



Student Handbook

UNIVERSITY *of*
NORTHERN COLORADO



University of Northern Colorado - Distance Opportunities for Interpreter Training Center

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Welcome to the UNC-DO IT Center

You are about to embark on an exciting Distance Learning journey and your tour company will be the Distance Opportunities for Interpreter Training (DO IT) Center.

The UNC-DO IT Center is an organization dedicated to providing quality educational programs to enhance the field of interpreting.

This *Student Handbook* provides you with background information on the UNC-DO IT Center programs, current grants, organization, and policies and procedures. As a UNC-DO IT Center student, you are expected to represent the UNC-DO IT Center in a positive fashion to the community, act responsibly and communicate professionally with your online peers. This handbook outlines the policies and procedures you will be held accountable for during your training.

Thanks for joining us on this adventure! Welcome aboard!



Dr. Leilani J. Johnson

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The UNC-DO IT Center



Distance Opportunities for
Interpreter Training Center

The UNC-DO IT Center recognizes the right of Deaf and hard of hearing individuals to equal communication access and, therefore, the focus is on the design and delivery of quality education for and about interpreters. Our mission is to deliver quality instruction that prepares qualified interpreters.

The Center is currently administering five educational programs and two grant related projects. Each of the educational programs emphasizes different interpreting specialties, but all are intended to deliver instruction via blended technologies to distance learners. The programs are the:

1. Baccalaureate degree in ASL-English Interpretation, offered at a distance through the University of Northern Colorado. Current sponsorship opportunities that support BA students include:
 - a. Scholarships through the US Department of Education, Office of Special Education Programs (OSEP) for students interested in the K-12 Interpreting Emphasis area.
 - b. Scholarships through the Louisiana Department of Education for students interested in the K-12 Interpreting Emphasis area.
2. Diagnostic Assessment and Skills Training Series (DX) focusing on improving interpreting skills via self-assessment.
3. Educational Interpreting Certificate Program (EICP), focusing on educational interpreters in K-12 classrooms;
4. Leadership & Supervision Certificate Program (LSCP), designed for individuals who are in, or interested in, leadership roles either within entities employing interpreter practitioners, or organizations supporting interpreter practitioners.
5. Legal Interpreter Training Program (LITP) delivering specialized coursework for courtroom interpreters.

The two Federal Rehabilitation Services Administration grant related programs administered by the DO IT Center include:

1. Mid-America Regional Interpreter Education Center (MARIE), working at the national level with the National Consortium of Interpreter Education Centers (NCIEC) to increase the quality and quantity of interpreter services and interpreter education.
2. PEPNet-West Outreach Site, serving the academic interests of students who are Deaf and hard of hearing in Colorado, Idaho, Utah and Wyoming.

Baccalaureate Degree in ASL-English Interpretation

Program Description

The University of Northern Colorado accepts applications annually for its online degree in ASL-English Interpretation. This degree:

1. Is based on a state-of-the-art curriculum designed with input from national experts in the field;
2. Addresses the five domains of competency necessary to become a competent and autonomous ASL-ENG interpreter practitioner;
3. Offers several emphasis areas (e.g., Community, Educational, Generalist, Legal);
4. Is a distance learning program using multiple technologies and includes onsite activities during the summers;
5. Offers scholarship possibilities for qualified candidates;
6. Has nationally recognized instructional staff that includes both deaf and hearing members; and,
7. Prepares graduates to confidently approach the national evaluation system within 6-18 months of program completion.

Competencies

The competencies fall within five domains. These domains reflect the view that entry-level interpreters must possess a variety of linguistic, interactional, technical, academic, affective, and creative competencies, as well as personal and professional attributes to effectively work in low-risk, routine situations as autonomous practitioners. The competencies reflect a foundation of skills, knowledge, and dispositions within each domain.

The five domains of competencies are:

- Theory and Knowledge
- Human Relations
- Language Skills
- Interpreting Skills
- Professionalism

For more information:

<http://www.unco.edu/doit>

Educational Interpreting Certificate Program (EICP)

Program Description

The purpose of the Educational Interpreting Certificate Program is to provide knowledge and skill sets to enhance the professionalism of K-12 Educational Interpreters across the US. The program includes distance courses during the school year and face-to-face Summer Institutes in Colorado.

Credits

EICP is a 30-credit hour program offered over three years (9 semesters) that results in a Certificate in Educational Interpreting.

