various academic subjects and settings. Although the program officially has an "open door" policy, the program is able to conduct an informal pre-screening for English and math skills. Because ASL courses vary tremendously from program to program, the university also very carefully reviews ASL courses that students have taken at other institutions before allowing them to bypass any of the program sequence.

Initially an articulation with a senior university to provide a bachelor's degree had been secured, but once students were ready to transfer, they were informed that the articulation would not be honored. Fortunately, another university, Indiana University-Purdue University Indianapolis (IUPUI), showed positive interest, and a Bachelor of Science degree in ASL-English interpretation was successfully established. In a 2 + 2 format, the interpreting component was offered at IUPUI, and VU provided the ASL foundation. When faculty and administration changed, however, IUPUI chose to establish its own four-year degree program in interpretation. Currently, VU offers three programs: ASL-English interpreting, teaching ASL, and deaf education. Most students opt for the interpreting program. As noted, UV has a 2 + 2 program and offers general education courses taught on-site--some being taught by deaf faculty. A supportive administration and the need for a second public institution to offer an ASL-English interpreting degree in the state were cited as reasons for success.

Front Range Community College

The panelist describing the extended A.A.S. degree interpretation program at Front Range Community College, CO (FRCC) illuminated the importance and role of timing when establishing partnerships. Not long ago, the State of Colorado Department of Education implemented the requirement of an associate's degree for all K-12 interpreters. With the implementation of RID's mandate of a bachelor's degree in order to sit for certification, the State of Colorado Department of Education recently decided to follow suit and implement the requirement of a bachelor's degree to work in educational settings. Moreover, Colorado was engaged in an active campaign to promote educational partnerships across all postsecondary departments. Given this climate, Regis University, a private senior university, was seeking partnerships with community college programs with the intent to offer students Bachelor of Applied Science degree programs. FRCC's interpretation program was actually recruited by this institution, as interpreting seemed to be a good fit. Since FRCC's interpreting program had a long history of providing A.A.S. degrees to students, they had a relatively large pool of potential candidates for a bachelor's program due to their steady stream of graduates. This ability, coupled with the new state legislation and RID's requirement, provided the final incentive necessary to move the process forward. Regis University also encouraged and empowered the interpretation programs at both FRCC and Pike's Peak Community College to implement an AA-BA program with the assurance of having all their courses transfer.

Furthermore, FRCC also had invested in state-of-the-art language and interpreting labs. This feature enabled FRCC to make a case for continuing to house most of the interpreting program on their (community college) campus. Essentially, the program design is a 3 + 1 arrangement, with the language sequence at the lower division level and majority of interpreting courses offered as upper division credits. In their last year, students specialize in either educational or community interpreting settings through established departments at Regis University. There are two additional courses taught by faculty from the interpreting community, insuring that students maintain a focus on interpreting in their last year.

Again, success was credited to a supportive administration. In its long history, FRCC has learned how to provide effective interpreting services for its deaf students, staff, and faculty. As the partnership progresses, the institutions are seeing a shift in student roster from one of former A.A. graduates of the past 25 years to one of new, up-and-coming interpreters.

National Technical Institute for the Deaf

The panelist representing the National Technical Institute for the Deaf at Rochester Institute of Technology (NTID-RIT), which offers both A.A.S. and B.S. degrees, discussed how the original intention was to replace their long established A.A.S. degree program with a bachelor's-level-only program. However, due to the university's concerns that a bachelor's degree program would be less populated, the A.A.S. program was kept in place, and a B.S. program was added in 2002 as an advanced level of study. The A.A.S. degree is a terminal degree, but students have the option of continuing for two more years to complete the bachelor's degree. Currently, about 50% of students continue into the B.S. program. Additionally, RIT anticipates developing articulations with other associate-level ITP programs seeking a bachelor's degree option. The advice offered by this representative was to not merely add two years to a program in order to provide a bachelor's degree, but rather begin with what you expect of your graduates and work backwards in course and curriculum design to get them there.

LaGuardia Community College/City University of New York

The representative from the B.A. program housed at LaGuardia Community College/City University of New York (CUNY) discussed how the program was originally designed as a typical 2 + 2 model. LaGuardia established an A.A. degree in deaf studies, and a separate CUNY senior institution was planning to house the B.A. in ASL-English Interpretation with full articulation in place. However, due to state funding cuts, the senior college was unable to move forward, and the interpreting program was relocated to LaGuardia, under continuing education as a certificate-only program. After a lengthy process, a cultural studies department within a State University of NY (SUNY) senior institution, Empire State College (ESC), was successfully courted, and a program review was completed. Since SUNY-ESC is designed to accommodate working adults, they were amenable to alternative structures. It was logical for the interpreting sequence to remain at LaGuardia with its significant Deaf student, Deaf staff, and interpreter populations. Interpreting students accepted into the program can cross-register at SUNY-ESC and receive

upper division SUNY-ESC credit toward a B.A. degree in cultural studies: ASL-English interpretation. Students round out their upper division general education requirements in consultation with an SUNY-ESC academic advisor. Students who already have a bachelor's degree or higher, can take the LaGuardia interpreting program to obtain a certificate.

Because LaGuardia retains control of the interpreting component of the program, it has the latitude to be highly selective regarding entry-level qualifications of its candidates. For exmple, LaGuardia graduates with an A.A. degree in deaf studies are not automatically accepted into the interpreting program, which is strictly an interpretation program and does not offer ASL studies. Before applying to the interpretation program, students are required to have a minimum of an associate's degree or two years of liberal arts college credits. In addition, they have to demonstrate fluency in both ASL and English, as well as strong human relation skills, through an extensive application and live screening process. A grade of "B" or better in each course is also required to continue in the sequence. While not housed in an academic division, the SUNY-ESC/LaGuardia program follows a University Center Model.

In summary, based on their transition experiences, the panelists agreed that both ASL and English language skills needed to be in place at the lower division level before interpretation studies can be effective. Typical associate-level programs are unable to provide enough time for both language and interpreting skills development to effectively occur. Nonetheless, simply because a program is offered at the bachelor's level does not necessarily make it a superior program. There are expanded associate-level programs that are clearly effective, and having a history of involvement of Deaf persons on campus has a positive impact on the institution in terms of administrative support for transition. Finally, timing and patience is often crucial when attempting to transition to a more effective program model.

Partnership Models--A Snapshot of Today, Possible Plans for Tomorrow:
Small Group Discussion

Many came to the summit looking for more options. Others came to create partnerships and share resources with other community colleges colleagues. Most were optimistic, and some were overwhelmed; however, the majority came to connect with their colleagues to prepare for the upcoming dramatic impact to the status quo of interpreter education.

From various corners of the country, a variety of working relationships between two- and four-year colleges was reported. These ranged from partnerships where many course units are transferred within like-state institutions to innovative agreements with out-of-state institutions. Some students transfer their units to bachelor's degree programs specifically in ASL and/or deaf studies, while others' goals are to obtain degrees in other disciplines. Some programs have formal articulation agreements while others have informal arrangements. With numerous universities offering creative scheduling, many traditional as well as unique relationships are being forged.