Multi-state Partnership

Approximately 335 Educational Interpreters have completed the EICP since its inception in 1996. To date, twenty State Education Agencies (SEAs) have sponsored this in-service training opportunity for Educational Interpreters to enhance their services to children and youth who are deaf and hard of hearing. Seven SEAs sponsored the Cohort 5 and 6 students who complete their studies in Summer 2008. Cohort 7 begins Fall of 2008 and will complete the program in Summer of 2011. Six states are sponsoring students in this new cohort of EICP:

- Alaska
- Idaho
- Kansas
- Louisiana
- Nebraska
- Nevada

For further information
on EICP, see

http://www.unco.edu/doit/EICP_Home.htm

Leadership and Supervision Certificate Program (LSCP)

Program Description

The Leadership and Supervision Certificate Program (LSCP) is a 4-course series (12 semester hours of credit) of specialized coursework designed for individuals working as, or aspiring to positions as, lead interpreters, mentors, supervisors or leaders within an ASL-English interpreting system. It is a series designed to provide students with effective strategies and tools for addressing and managing real-world

issues and challenges faced in a variety of fast-growing and rapidly changing interpreting systems. Problem solving and decision-making will be enhanced through the critical examination of cutting-edge research, theories and practice. Students will be prepared to apply systems analysis to better understand the complexities of various interpreting systems. This series is available for both undergraduate and graduate credit.

Credits

Students who successfully complete the program can be awarded 12 undergraduate or graduate credits from the University of Northern Colorado or 18 RID CEU's. They will also receive a Certificate of Professional Studies.

For more information see: <http://www.unco.edu/doit/LSCP.html> .

Legal Interpreter Training Program (LITP)

Program Description

The Legal Interpreter Training Program includes specialized coursework designed for ASL-English interpreters who wish to work in the legal system of the United States. These courses prepare interpreters to meet the employment standards of the many state Judicial Systems.

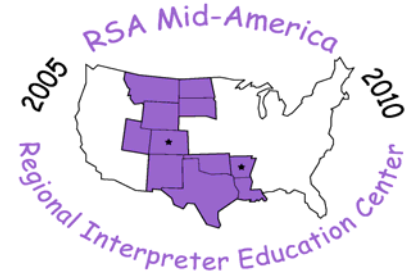
Credits

The program offers 15 college credits and/or 22.5 RID CEU's. Students have the opportunity to attend a ten day onsite internship experience in Denver, Colorado courtrooms or they can fulfill their program requirements with a supervised internship in the student's home community.

For information see: <http://www.unco.edu/doit/LITP.htm>

Mid-America Regional Interpreter Education Center (MARIE)

The UNC-DO IT Center, in partnership with the [University of Arkansas at Little Rock](#), was selected to serve, train, maintain and increase interpreter competencies in areas under the Rehabilitation Services Administration (RSA) Mid-America Regional Interpreter Education Center. This Regional Interpreter Education Center serves 11 states, including Arkansas, Colorado, Louisiana, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Wyoming.



MARIE is member of the National Consortium of Interpreter Education Centers (NCIEC). This consortium is comprised of five Regional Interpreter Education Centers and one National Interpreter Education Center. The NCIEC's goal is to significantly increase the number of credentialed interpreters and educators in the field with the 2005-2010 RSA funds awarded.

NCIEC Work Teams

UNC-DO IT Center staff currently serve on the following NCIEC Work Teams:

AA2BA Partnership Work Team

This Work Team's overarching purpose is to foster quality interpreter education programs through enhanced communication, standards of practice, innovative curriculum models, and accreditation. This is done via various programmatic initiatives and collaborative endeavors with partners and stakeholders across the nation.

Effective Practices Team

The EPT plays a vital role in NCIEC efforts. The goal is for other NCIEC Work Teams to submit proposals and scope of work plans to the Effective Practices Team in order to: a) get feedback/assistance on aspects of the proposal, such as surveys or pre/post tests, etc., and b) to develop consistency among Work Team efforts that will ultimately lead to documented effective practices for both interpreter practitioners and interpreter educators.

Mentoring Work Team

Currently, mentoring is widely used in the field of ASL-English interpreting, but there has been little exploration into how it should be appropriately offered, what are needed components, who can benefit from mentoring, what are the requisite knowledge and skills sets of a mentor—in essence, what constitutes effectiveness. This Work Team’s exploration generates great interest both from inside and outside the Consortium.

Interpreting via Video Work Team

This Work Team is currently focused on identifying the competencies necessary for effective interpreting services in Video Relay Interpreting. The work to date has been done in collaboration with ten of the major VRS vendors in the United States. Research efforts include focus groups of both practitioners and consumers, a national summit of VRS and FCC representatives, and meetings of an expert work group. One particularly interesting aspect of this work is the exploration pertaining to tri-lingual interpreting needs and competencies.

Legal Interpreting Work Team

The NCIEC Legal Interpreting Work Team seeks to advance effective practice by building a series of expert, practitioner, educator and consumer partnerships that stimulate the open exchange of ideas, experiences and knowledge. The goal of this exchange is to deepen the field’s understanding of the work of interpreters in the legal setting. Of particular interest is the collaborative work between deaf-hearing interpreter teams in the legal setting.

For more information on NCIEC see <http://www.nciec.org/>

For more information on MARIE see <http://ualr.edu/marie/>

For information on MARIE and the UNC-DO IT Center, see http://www.unco.edu/doi/RSA_Region.html

PEPNet-West Outreach Site

Program Description

The Post-secondary Education Programs Network (PEPNet) is a national consortium funded through the US Department of Education, Rehabilitation Services Administration. PEPNet-West is housed at California State University at Northridge and the UNC-DO IT Center is one of four outreach sites subcontracted by CSUN. The DO IT Center outreach site serves needs in Colorado, Idaho, Utah, and Wyoming. The goal is to advance the educational opportunities for people who are Deaf or hard of hearing, whether that is through two- or four-year institutions of higher education, secondary education programs, community rehabilitation programs, continuing education programs, or adult basic education programs. Resources and expertise are provided that enhance educational opportunities for people who are Deaf or hard of hearing—including those with co-occurring disabilities. The UNC-DO IT Center's PEPNet outreach site works collaboratively with other PEPNet centers to provide a broad variety of best practices and resources, consultation, training, professional development, and cutting edge technical assistance.

For more information, visit <http://www.pepnet.org/west/>.

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Instruction and Course Delivery

UNC-DO IT Center Beliefs

The UNC-DO IT Center holds the following beliefs that:

Deaf People:

- Represent a unique cultural and linguistic community that co-exists within the broader American society;
- Have the right to equal access and communication; and
- Can achieve equal access and communication with non-deaf persons by using qualified and professionally trained interpreters.

Interpreting:

- Involves a cognitive process and psycho-motor skills that require linguistic competence in American Sign Language (ASL) and/or alternative communication systems and English as pre-requisites;
- Requires the ability to process and convey information between ASL and/or alternative communication systems and English; and
- Requires a life-long commitment to professional development.

Education:

- Recognizes and respects the uniqueness of individuals and the value of diverse worldviews;
- Encourages learning experiences that allow students to explore, experiment and discover, while building on past experiences to create new schemes and understanding;
- Provides learning opportunities through a variety of methods and technologies, supported by a learning-centered organization that promotes a thorough integration of intellectual, attitudinal and behavioral skills;
- Creates a student-centered learning organization where the instructional team is comprised of professionals who are committed to expanding their own knowledge and expertise through collaboration with students, professional peers, and consumers; and
- Fosters an attitude of life-long learning and self-discovery, while enhancing the maturation of moral and intellectual skills.

Curriculum Assumptions

Based on the UNC-DO IT Center beliefs, programs are designed and developed with the following curriculum assumptions:

1. Competence in ASL and/or alternative communication systems and English are pre-requisites to the ability to interpret.
2. The acquisition and mastery of consecutive interpretation is pre-requisite to the acquisition and mastery of simultaneous interpreting.
3. The cognitive processes associated with simultaneous and consecutive interpreting are essentially the same (with the exception of the amount of time used for processing), regardless of the setting/situation or the type of discourse to be interpreted (Cokely, 1988).
4. An interpreter cannot interpret what s/he does not understand; therefore, content familiarity and mastery of the interpreting process are pre-requisites to accurate interpretation.
5. More attention should be given to the introduction, practice and mastery of knowledge-rich skills versus knowledge-lean skills.
6. Interpreters must be able to assess and adapt communication and professional conduct to a variety of settings and individuals of varying ages and backgrounds.
7. Effective interpreters demonstrate the ability to discuss the nature of the interpreting process, to advocate for appropriate working conditions, and to participate as members of various work teams.
8. Assessment methods are planned and structured to reflect real-life, interdisciplinary challenges and often require collaboration with other learners.
9. Multiple authentic assessment methods over an extended period provide learners with the opportunity to reflect, revise, and receive feedback from several sources to enhance understanding, growth and development.
10. Portfolio assessment provides a means of assessment that is continuous, multi-dimensional, collaborative, knowledge-based and authentic.
11. Competency-based curriculum should be designed to recognize learning as an individualized process.