There are many challenges facing students wishing to transition from A.A. to B.A. programs. One widely popular community college admissions approach that hinders

articulation agreements is the "open door policy." Also thwarting articulation agreements is the practice of classifying interpreting as vocational or "earning work-force credit." Typically, these types of credits do not transfer to academic institutions. A common practice of four-year colleges is to limit the transfer of credit to ASL courses only. In tandem, many four-year programs allow students to transfer their lower division general education courses but do not or will not transfer community college, major-specific course credit to upper division. Finally, there is a shared sense among two-year colleges that snobbery exists on the part of B.A. programs. Regardless of the challenges facing interpreter educators and programs in the community college setting, participants were eager and willing to confer.

To form the basis for the summit's work, participants were presented with: (a) a plenary keynote on transitioning from a two- to four-year process, (b) a panel of representatives from outside the field whose disciplines had already formed partnerships with B.A. programs, and (c) a second panel of colleagues representing models of partnerships already occurring within the field of ASL/English interpreting. This foundation set the stage for summit participants to discuss their preliminary thoughts on the impact of interpreters needing a bachelor's degree after the year 2012. Guided by several questions and moderated by staff from NCIEC, five groups were randomly formed. Participants shared their individual experiences of their current processes, as well as their intentions for meeting the transitioning challenge. They had the opportunity to share their perspectives of their current standing, any changes anticipated in the next five years, potential barriers to those changes, and resources required to implement the changes. The following is a summary of the results of the five groups' discussions.

Question # 1:
What is your program thinking/doing now regarding partnership?

Some programs are currently not engaged in partnership. This includes some programs in the states of Georgia, Texas, Mississippi, Utah, and Illinois.

Other programs have well-articulated agreements, many formal, some not. A sample of these programs include: Union County College which has an agreement with Thomas Edison State College with 84 transfer units where a degree in general studies is completed online. Delgado Community College provides a block transfer of 60 units toward a degree in general studies. Sinclair Community College has an articulation agreement with Wright State University with a B.S. degree in sign language interpreting, whereby 81 credit hours of interpreting courses and 27 general education hours transfer. Pike's Peak Community College and FRCC have articulation agreements with Regis University, a private university. This program is a 3 + 1 and includes two tracts: one in community interpreting and one in educational interpreting. Sergeant Reynolds Community College has all of its 68 units accepted at Virginia Commonwealth University, even though no formal agreements exist. The University of Southern Florida has an unofficial agreement with St. Petersburg Community College. They share both faculty and course numbering, resulting in a B.A. program in interpreting. Portland Community College has an agreement with Marylhurst University with a degree program in human studies. As seen, many colleges have already

made arrangements for their students for the 2012 RID mandate. Their degree programs differ: from an interpreting degree to one in human or general studies.

Many other programs are currently in the process of finding solutions. They are feeling their way into contracting agreements with local four-year colleges. Some states' four-year colleges and universities, such as those in Texas, have automatic acceptance of all A.A. programs in the state; however, no university in Texas offers a B.A. degree in interpreting. Furthermore, Texas has its own interpreter certification system that will require only an A.A. by 2012. El Paso Community College is seeking a partnership with the University of Texas, El Paso to coordinate with their minor in Spanish translation. Their vision is to create a trilingual program with an interdisciplinary degree in ASL, Spanish, and English. In Hawaii each community college is allowed to partner with one B.A. program. In Kapiolani's case, culinary arts is the chosen partnership program. The University of Hawaii does have a four-year degree program with the Center of Interpreter and Translation Studies. Cowley Community College in Kansas is working with Wichita State University to establish a 2 + 2 program. Tulsa Community College is working on an agreement with the University of Oklahoma, as well as negotiating with Oklahoma State University.

Other colleges are facing challenges to their articulation attempts. As noted earlier, some four-year degree programs will only accept ASL courses. Many programs include ASL as part of their curriculum, and for those that do not, many other course hours are devoted to theory, application, ethics, linguistics, discourse, interpreting skills classes and practicum, mentorship, and internship hours. Oftentimes, these A.A. hours/credits are not transferable to B.A. programs. Some B.A. programs with degrees in interpreting offer classes similar to those in A.A. interpreting programs, which means students are often repeating coursework. Many alternatives are being found. Some programs are using coursework in cooperative education. Programs are looking to establish AA-BA four-year degrees in a variety of disciplines including deaf studies, interdisciplinary studies, communication studies, general studies, speech and language pathologies, and early childhood development.

There appear to be more opportunities to partner with private universities than public universities. Private universities are more flexible in accepting credits from community colleges. They are, however, much more expensive for students. State colleges and universities, while typically more affordable, have state mandates, laws, and policies. There are often multiple layers of bureaucracy to address. Minimum student enrollment in classes is an issue. Lack of lab facilities and skilled faculty continue to be potential obstacles.

Despite the challenges, many programs across the nation are prepared or are preparing for the great shift in the future of interpreter education. There are barriers to partnership in some states; however, attempts are being made and solutions are being sought. Almost everyone was in agreement that today's approach to interpreter education will continue into tomorrow.

Question # 2:
What would you like to do or /how do you see the face of interpreter education in five years?
What plans does your program have for change in the next five years?

Many colleges have plans for the next five years. The following examples include specific courses of action. Georgia Perimeter College has a proposal to the state to have the college itself offer a bachelor's degree rather than have a partnership with another four-year college. Failing that, a partnership will be sought with a college in the Atlanta area. Southwest Collegiate Institute for the Deaf is in discussion with Texas Tech about offering a degree in deaf studies. Hinds Community College is looking into partnering with UALR with options in distance education. Beginning fall 2007, Sinclair Community College will have an agreement with the University of Cincinnati to offer a B.A. degree. No specific credit hours will be transferred.

More ideas followed. One program in New York feels skills and knowledge competencies need to be better understood first and then programs should be built to meet those requirements. Other programs are looking toward distance education to fill in the gaps. Task forces are being established in various states to bring together universities, state commissions, former graduates, and deaf consumers to work on viable options. One program is looking toward using the Educational Interpreter Performance Assessment as an exiting tool, as well as seeking a screening tool for student entry. One participant suggested a better use of marketing to four-year colleges noting that competition between four-year colleges might be a way to encourage collaboration and eventual partnership between their two-year programs and the four-year colleges. Several community college interpreting programs in California hope to work together to create a united approach to the public universities in the state. Another participant recommended that B.A. programs not look the same as A.A. programs. Their standards must be raised so students who do transfer can expect another level of rigor and not a repetition of coursework already completed, which currently often occurs. A final suggestion was to model B.A. programs after the Gallaudet B.A. program. After students receive a degree in general interpreting from a community college, B.A. programs could offer a B.A. in specialized settings--something akin to a vertical articulation model that occurs in the nursing field.