Instructional Design and Development

UNC-DO IT Center programs use a model of curriculum design and development commonly attributed to the Open University in the United Kingdom. One team designs and develops – another team delivers the instruction to the distance learners.

The design and development of the courses that make up the Center's programs curricula are done in-house using a team approach. This central design and development ensures that the programs of the Center are designed and developed as integrated curricula.

Section Facilitators (SF's) and Language/Interpreting Mentors provide the distance support to students striving to achieve the learning outcomes of the course or program—the delivery of the courses.

The Instructional Design and Development Team

Design and development of UNC-DO IT Center courses is accomplished using a team approach that involves the following functions:

- **Subject Matter Experts**
As the need is identified, Subject Matter Experts are engaged in the instructional design process. Various members of the instructional staff and other recognized experts are selected to provide lectures, taped presentations, review of content accuracy, and other contributions to the courses provided through the UNC-DO IT Center.
- **Instructional Design**
The instructional design team transforms course content into a variety of learning activities that include readings, PowerPoint presentations, video or audio presentations, web activities, assignments, projects and discussions.
- **Quality Control**
The quality assurance process involves quality checks on both the printed materials and the web based materials.
- **Blackboard**
Each course is created using a standard UNC-DO IT Center design and the content pages are uploaded to create the finished Blackboard course.

Instructional Delivery

Contracted staff members from throughout North America are involved in the delivery of instruction. This is accomplished through a tiered UNC-DO IT Center supervision system.

1. UNC-DO IT Center oversight of implementation is done by Ms. Anna Witter-Merithew, Assistant Director.
2. The next tier of supervision is done by Instructional Managers (IMs). These individuals are contracted to provide support and consistency among those who are doing direct work with the students.
3. Section Facilitators (SFs) and Language/Interpreting Mentors are individuals who have the direct contact with students and their work.

Instructional Staff Roles

Instructional Manager

The Instructional Managers (IMs) coordinate course delivery. Each manager is responsible for a specific program or strand of study within a program.

The IM provides the overall monitoring of course implementation and provides support and supervision to the Section Facilitators, and Language/Interpreting Mentors. In addition, they are the second level of appeal for student grievances.

Section Facilitator

Depending on the program, knowledge-based courses may have one or several Section Facilitators (SFs). This individual is a content specialist and is assigned 20-25 students per section in Blackboard courses. The Section Facilitator's role is to assist students in accomplishing the learning objectives of a specific course. In this capacity, they provide general guidance for discussions and overall section management, act as a resource and provide feedback on assignments. They are not a "teacher" in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side).

Reasonable expectations for responses from your Section Facilitator electronically are 48 to 72 hours and feedback on written assignments may take up to a week. If the Section Facilitator is unable to provide student assistance on an issue, the issue is taken to the delegated IM.

Language/Interpreting Mentors

The Language/Interpreting Mentors at a distance provide feedback to students on ASL and/or alternative communication systems and interpreting skills. This is accomplished via the exchange of videotapes (CDs or DVDs) and printed materials, as well as online discussions. Students will send video clips and written samples of their work to their Mentors for review and feedback. The Mentors will videotape their feedback along with suggestions for how the student can improve. Mentors typically work with 4-10 students in their distance groups.

Skills Specialists

Skills Specialists perform the same function as the Mentors, but provide their support face-to-face during the onsite sessions hosted in Colorado that are a part of some of the Center programs. They typically work in multiple, paired teams – Deaf and Hearing – supporting approximately 15 students per group.

Course Delivery

Course Materials

Each UNC-DO IT Center course uses a variety of materials including textbooks, readings, audio or video tapes, or CD/DVDs. These materials are ordered through the Book Stop website (<http://www.thebookstop.com>) prior to the start of class.

A tentative syllabus (see Study Guide below) for the class is available on the UNC Office of Extended Studies website about two weeks prior to the start of class for students who want to preview the course calendar and get a head start-this is not the final version, always use what is in the Blackboard class as the final document.

See: (<http://www.unco.edu/extendedstudies/extended/current/Cur-programs.html>)

In addition, the following materials can be found online in the Blackboard system.

- *Study Guide* — This is the plan for each course with an overview of the course, and a roadmap of all the activities and assignments.
- *Course Materials* – Contains more information on course activities, PowerPoint presentations, and instructor insights.
- *Assignments* – Contains the Assignment Overview and a detailed description of each assignment with the grading rubric.
- *Readings* – Readings may be included in the online course or at the UNC library website.

Blackboard

The online portion of the UNC-DO IT Center courses is accomplished using Blackboard. This is a secure delivery system on the Internet that enables students to access the course content, assignments, readings and resources using a Web Browser. Blackboard also provides a convenient way for students and instructional staff members to communicate using email messages and discussion groups.

Face-to-face

Face-to-face experiences are included in some programs to provide further “hands on” application of learning. For example, the EICP and BA students attend Summer Institutes to work on language skills development.

Audio conferences (via telephone or within Blackboard)

Some of the UNC-DO IT Center programs use audio conferences to bring students and experts together for an educational experience that enhances course content. Attendance at audio conferences is mandatory. Students


who cannot attend due to an emergency can receive a summary of the conference with appropriate pre-approval of instructional staff.

Course Roadmap

All of the *Study Guides* contain a roadmap that identifies the course requirements, including the learning activities, assignments, due dates, etc. for the course. The roadmap may be the most important item in your *Study Guide* since it provides the timeline for your studies.

Generally, a roadmap will look like this:

Lesson 3 - You as a Distance Learner

Points	Dates	Activities	Done
	8/6 – 8/10	3.1	Take the Distance Learning survey on the Web. <input type="checkbox"/>
	↓	3.2	Explore your role as a Distance Student on the Web. <input type="checkbox"/>
	↓	3.3	View PPT slide show, and read Reading #2 and visit Web resources about Collaborative Projects: <input type="checkbox"/>
	8/10		Assignment 3: Distance Learning Advantages and Disadvantages. <input type="checkbox"/>

↑
Assignments that are worth points are indicated with an icon in the left column.

↑
Learning activities are described. More detail on the activity may be available online, referenced by the Activity Number.

↖
Keep track of where you are by marking activities as DONE!!

↑
Dates provide guidelines to help you manage your time. Assignment dates, however, are FIRM and require pre-approval for extensions.

Assessment of Learning

The UNC-DO IT Center programs include both in-service programs for working interpreters (such as EICP) and pre-service programs (the BA). For both types of programs the learning objectives are assessed through project-based activities that often require students to apply the learning to their work experiences as interpreters or to real life situations.

Assignments and Points for Grading

The Assignment Overview section of each *Study Guide* contains an overview of each assignment including due dates and points.

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for **UNDERGRADUATE** classes:

A = 100 - 91	superior achievement of course objectives
B = 90 - 81	above average achievement of objectives
C = 80 - 71	average achievement of course objectives
D = 70 - 61	below acceptable achievement of objectives
60 or below is considered not passing.	

The following scheme will be used to assign grades for students taking this course for **GRADUATE** level credit:

A= 93-100	superior achievement of objectives
B= 85-92	above average achievement of objectives
C= 77-84	average achievement of objectives
Below 77	unacceptable level of achievement of objectives and considered failing

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

Course Completion

As a distance learner, you have a unique opportunity to take responsibility for your own learning by establishing a study and participation schedule that maximizes your learning. Since the class does not “meet” at an established time and day of the week, it will be your responsibility to stay current with your readings, activities and assignments. As well, it is important for you to be an active participant in the online discussions, which is the discussion that connects you

with your peer learners and Section Facilitator/Mentor for the purpose of exploring and discussing your new learning.

Your online classes are designed to challenge you to do your best work. Information, exercises and activities are provided to help you with this process. You will have the opportunity to assist each other toward success. Your input is essential. *You will gain what you put into the class.*

Deadlines are important. Web-based participation requires that you stay on top of your work, communicating with the class and your facilitator. There will be requirements for discussion and collaboration using the online discussion groups. Each participant in the program has interpreting experiences and personal perspectives to share. *This sharing will facilitate new learning for all participants.*

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

- Read all assigned readings.
- Complete all defined activities.
- Complete homework assignments per instructions.
- Submit homework as directed by the assignment on, or before, assigned due dates.
- Actively participate in online discussion groups. You should be posting both original and responding posts each week of the course.

Every UNC-DO IT Center course contains a roadmap with activities and assignments required for course completion. You must follow the course roadmap in order to successfully complete each course. Specific or unique completion requirements for individual courses will be listed in the Course Overview section of the course *Study Guide*.

Attendance

Participants are expected to attend all scheduled class meetings (videoconferences, audioconferences, chats, Summer Institute sessions, face-to-face workshops, etc). Extended tardiness or early departures (30 minutes or more) are treated the same as an absence.

Absences, consistent tardiness or early departures from “real time” events may result in a failing grade or non-completion of the program.

In the rare instance when an absence cannot be avoided, and prior approval has been granted for an in-progress grade, an equal and appropriate make-up experience/assignment is required. This will be specified by the instructional staff member and is to be completed within a designated period.