It was clear that programs and faculties are making preparations, performing self-assessments, looking at possible partnerships with other programs, finding models that best fit, and calling for collaborative meetings in attempts to move forward. Raising the bar in interpreter education, finding ways to work within state systems, as well as exploring distance learning options are part of the process programs are either currently going through or planning in the next five years.

Question # 3:
What barriers do you feel you will face in order to make the changes you would like to see in your program, if any?

Faculty represented at the summit felt there were many barriers to their A.A. programs making a smooth transition to B.A. programs. Several themes emerged regarding

real or perceived hurdles, including concerns about instructional faculty, administrative and/or legislative issues, programmatic constraints, and attitudinal problems.

There appeared to be many issues related to teaching staff. There is a sense, perhaps as a result of historical complacency, of a lack of qualified and/or credentialed instructors. Some faculty members have taught for decades, but have not kept current with the field. Some credential and/or college requirements eliminate the potential of Deaf and minority faculty.

The looming crisis of seasoned faculty of baby boomers retiring and the resultant dire need to recruit younger faculty was recognized. Since community college culture depends on a large number of adjunct faculty, there is often lack of collaboration among them and full-time and/or tenured faculty. Providing training to adjunct faculty is challenging at best due to scheduling difficulties and limited professional development funding. Compounding the problem are limited faculty skill sets, heavy workloads, large numbers of students to teach, and quantity of tapes to watch, creating burnout and a high turnover in faculty.

Another area of great concern expressed by the group were issues related to both college policy and state legislation. One noted issue dealt with academic barriers of vocational courses. Many colleges are encountering lack of transfer credit for vocational courses at four-year institutions. Another problem is that vocational schools/programs mandate that students leave ready to work. They lose their funding if they fail in this mission. "Open door" policies, which are fairly typical of community colleges, do not allow for screening or selection of their students. All who qualify for admission to the college can take any class whose prerequisites they have met. The highest degree thus far in our field is a master's degree. This is a concern for universities. There is also a conflict between needing to meet class size requirements to avoid class cancellation and feeling free to fail students who don't meet minimum standards. When there are transfer agreements between institutions, often the coursework is repetitive. Finally, some states have limited the power of community colleges to offer certain courses.

There were issues that are programmatic in nature. With a lack of standardization in curriculum, programs configure and number their courses differently. Some institutions place a cap on the number of credits allowed in a major and make it hard to agree on course requirements, all of which leave faculty and students uncertain as to which direction to take, and make transfer less likely.

Attitudinal problems include perception of community college faculty and coursework. There is the assumption that B.A. programs provide better education. Universities must be shown that quality instruction does exist at community colleges. This is a problem that marketing may help alleviate. There is a perception of competition among programs and transfer options rather than one of cooperation and partnership. Sometimes contact between institutions has been tarnished by strong personalities and negative past experiences. Finally, physical barriers exist, as some students are unable or reluctant to commute the distance to the transfer college.

In summary, the participants described a multitude of barriers that exist in transitioning from A.A. to B.A. programs. They are related to four categories: faculty ability, administrative difficulties (college policy and/or state legislature), programmatic concerns, and attitudinal issues. Nonetheless, there were some successful transitional models being implemented, and there was hope that CCIE will play an integral part to alleviate or address these concerns.

Question # 4:
What resources do you anticipate needing to reach your envisioned goal?

There are many steps required to achieve successful AA-BA partnership. Brainstorming focused on helpful resources to prepare for the 2012 RID mandate. It will take a virtual army of effort: many people, a great deal communication, much research, agreed-upon curriculum and teaching materials, and faculty incentives to move forward partnership plans being conceived currently. Faculty and staff are needed: in particular Ph.D. faculty members, more qualified instructors to teach advanced ASL courses, more competent adjunct faculty, Certified Deaf Interpreters (CDIs), as well as trilingual resources. Grant developers/writers are needed to help secure additional positions, lab facilities, and research needs. There must be better communication within institutions and between potential partners. Many felt that greater administrative awareness and support is essential to make the transition a college project, not a departmental one.

Discussion in small groups yielded a snapshot of what is occurring in interpreter education programs across the nation. Rich information was gleaned as to the current state of the field and barriers as seen and felt by summit participants.

There appear to be many permutations of the partnering of A.A. and B.A. programs. Several programs are already following more traditional arrangements: 2 + 2, blended program with a local university, reverse models, and 3 + 1 university models. Other programs are forging ahead with preliminary steps toward partnership. However, as with all aspects of life, there also remain a few programs that will virulently resist change.

A great many resources are needed to assist programs align with the 2012 RID mandate. Among many others is the need for a standardized, empirically-based curriculum; new teaching materials and assessment tools; and more research to inform practice. All participants want mentorship opportunities for both their students and new faculty, as well as professional development opportunities, tuition discounts, and release time for the non-class related work involved in pursuing AA-BA partnership work. Also, of course, all would welcome increased pay.

In closing, it was clear that a myriad of factors, including faculty, programmatic, college, legislative, and attitudinal barriers, play a part in hindering partnerships. It was also obvious that this particular group of faculty members from community colleges is committed to affecting change in the field of interpreter education and welcomed the opportunity, for the first time nationally, to discuss issues of common concern.

After day-long panels and small group discussions, each participant was asked to identify a partnership model that held particular interest to them for their institution now or in the future. Participants were asked to make their selection from a broad list of models currently being adopted by postsecondary institutions throughout the United States. From this activity, five models of interest "rose to the top." They included the following: (a) the 2 + 2 Model, (b) the 3 + 1 Model, (c) the Blended Model, (d) the University Centered Model, and (e) the Block Transfer Model. Relying on the definitions agreed upon earlier in the Summit (noted in Chapter 5), each participant was asked to select her or his "model of choice" for a more in-depth discussion. With "model selection" in hand, and armed with a facilitator and the following questions, participants spent the evening in one of five model-specific roundtable discussions.

Roundtable Discussion Questions

1) What is your program doing now/thinking about/planning for the future regarding this partnership?
2) What are the pros and cons of this model for your program?
3) What barriers are you facing/do you anticipate facing in implementing this model?
4) What resources do you have/would you need/to implement this model?
5) What would you need to happen for your administrators to accept this model?
6) What future directions and/or plans do you envision around this model? What timeframe?
7) What can NCIEC do for you to assist you in your future directions/plans?

While the groups were not able to address all of the questions and often touched on related topics as they conversed, the exercise offered an excellent snapshot of each group's perceptions, beliefs, and knowledge of partnership models. The following section summarizes each group's exchange as it flowed. The final question (#7), however, is summarized separately at the end.

Discussion of the 2 + 2 Model

The roundtable group discussing the 2 + 2 Model defined it as an agreed-upon four-year plan of coursework between a two- and four-year institution whereby students may be simultaneously admitted, registered, and enrolled in both institutions. This model as they defined it can also apply to a Blended Model (discussed in a different group), as well as the concepts of "dual admission" and/or "dual enrollment." As such, some similarities in discussion between the groups become evident.