Note:

Regular interaction provides the instructional foundation for the distance delivery approach used in this program. The condensed format of many of the courses and your geographic separation from the Section Facilitator makes attendance crucial – whether it is online or onsite. *Active and regular participation is the key to success in distance education and is a required component of all UNC-DO IT Center programs.*

Stay in communication with your Facilitator! This is critically important. The UNC-DO IT Center staff, instructional staff and administration want to support you during your learning. You are responsible to keep them informed and to work with them in accomplishing your academic goals.

Checking Grades

You will be issued a Bear Number (Personal Identification Number) as a UNC-DO IT Center student at UNC. This Bear Number will give you access to your online academic files. You will be able to check your grades at the end of each semester to make sure that what you were given in your online course (yes, you can see your course grade there, too!) is what has been posted for your college transcript.

Rubrics

Grading for assignments is based on a grading rubric (an assessment tool for making scoring decisions). The rubric itemizes the criteria that will be evaluated for an assignment and describes the characteristics of an A, B, C or D graded assignment.

The Orientation course will introduce you to the format of rubrics for your program.

Expectations

Time Commitment

College courses are demanding and distance learning in particular requires self discipline and motivation. In order to set appropriate expectations, students need to understand the amount of work typically required by various courses.

General Formula Based on Credits

Each course is worth a specific number of credits, for example, most courses are worth three (3) credits. For each credit, there are “contact hours” (hours spent in class) and “non-contact” hours (time spent on homework, reading, etc.).

A typical academic formula for a knowledge based course is:

One (1) credit = 15 contact hours and 30 to 45 non-contact hours

So, for a one credit hour class, you might expect to spend between 45 and 60 hours to complete the class.

Classes worth three (3) credit hours would require three times this amount, or 135 to 180 hours to complete.

Lab courses, such as the skills class in any UNC-DO IT Center program, require twice as many hours to complete as knowledge based courses.

Most UNC-DO IT Center programs are offered over a traditional 15 to 16 week semester. Some, however, like the EICP, use a condensed format of seven weeks per course. Let’s do some math. If you take one knowledge-based course (3 credits) in a traditional semester it might look like:

$180 \text{ hours required} / 15 \text{ weeks} = 12 \text{ hours per week required}$

Obviously major assignments may increase the time required in a given week and other weeks might require less time, but you need to be prepared to tackle challenging coursework in any UNC-DO IT Center program.

These numbers are averages, but remember, that the amount of time it takes YOU to access your online course and complete all the course activities will depend on:

- Familiarity with the content/topic
- Reading comprehension/writing skills

- Speed of Internet access
- Availability of dedicated quiet time for study
- Local resources available for observations, internships, etc.

Program Completion

Each UNC-DO IT Center program has different academic completion requirements.

BA

In order to successfully complete the BA program, you need to:

- Complete all the required courses in the major and emphasis area with an earned “B” in each course, and
- Meet UNC graduation requirements.

EICP

In order to successfully complete the EICP program, you need to:

- Complete all the required courses and maintain a GPA of 2.0.
- Demonstrate a 3.5 or higher on the post EIPA.

Since the EICP is a three year program, failure to complete any one course means that you cannot continue in the program with that cohort.

Leadership and Supervision Certificate Program

In order to successfully complete the LSCP program, you need to:

- Complete all the courses and maintain a GPA of 3.0.

Legal Interpreter Training Program

In order to successfully complete the LITP program, you need to:

- Complete all the courses, including an extensive internship experience, and maintain a GPA of 3.0.

Policies and Procedures

As a UNC-DO IT Center student, you will have access to DO IT Center materials, staff and other students at various times throughout your experience. It is imperative, therefore, that we all share the same expectations.

The UNC website contains a detailed Student Handbook with the official policies and procedures from UNC. Many of these apply to you since you are a UNC student.

However, the UNC-DO IT Center programs are unique since they are delivered at a distance and additional rules are needed to guide you in your online courses. Distance learning is new for our field and we are all still working through the “hows” of providing quality educational opportunities for distance learners. Erring on the side of caution during this phase of your learning is prudent.

This part of the Student Handbook contains the following information:

- Summary of key policies from UNC Handbook
 - Student Rights and Responsibilities
 - University Standards of Conduct
 - Academic Code of Conduct
- Specific policies for online learning
 - Security of curricular materials
 - Guidelines for acceptable use of technology
 - Security of the online environment
- General guidelines for course completion
 - Guidelines for online discussions
 - Guidelines for written assignments
 - Late Assignment policy
 - Grounds for dismissal

Excerpts from UNC Student Handbook

The following sections have been extracted and summarized from the UNC Student Handbook.