Within this group, several participants said they were interested in or working on the implementation of this model. One program has a college-mandated 2 + 2 program. Others noted their colleges had various agreements; one has an agreement with an online, four-year institution. Many indicated that students entering their college interpreter education programs

already had B.A. degrees in other disciplines, resulting in fewer students who needed to comply with the RID 2012 mandate.

While many considered the 2 + 2 Model to be a viable option for their colleges, one felt the need to change their interpreting program to an ASL program. Some thought a bachelor's degree program likely would not be established in their state. A few of the participants felt that this model would take a great deal of work to implement.

The resources needed to implement this model include checking with other community colleges with ITPs to preview their articulation agreements and/or memorandums of understanding. Participants felt that information about labs and technology should be shared. Others suggested that each program speak with their college's articulation officer to determine approaches, in addition to investigating local universities' articulation choices. Other suggestions for implementation included state collaboration of programs combining forces for greater impact. Creating a communication link intrastate and interstate, as needed, could help form strategies for implementation of a 2 + 2 program. Internally, community college administration needs to understand the need for smaller class sizes. In addition, students need a more accurate understanding of both ASL as a language and interpreting as a profession.

Within programs, ASL standards are needed. Often, transfer students do not arrive with the skill sets implied in their transcripts. There is a gap between conversational ASL taught in ASL classes and the ASL depth and breath of content needed for interpreting. Standards are needed for interpreting as well. Finally, as instructors are retiring, trained faculty are a resource needed to continue ITPs across the country. Offering accessible educational opportunities in-state would be of tremendous benefit.

Discussion of the 3 + 1 Model

The 3 + 1 Model is defined as an agreed plan of coursework between two- and four-year institutions with three years of coursework completed at the two-year institution and one year at the four-year institution. One program is already working under this model, with the fourth year devoted to primarily liberal arts studies and the continuation of a few interpretation courses. The advantage of this model is that there are no repeated courses. This can be of benefit as students can focus on other fields of study. The disadvantage is that students have a "no name" B.A. degree. Also, typically, the fourth year is not related to interpreting. The B.A. part is apt to be considered just a piece of paper to meet the RID mandate and simply for the sake of having a B.A. degree. At this particular program, the degree is called a Bachelor of Applied Science.

It appears that the 3 + 1 option is applied to partnerships with private universities. They are often more flexible in accepting credits for transfer. In some cases, visiting faculty offer interpreter-related classes. One suggestion for the NCIEC is to sponsor the fourth-year classes.

Discussion of the Blended Model

The third group discussed the Blended Model. This is a flexible partnership whereby two institutions sponsor a degree program. The courses are available to students at several sites with collaboration among institutions regarding courses offered. Course numbering and sequencing is coordinated, resulting in a joint degree. This model is also known as vertical or concurrent articulation. Additionally, students have access to the resources and coursework at either institution, but the degree program, or the last 18 credits of core courses, must be taken at the "home school." Students are able to merge coursework and standardize the curriculum if institutions can agree on competencies.

In this particular group, none of the programs represented were engaged in this model, and at the time of the meeting, none were considering it. It was suggested that the overlying benefit of this model is its flexibility and availability of student resources. For students living in rural areas, this model makes an interpreting degree more accessible. Taking courses at another institution could augment the offerings at the local college.

Participants in this group did foresee many disadvantages. Since economics plays a significant role in all enterprises, a "power struggle" could occur over which institution becomes the "home school" for the student and/or at which institution the student should take a particular class. There could be issues of institutions' credentialing, the quality of faculty, or certification. The student might receive conflicting information from each of the schools. There could be issues of in-state versus out-of-state tuition if programs cross state lines. If faculty members are on staff at both institutions, there is the potential of intellectual property right infringement. Additionally, there could be issues of financial aid as it differs from two- to four-year programs, as well as between institutions.

Since no one from this group was actually involved with this model, it was recommended that a document be drafted explaining this model as well as identifying programs already using this model. It was also suggested that this model might be a good fit for a hybrid model (part face to face and part online) or a virtual campus.

Discussion of the University Centered Model

The fourth model examined was the University Centered Model. This often refers to the offering of four-year degrees on two-year campuses. University faculty members teach on the campus of the two-year institution, and students may take both A.A. and B.A. coursework, but most or all coursework occurs on the two-year campus. Ultimately, students receive their degrees from the four-year institution.

Currently, this model has encouraged a collaborative effort between institutions to standardize common course names and numbers for ease of transfer recognition. General education and prerequisite courses taken at home community colleges could be entered into a common student database. This model could complement universities that do not offer ASL courses and assist with meeting foreign language requirements.

Advantages of this model include assurance that classes taken at the community college would automatically transfer to the B.A. program. Full-time students could be claimed by both institutions and boost full-time enrollment numbers. Some of the disadvantages relate to faculty degrees. There are very few master's degrees offered in our field; the closest to an interpreting degree and the most common master's degree is in deaf education. Is it appropriate for faculty with M.A. degrees in deaf education to teach interpretation? What would become of qualified Deaf instructors who currently do not have B.A.s? Without university approved credential students' credit may not transfer.

Barriers include funding, class size requirements, and data for administrators. Participants also noted a need for more scholarship funds. There seems to be a dearth of such funding for our field.

Discussion of the Block Transfer Model

The final model explored at the summit was the Block Transfer Model. This model refers to a block of credits that is granted to students who have successfully completed a certificate, diploma, or cluster of courses that has an academic wholeness or integrity and can be related meaningfully to a degree program or other credential.

It was felt that the Block Transfer Model requires change and effort on the part of community colleges. Program curricula may need revision to adapt to a four-year institution's requirements. Participants noted that if coordination between community colleges and four-year institutions was successful, a great variety of courses would be available to students. Challenges include working systems already in place that are typically structured differently. Community college courses would have to be modified to fit the structure of the other systems.

Barriers include the preference of colleges to approve individual courses versus block transfer of courses. There may be additional opposition to accepting an *interpreting block* as viable. One suggestion was to list courses as humanities or control prerequisites and electives so students could more easily transfer. Philosophies and terminology need aligning. Competition between community colleges and universities was recognized. Participants also had concerns that: (a) universities wanted to restrict what community colleges were teaching, (b) universities needed to lower the level of their introductory courses, and (c) if universities offered the same classes, it might eliminate the A.A. student at the community college level.

Resources needed for successful implementation include creating coalitions of community colleges. This approach would create an increase in the number of potential students and pool information of program specialties which, in turn, would create better understanding of options for students. This approach includes distance education and potentially more clout with universities. These connections with universities might create a wider range of four-year options.

Question 7: What can NCIEC do for you to assist you in your future directions/plans?

One common theme highlighted marketing strategies that listed options for potential students. Another repeated idea was the development of entrance and exit exams and standardized terminologies. Many groups advocated for NCIEC to sponsor, attend, and exhibit at conferences, as well as publish in appropriate journals for college administrators apprising them of our field and its need of partnership. Additionally, the 2 + 2 Model roundtable group recommended the development of a CDI program.

The 3 + 1 Model group recommended that NCIEC develop a one-year program for the fourth year in this kind of program. This fourth year could be offered at regional centers, the University of Phoenix, or "distance campuses." Another option would be to employ quality faculty to offer the fourth year on a community college campus. One participant advocated for more teacher training programs.

The Blended Model group asked that NCIEC obtain data to substantiate the value of this model, including identifying related resources and developing a "talking points" document for use by programs. It also recommended that NCIEC create a virtual blended model and incorporate it into its final document.

The University Model group requested documentation and a point person for administrators regarding topics such as typical class and expected graduation sizes. They asked for continued online support discussions for inter-program dialogue. They suggested NCIEC assist with curriculum development and scope and sequence of interpreter education for easier partnering, as well as set up task forces to work in various areas and sponsor a national summit, perhaps with CIT, of interpreter programs and their administrators. They also wished NCIEC to be a clearinghouse for information and national statistics gleaned from surveys, research, and summits.

The Block Transfer group recommended NCIEC facilitate discussions for both community colleges and four-year institutions. They felt that if these institutions understood their shared goals, future development might be facilitated. Furthermore, this group felt NCIEC should foster relationships between communities by making online discussions more accessible, highlighting programs, and using general marketing strategies such as *discoveringinterpreting.com* and brochures which appear to have already helped enrollment.

In summary, the five roundtable groups defined and explored five viable partnerships of A.A. and B.A. programs. Advantages, disadvantages, and challenges were discussed. This can serve as a starting point for NCIEC plans. Suggestions from the five roundtable groups were included regarding what NCIEC might do to help in the mega-shift from the status quo to meeting future demands of interpreter education.

A.A. Directors Summit Evaluation Summary

The first AA-BA Partnership: National Summit for AA/Two-year Program Directors was most certainly a resounding success, based on participants' responses in the final evaluations. It is evident that this meeting of program directors and representatives was timely and met a definite need within interpreter education.

The following objectives reflect the goals set by NCIEC for this Summit:

1) To foster quality interpreter education by forging stronger links between Interpreter Education Programs;
2) To begin a dialogue among associate level/two-year program directors to ascertain their knowledge, attitudes, and anticipated strategies in response to RID's 2012 certification requirements; and
3) To elucidate for the field effective models of AA-BA partnerships that lead to successful interpreter education outcomes aligned with professional standards.

When specifically asked whether the Summit addressed these objectives well, 29 of the 42 (69%) evaluation respondents rated the Summit as "highly effective" in meeting the first objective, 8 (19%) respondents rated it as "very effective," and 5 (12%) rated it as "effective." For the second objective, 30 of 42 (71%) respondents rated the Summit as "highly effective," 8 (19%) as "very effective," and 4 (9.5%) as "effective." For the third objective, 17 respondents rated the Summit as "highly effective," 13 respondents rated it as "very effective," 7 rated it as "effective," and 1 rated it as "somewhat effective." Although all three objectives are set for the long-term, the third objective certainly does require more than one meeting to achieve. Nevertheless, overall the Summit was perceived as meeting its objectives.

One way to begin to recognize how educators in our field perceive the need for continued meetings on AA-BA partnerships is reflected in their reactions to their experiences at the Summit. Patterns occurred within the participants' evaluative responses that show this is an important project for NCIEC to pursue further. Many regarded the Summit as "informative," "productive," and "collaborative." Others noted that it was "innovative," "motivating," "stimulating," and "an amazing think tank." Many said that the Summit was "awesome," "well organized," and "helpful." Nevertheless, there were also a few representative comments reflecting it was "challenging," "overwhelming," "exhausting," and that there is "a lot of work ahead."

The evaluation also asked, "What was the one important thing you learned as a result of participating in the Summit?" Many benefited from learning about the variety of options available as partnerships--that many models exist and there are innovative strategies for approaching AA-BA partnerships. Some recognized that their institutions were on the right track in partnering with four-year institutions, and others recognized that many other programs struggle with similar challenges—"We are not alone." Some also recognized the need to be cautious and not jump at "technical fixes," as well as to remember, in the push for B.A. degrees, to not overlook the need to focus on "enhancing standard skills" overall.

In addition, the evaluation asked, "What were you hoping to accomplish by attending the Summit? In what ways did the Summit meet or fail to meet your expectations?" The majority, by far, reported they came to gain information and learn more about the possibilities for AA-BA partnerships. Others saw the Summit as an opportunity to network with colleagues. It was noted that the Summit prepared participants to take back information for colleagues and administration at their home institutions. There were three people who noted ways the Summit failed to meet their expectations: "We need more information from B.A. groups;" "I still don't understand the models very well;" and the Summit left them with "more questions than answers."

A number of ideas were offered for how the Summit could be improved. One common comment was related to providing prepared definitive models that are applicable to our field—that written guidelines or examples of existing models in advance would have been helpful. Another improvement requested was to highlight successful partnerships by providing details on the processes used to achieve the partnerships. Other suggestions made by several participants were related to the structure of breakout sessions: the desire for better moderating in small group sessions, particularly the regional breakouts; reconsider the groupings by putting similar programs together; and provide the opportunity to join more than one model breakout group. Some people also noted the conference was somewhat "over-scheduled" and longer breaks, shorter days, or more opportunities for mental breaks were needed. Saturday's 12-hour day was demanding.

For the 30 people who participated in the online discussions prior to the Summit, several noted it gave them helpful background information on other programs and provided a good introduction prior to the Summit. For those that did not participate, most stated time constraints as the reason for not doing so (e.g., end of semester or end of school year tasks). A number of people requested that the online discussions be continued, and some had suggestions for its structure (e.g., with Q/A, not separating into groups, using a survey tool for compiling information, providing ways to share materials). Some did request grouping by regions or local areas for common objectives while simultaneously having access to the larger discussion in order to be informed regarding what other colleagues are doing. One participant noted the online discussion could have been a format for distributing information regarding the various partnership models in advance.

A variety of suggestions were made for future meetings regarding AA-BA partnerships. It was clear that continuation of this Summit was desired. Four themes emerged:

1) including administrators either as participants or as panelists describing how successful partnerships were formed;
2) combining both A.A. and B.A. programs for a joint Summit;
3) providing an opportunity for follow-up to learn what progress has been made by A.A. programs; and
4) providing time to discuss competencies for graduates from A.A. versus B.A. programs as well as overall curricula.

One person stressed the need to have the goal more defined—is the goal of the transition from an A.A. to B.A. degree to simply have students obtain B.A. degrees or help them improve in their overall skills?

Many participants gave recognition to the workgroup for the excellent planning, great organization, and overall quality of the Summit. The support staff was also recognized for their contributions. The professionals outside of our field were also recognized as being valuable. Finally, the hotel and overall accommodations were noted, particularly that the accommodations were paid for by the NCIEC, which helped contribute to the overall satisfaction with the Summit. Considering the Summit was organized in a two-to-three month timeframe, this truly was a successful event from all perspectives.