Student Rights

Students have the right to:

1. Be informed of course requirements;
2. Be evaluated fairly on the basis of their academic performance (their abilities and skills) as required by a professor as part of a course;
3. Experience free and open discussion, inquiry, and expression, both in the classroom and in conference;
4. Experience competent instruction and advisement;
5. Take exception to the data or views presented and reserve judgment about matters of opinion;
6. Expect protection against a professor's improper disclosure of student's views, beliefs, and political association which may surface as a result of instructing, advising, or counseling; and
7. Expect protection, through established procedures, against prejudicial or capricious evaluation. (See Academic Appeals section.)

Student Responsibilities

Students have the responsibility to:

1. Inquire about course requirements if they do not understand them or are in doubt about them;
2. Maintain the standards of academic performance established for individual courses and for programs of study;
3. Initiate an investigation if they believe their academic rights have been violated. (See section on Academic Appeals);
4. Learn the content of any course of study; and
5. Act in accordance with commonly accepted standards of academic conduct. (See Student Conduct section.)
6. **Students with disabilities:** Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

The following section has been summarized from the UNC Student Handbook.

University Standards of Conduct (Summarized)

Please see the following website for a full list of standards:

http://www.unco.edu/dos/student_code_conduct/

Students at the University assume an obligation to exhibit conduct in a manner compatible with the University's function as an educational institution. Conduct which is not compatible is outlined below and is subject to disciplinary action.

1. Dishonesty such as, but not limited to, cheating, plagiarism, or knowingly or recklessly furnishing false information to the University.
2. Forgery, alteration, or misuse of University documents, records, or identification.
3. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities.
4. Physical abuse.
5. Sexual assault.
6. Sexual harassment.
7. Retaliation (conduct which serves as a reprisal with the intent of causing physical or psychological pain to an individual).
8. Conduct which threatens or endangers the health, safety, or welfare of any person on University-owned or controlled property.
9. Unlawful discriminatory acts on University-owned or controlled property.
10. Theft or conversion of property or of services (e.g., computer time), belonging to the University.
11. Intentional or reckless destruction, damage, abuse or misuse of University property or the property of others on University property.
12. Unauthorized entry into or use of University facilities or services.
13. Disorderly, indecent, or obscene conduct or expression.
14. Failure to comply with directions of University officials acting in the performance of their duties.
15. Intentional initiation or circulation of any false report, warning, or threat of fire, bombs, or explosives on University-property.
16. Alteration, misuse, abuse of, or damage to fire or other safety equipment on University-owned or controlled property.

17. Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments on University-property.
18. Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances.
19. Violations of University policies, procedures, or regulations governing residence on University-owned or controlled property.
20. Violation of any other University policies, regulations, or procedures.
21. Violations of federal, state, and municipal laws or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of the University.

Students may be held independently accountable to both civic authorities and to the University for acts which constitute violations of law and/or violations of University policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed, reduced, or are in process.

The following section has been extracted from the UNC Student Handbook:
<http://www.unco.edu/dos/handbook/>

Academic Expectations Related to Student Conduct

In order to encourage and foster academic excellence, the University expects students to conduct themselves in accordance with certain generally accepted norms of scholarship and professional behaviors. Because of this expectation, the University does not condone any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals.

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work, but also the lifting of a substantial or essential portion thereof.

Regarding written work in particular, direct quotations, statements which are the result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotations.

Note: Many assignments in UNC-DO IT Center programs involve collaboration with peers. Use the same professional courtesy given to published authors and acknowledge other students' impact on your work.

As long as a student adequately acknowledges his/her sources and as long as there is no reason to believe that the student has attempted to pose as the originator, the student will not be charged with plagiarism even though the form of the acknowledgment may be unacceptable.

Cheating is the act of using or attempting to use, in examination or other academic work, material, information, or study aids which are not permitted by the instructor. Cheating includes, but is not limited to: Using books, notes, or calculators or copying from or conversing with others during an examination (unless such external aids are permitted by the instructor); having someone else do research, write papers, or take examinations; doing research, writing papers, or taking examinations for someone else; submitting large portions of the same work as part of the academic work for more than one course (unless such submission is permitted by the instructor).

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to: inventing the data for a scientific experiment; inventing the title and author

of a publication in order to use the invented publication as a source; or knowingly attributing material to an incorrect source.