9

Our Own Backyard
B.A. Directors Meeting

Introduction

One of the very first objectives of the AA-BA Workteam was to identify ways to assist IEPs create student-friendly pathways for transfer to B.A. programs, as well as identify successful AA-BA program models. During these initial conversations, it was quickly recognized that a significant barrier to progress in a program and transfering to four-year institutions, long articulated by educators, is the lack of standardized outcomes for ASL proficiency before a student embarks on interpreter education.

With this common belief, the AA-BA Workteam, as one of its first initiatives, organized and hosted an all-day meeting for B.A. program directors one day prior to the CIT convention in San Diego, CA, on October 18, 2006. All directors were invited with the understanding that they would not only attend the meeting in San Diego, but also commit to joining online discussions mid-September through mid-October, 2006 and then re-join these discussions after the meeting in San Diego. The focus of the one-day meeting was to collectively address transition and transfer issues between 2- and 4-year interpreter education programs, and more specifically, determine a process to identify and adopt much needed nationwide ASL standards.

Both the meeting and online discussions were successful, and consensus was reached concerning adopting and implementing standards for ASL instruction as well as proficiency level outcomes. The directors in attendance recognized the need for more dialogue among B.A. program directors, A.A. program directors, the American Sign Language Teachers Association (ASLTA), and the American Council on Teaching Foreign Languages (ACTFL). Many directors expressed their satisfaction with the opportunity to talk with other directors, learn how other programs assessed ASL competency, and discuss these programs' plans for the future potential influx of students due to the RID 2012 B.A. requirement to sit for national certification testing.

Twenty-nine program directors participated in the online discussions. The directors were randomly assigned to four geographically diverse groups for discussion. These groups were designed to allow for manageable discussion and foster communication across regions. The directors were given four weeks to introduce themselves and then discuss two questions posed to all groups. They were asked to read all the postings within their particular group and reply within their group. They were also encouraged to read postings in other groups as time permitted.

During the first week, participants were asked to introduce themselves and their programs. The goal of this question was for directors to get to know each other and the parameters of their individual programs before attending the meeting. After the introductions, specific questions were posed to all directors. Participants were then given the rest of the four-week period to respond, read others' responses, and discuss the two questions. The questions and participants' discussions are summarized below.

Do you assess students' ASL competence prior to admission to your program/major?
If so, what do you evaluate and how do you evaluate it?

All the programs assessed ASL competency prior to admission as well as continued to evaluate proficiency as a student progressed. Most often, at the time of admission, the programs asked students to provide videotapes of their ASL proficiency, both expressive and receptive. Students also provided evidence of their GPA and transcripts, from either high school or community college and/or student portfolios and letters of recommendation. Many programs required that letters of recommendation be from Deaf individuals who have experience in evaluating ASL fluency.

Many institutions required personal interviews with applicants to assess both their English and ASL fluency. During the interviews, some programs used questions prompted by chapters in the *Signing Naturally* series. One program in particular has a five-part interview: ASL conversation, ASL comprehension and paraphrasing, ASL storytelling, ASL description, and spoken English conversation, as well as a reading and writing exercise. Another program has developed a four-tier-level interview which includes warm-up questions eliciting background knowledge and mid-level non-technical questions, mid-level technical questions, and high-level questions designed to elicit classifiers, comparisons, explanations, and persuasive language. If a program accepted students who did not yet know ASL, then basic communication skills were assessed, and in some cases, basic spatial and gestural abilities were examined.

Another assessment instrument used by a few programs was The Power of Language Test that assesses the process of reading, as opposed to the products of reading, such as main ideas and author's purpose and includes a writing sample. Some programs used proficiency assessments after students had completed one or two semesters of coursework such as the Sign Communication Proficiency Interview (SCPI) or the Sign Language Proficiency Interview (SLPI) that focuses on ASL grammar, classifiers, fingerspelling, sign vocabulary, and comprehension.

Do you assess students' English competence prior to admission to your program/major?
If so, what do you evaluate and how do you evaluate it?

Most programs were unfamiliar with standardized testing for English competence and used college admission requirements to evaluate students' competence in English such as ACT or SAT test scores, written essays, and transcripts. Essays typically included a personal narrative and explanation of personal goals, as well as topics such as: "Share with us why you would make an outstanding ASL-English interpreter?" and "What contributions do you think you could add to the field?"

One program had a three-part process for testing English competency. This process included an application essay, application video, and on-site reading comprehension and writing sample assessments. Another school also had three parts to their assessment including a Degrees of Reading Power Language Test, writing sample of 75-100 words, and writing intensive course.

Other programs assessed competency during face-to-face interviews by asking students to read a short magazine or newspaper article, listen to a spoken English text, and provide a brief summary or analysis. In most programs, students for whom English was a second language were referred to ESL program directors for assessment.

As a requirement to enter the major, programs required specific coursework including, but not limited to: Critical Thinking, Public Speaking, History and Structure of English, Interpersonal Communication, Technical Writing, Business Communication, English Composition I and II, Linguistics, Advanced Composition and Speech, Voice and Diction, and Language as Power, as well as other general education requirements.

One program required a test to graduate from their university--an Upper Division Writing Proficiency Exam. Along with this exam, six credits were required under the interpreting option of COMS classes.

The B.A Directors Meeting on October 18, 2006

At this meeting, Linda Stauffer, chairperson of the AA-BA Workteam, welcomed all the participants, and then introduced Dr. Rico Peterson who presented on language standards in interpreter education. His presentation highlighted the small number of instructional hours in ASL that most interpreting students complete before they begin interpreting courses. Generally, hours of ASL I-III instruction range from 120-180 hours. However, many more instructional hours than this are recommended by the guidelines for achieving proficiency in spoken languages. The Interagency Language Roundtable (ILR) is an unfunded federal organization that in part provides:
> "…descriptions of different levels of proficiency for four different language 'skills'— Speaking, Reading, Listening and Writing. The scale used to describe each skill has six Base Levels, ranging from 0 'No functional proficiency' to 5 'Functionally

equivalent to a highly educated native speaker/reader/etc.' These guidelines are accepted by all agencies of the federal government" (ILR, 2008, ¶ 1).

Peterson noted that IRL spoken language guidelines suggest that to achieve a rating of 2+ (less than intermediate), students need 352 hours of instruction. Peterson related that experts in the field, such as Alice Omaggio, report that 720 hours of instruction are required to pass the intermediate level.

The ACTFL defines proficiency levels of speaking. According to their definition of *intermediate skills,* "…speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture" (ACTFL, 1999, p. 3). If an average ASL course is comprised of 45 contact hours, then an ASL I-IV course sequence is approximately 180 hours of instruction. Given the above guidelines for spoken language proficiency, Peterson posed the question, "How much can students reasonably accomplish in 180 hours?"

Focusing on skills needed in the work environment, Elvira Swender (2001), Director of Professional Programs at ACTFL, proposed language proficiency levels that are essential in various places of work. She described novice, intermediate, advanced, and superior proficiency levels along with corresponding job/professions for each level. Interpreters are categorized as needing superior skills. Students who possess these skills are native speakers and/or have many years of experience in a professional environment.

Peterson discussed reasons why people want to learn ASL. Some of the reasons cited were academic (e.g., humanities requirements), related to curiosity, and personal (e.g., having a friend or family member who is deaf). Peterson pointed out that people interested in ASL generally have unrealistic expectations for learning ASL and understanding deaf people, their culture, and community. Students may assume ASL is very similar to English grammatically, is an easy language to acquire, and will take minimal time to learn.

In 1999, Peterson conducted a study of the characteristics of learners of ASL. His study included 1,040 respondents from 12 colleges and universities. Some of his findings were: 77.6% of respondents believed that ASL is a language anyone can learn; 67.8% believed ASL is a form of English, and 37.1% believed they could learn to sign better than they speak. When asked attitudinal questions, 55.8% did not consider people who are deaf as disabled, 71.4 % believed they could contribute to the lives of persons who are deaf, and 62% were studying ASL to help deaf people. However, 46.9% of the respondents rarely were in contact with persons who are deaf, and an additional 32.3% reported no contact.

An earlier study by Miller (1975) reported that 92% of ASL students were in weekly or occasional contact with persons who are deaf, indicating a decrease from 1975 (92%) to 1999 (20.8%) in the reported degree of weekly/occasional contact with deaf persons by those learning ASL. Even more dismal, in 1999, Peterson reported that 79.2% indicated they never or rarely had contact with persons who are deaf compared to Miller's (1975) report of 9.5% with no contact. Peterson (2006) concluded, "ASL students come to their study with

remarkably different understandings about the target language, culture, and themselves as language learners than do most other students of world languages" (slide #32).

As mentioned previously, experts in language assessment established the language proficiency level needed for interpreting work at the superior level, an achievement not accomplished by most students in interpreter education programs. How can students be expected to learn to interpret if they have not yet acquired competency in both languages? In other words, interpreter education's dilemma is "how to give students enough time to learn the language before moving them through a curriculum that requires competence in that language" (Peterson, 2006, Slide #41).

Peterson's proposed responses to these concerns included ensuring that students have more realistic expectations regarding language learning, standardizing language course outcomes instead of curricula, creating smaller class sizes, grouping students at upper language levels, utilizing portfolio assessments, employing student-centered learning, and facilitating institutional transfer by establishing common standards. Another potential solution is to become familiar with and begin a profession-wide discussion of the ACTFL standards for competence in a second language.

From the B.A Directors' Point of View

During the afternoon session, the directors engaged in small group conversations and reported the important points of their discussions to the larger group. One major consensus that came out of the small group discussions was that an important first step is the development of standards for ASL instruction, including adoption of the ACTFL standards for language learning, as well as standards for learning about the culture of the speakers of a language. The assumption is that as B.A. programs set standards for learning ASL and outcome levels of fluency, this will require A.A. programs to adapt their practices to meet these standards. Participants asked for a sub-committee to assemble participants from IEP programs, NCIEC, and ASLTA, as well as others to work on developing a standards document. There was strong agreement on the need to establish entrance and exit criteria for B.A. programs and to dialogue with administrators regarding class size, degree hours, instructor credentials, and more. Program directors also noted the need to keep their own faculty and administrators informed of upcoming changes and begin dialogues with foreign/modern language departments within their colleges or universities.

The meeting closed with participants recognizing the need to meet again and the value of continuing dialogue with each other, especially regional collaboration. In addition, B.A. directors recognized the need to communicate with A.A. directors and ASLTA, as introducing standards at the B.A. level will affect practice at the A.A. level.

Online Evaluation Questions after the Meeting

When the participants returned home, they were asked to participate in an online evaluation of the meeting. The following questions were asked.

1) Summarize and integrate what you have gained from this experience.
2) How did the online discussion help prepare you for the face-to-face meeting in San Diego?
3) How can this momentum we have begun together be continued regionally and nationally?
4) If we meet again, what would you like to accomplish?
5) What direction would you give for the AA-BA Workteam and national collaborative efforts?

As indicated by the responses to the evaluation, meeting colleagues from all over the country was a valued and cherished experience. Discussion with other directors reduced the sense of isolation and increased the sense of teamwork within the profession. Moreover, the opportunity to examine challenges faced by institutions, as well as strategies to deal with problems, was appreciated. However, many participants pointed out the lack of diversity in terms of ethnicity and deaf faculty.

Directors enjoyed the opportunity to learn about the variety in student admission procedures, curriculum, and degree requirements among the programs. Most wanted to continue discussions and broaden the topics to curriculum, facilities, and graduation standards. Overall, most directors were satisfied and gratified to be able to read about the variety of programs and talk with other directors online.

To continue the momentum at the regional and national level, many suggested networking within the community and the profession to explore creative ways to implement the plans of action suggested at the meeting. Most also recognized the growing need to include the Deaf community in these action plans.

Another suggestion for maintaining the energy was to set up a committee of those who would like to be involved in advancing ASL standards and could make strides in achieving acceptance and utilization of the standards. One suggestion was to explore grant funding to assist with the development and implementation of ideas for the AA-BA transition.

One participant suggested perhaps IEPs have focused on teaching ASL in order to produce interpreters and that, instead, IEPs should encourage students from other disciplines (e.g., anthropology, sociology, history, linguistics, drama) to learn ASL, and that in doing so, there would be an increase in the number of applicants for interpreting education. In addition, many directors agreed that developing ASL standards is a national priority. Additional primary issues were language standards, entrance/screening into IEPs, curricular content, exit/capstone/portfolio assessment, education for IEP faculty, and materials development.

If this group meets again, it was suggested that clear and concrete steps should be established to make the transition from A.A. to B.A. programs successful under strong leadership. The transition process should include collaborators at all levels including ASLTA, ACTFL, CIT, American Association of the Deaf-Blind, Video Relay Services,

Vocational Rehabilitation, and RID. Most directors were in strong agreement to collaborate with ACTFL, adapting their standards and guidelines and exploring outcomes of assessment and curriculum.

Many suggested that one future goal would be to develop best instructional practices for educating ASL students who are genuinely fluent and ready to start a formal study of interpretation. This goal would also include developing best practices in the teaching of interpreting so that programs are rigorous and produce quality graduates.

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Peterson, R. (2006, October). *Sine qua non: Language standards in interpreting education.* Paper presented at the meeting of the National Consortium of Interpreter Education Centers: B.A. Directors Meeting, San Diego, CA.

Peterson, R. (1999). *The perceptions of deafness and language learning of incoming ASL students.* Unpublished doctoral dissertation. University of California, Riverside.

Swender, E. (2001, October). *La enseñanza de Español y otras lenguas extranjeras en los Estados Unidos: Cantidad y calidad (The teaching of Spanish and other foreign languages in the United States: Quantity and quality).* Paper presented at the II Congreso de la Lengua Española, Valladolid, Spain.

10

Where Do We Go From Here?
Conclusions and Recommendations

Introduction

"Reality is the leading cause of stress among those in touch with it." ~Lily Tomlin

The reality is that the field of interpreting is changing rapidly, and changes in the profession are driving changes in interpreter education. Addressing the challenges of meeting the RID certification requirements of a B.A. degree by 2012 affords interpreter education programs the opportunity to affect change in the field and interpreter education delivery for the benefit of students, future professionals, consumers, and stakeholders. In order to do that, A.A. and B.A. educators must collaborate to define and implement effective partnership models.

There are, indeed, many issues surrounding partnering of A.A. and B.A. programs. Among others are the need for ASL standards for articulation, the dichotomy of academic degrees (A.A.) versus technical degrees (A.A.S.), limited educator credentials, lack of standardized entry and exit requirements, constraints of programs housed in two-year institutions, as well as numerous other equally important and challenging topics. However worthy the various topics are, it is important to remain purposeful and focused on the identification of current partnership practices which lead to best practices and thus elucidate for the field effective practices of AA-BA partnership.

There is much to be learned about working together in new and creative ways. Based on the productivity and related outcomes of the AA-BA Workteam's endeavors to date, there is no question that 2012 and the need for partnerships is on everyone's mind. More than 75 interpreter educators have identified a number of agreed upon themes that inform our future actions and goals. They are chronicled below.

■ Constructing new models of partnership requires much time and daring to build creatively outside the box and perhaps outside one's comfort zone. Collaboration is hard work--voluntary collaboration is even harder.

■ In order to foster quality interpreter education, stronger links must be forged between two- and four-year interpreter education programs and the institutions in which they reside.

■ A.A. programs are not going away anytime soon. All interpreter programs will *not* look the same in terms of partnering and evolving, and that is good.

■ A.A. and B.A. program directors must dialogue with program faculty in order foster "buy-in" of collaborative endeavors.

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

■ Two-year IEPs are not easily defined. They lead to a variety of degree outcomes: A.A., A.A.S., and certificate. They are housed in a variety of institutions: two-year colleges, four-year universities, public institutions, and private institutions. This variety presents challenges to articulation and partnership that must be addressed.

■ IEPs vary in their focus--emphasizing community interpreting, educational interpreting, or deaf studies.

■ All IEPs must work collaborative to ensure a seamless four-year continuum for student learning. It behooves institutions to work hand in hand when developing any collaboration.

■ Faculty members are very experienced, but aging, dedicated educators. These individuals will be retiring in large numbers in the next decade. The challenge will be to continue to meet the demands for qualified faculty.

■ Many IEP faculty members are personally working toward higher degrees, not only modeling lifelong education for their students, but also setting the bar higher for themselves as the field sets the bar higher for students.

■ Some A.A. and B.A. programs have already established partnerships ranging in design from formal to informal, and with success rates ranging from minimal to outstanding.

■ Programs need additional resources for, as well as better understanding from, their administrators.

■ All programs are facing:
- changing student and consumer demographics;
- increasingly limited resources with ever increasing demands on time and programs;
- fiscal restraints beyond programmatic control; and
- the task of determining what to "become" in the next few years.

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

Recommendations

1) Develop partnerships should be a joint venture between two- and four-year interpreter education programs. Ongoing conversation and collaboration are essential for effective partnerships.

2) Develop partnership models that ensure a seamless four-year continuum for student learning with "buy-in" from all faculty members.

3) Develop language standards for ASL sequenced courses.

4) Establish a national communication structure for dialogue between interpreter education programs.

5) Promote programmatic accreditation as critical underpinning for educational success for interpreting students.

6) Create mechanisms for a continued national dialogue between A.A. and B.A. interpreter educators to address common issues.

7) Continue empirically-based research to define, describe, and evaluate effective partnership models in interpreter education.

8) Advocate for financial resources for programs to meet the critical challenges of changing student populations.

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

10) Use RID's mandate of a bachelor's degree to sit for certification testing to influence a paradigm shift in interpreter education.

11) Develop materials to support programs in engaging administrators in dialogue regarding changing standards and programmatic needs.

Future Goals of the AA-BA Workteam

1) Work with local partners to describe the partnership models in more depth so as to make them more replicable within the field of interpreter education.

2) Identify B.A. programs wishing to enter partnerships under these models and engage in field-testing of models. To this end, the Consortium and other experts will support identified program(s) with resources, expertise, and funding to conduct field-testing.

3) Develop a communication structure for continued AA-BA dialogue by A.A. and B.A. interpreter educators/directors.

4) Establish a robust relationship between CCIE, NCIEC, and the AA-BA Partnership Workteam to articulate ways to promote CIT standards and program accreditation participation.

5) Disseminate the AA-BA Workteam's collective "lessons learned" to the field.

In Conclusion

These are very exciting times. It is rare that one is privy to monumental, pivotal points in one's profession. Interpreter education is experiencing simultaneously the impact of policy change, demand for evidenced-based practice, and heightened consumer expectations. Spiraling academic requirements for credentialing and increased technological business products (e.g., video relay services) are driving the demand for more and better interpreters. These competing yet coalescing forces are occurring simultaneously with challenging factors such as limited financial resources, changing student and practitioner demographics, and federal-funding agency demands for effective practices. There can be no other response than to start the dialogue on partnerships between two-year and four-year interpreter education programs…now.

Appendices

Interpreter Education Programs

IEP Map

Toward Effective Practices: A National Dialogue on AA-BA Partnerships 2008

Interpreter Education Programs
11.5.07
(125 programs)

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ALASKA
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Riverside Community College
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Donnette Patterson, Deaf Studies Dept.
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Certificate: Basic American Sign
Language Communication Skills; AAS:
Sign Language Interpreter Preparation

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Deaf; American Sign Language Studies
Certificate

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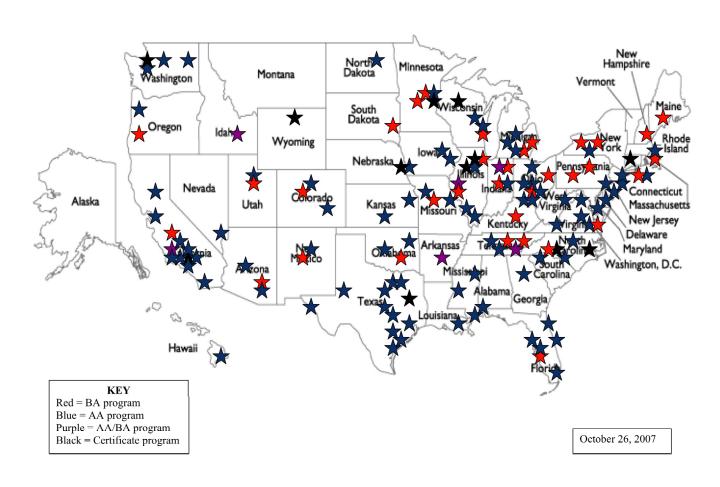715.675.3331x4093

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AA and BA Interpreter Education Programs

KEY
Red = BA program
Blue = AA program
Purple = AA/BA program
Black = Certificate program

October 26, 2007