Security of Curricular Materials

All instructional materials are the property of the UNC-DO IT Center, or have been licensed or copyright approved for use in particular programs/courses. ***Duplication of materials (print-, video-, audio- and computer-based) is prohibited without prior written permission.*** The UNC-DO IT Center has agreements with a number of individuals and organizations. Your assistance in honoring those agreements is important in our relationship with them...and with you.

Some materials may be licensed for limited use and must be returned by a specific date. You will be charged for such materials if they are not returned in a timely manner.

The instructional materials you have access to may be used in other offerings, as well as the training you will receive. Some materials will be used for training others to effectively utilize distance-learning opportunities for interpreter education; other materials are for interpreter practitioners involved in enhancing their own specializations. Curricular materials that are overexposed will compromise the training that the UNC-DO IT Center is able to offer.

Guidelines for the Use of Technology

Responsible use of the UNC-DO IT Center technologies and services (i.e., Blackboard, audio conferencing, etc.) requires that both student and staff follow these guidelines. You are to:

- Respect the rights of others by complying with all college and program policies regarding intellectual property and copyrights;
- Respect the rights of others by complying with all college and program policies regarding sexual, racial and other forms of harassment, and by preserving the privacy of personal data to which you may have access;
- Respect the privacy of others by not tampering with their tapes, files, attachments, passwords, or accounts, or representing others when messaging or conferencing;
- Use only computer IDs or accounts and communication facilities, which you are duly authorized to use, and use them for the purposes for which they were intended;
- Restrict anyone else from using your ID or accounts to access classes or other resources available to registered students of the UNC-DO IT Center; and
- Respect the integrity of computing systems and data; for example, by not intentionally developing programs or making use of already existing programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.

Inappropriate Use of Technology

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

Security of the Online Environment

Inviting individuals to become online students is somewhat like trying to get a small child to stick his hand into one of the boxes at the zoo in order to feel what's in it and learn more about the animal in front of him. It's a great learning opportunity...but rather a scary proposition!

Creating a safe, learning environment in the UNC-DO IT Center's "virtual school house" demands a great deal of time and energy. Breach of that security – by students, staff or interns – is not taken lightly.

During your UNC-DO IT Center experience, you will have opportunities to discuss situations that occur in your work as an interpreter. When discussing the observations, you are expected to protect the privacy of the students. This includes, but is not limited to:

- Protecting their identity.
- Not duplicating their work.

Only persons with an authorized login userid and password are expected to be in UNC-DO IT Center online courses. UNC-DO IT Center online students are made aware *before* others are invited into the environment, just as you would in a traditional, on-campus course. No one is to give his access codes to anyone else. No one is to have anyone "watching over her shoulder" unless this has been previously authorized.

It is possible that you will know and even interact with other UNC-DO IT Center students in various aspects of your own work. Sensitivity of this reality is very important. As students, you are all aware of these issues. In a distance environment, where you may never see the face of another student, it can be challenging to relate in the same ways you are accustomed to in the onsite environment. Everyone is expected to be diligent in this area.

Guidelines for Online Discussion Groups

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

- Academic discussion groups – Each assignment or activity that requires a discussion will have a unique discussion group in Blackboard. You must post your message to the correct discussion group to receive credit.
- For discussion assignments, you must leave the number of messages indicated in the assignment by the dates indicated.
- Compose an articulate comment/response.
- If you are starting a new topic, use the ADD THREAD feature and put the topic in the Subject line of the message.
- If you are responding to another message, make sure you are reading that message when you click the REPLY button so that your message is indented under that message.
- Keep discussions professional. It is OK to agree or disagree with a posting, but be sure to explain why you agree or disagree in a professional manner. At times it may be easy to forget that this is a public forum and during times of stress the form of communication (written with no indication of affect or inflection) can be easily misunderstood. Therefore, concerns and issues to be brought to the attention of staff or students need to be thoughtfully composed and considered prior to posting. Private postings should incorporate the same considerations.

As a part of the Student Orientation you will develop a list of Netiquette rules to be followed by your cohort group during your participation in UNC-DO IT Center courses.

Guidelines for Written Assignments

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

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

Creating your assignment:

- Create your assignment in a document either in MS Word or Rich Text Format (RTF). Documents submitted in a format other than this (such as MS Works) will not be graded.
- Put your name, the date, the course, assignment number, and section (if applicable) at the top of your document.
- Print a copy of the document as a working copy for your own notes as you view the critique of your work. Your Section Facilitator's critique will be sent via email or uploaded to the Assignment area.
- Follow these general rules for formatting your paper, unless otherwise indicated in the specific assignment:
 - 12 point font
 - Arial or Times Roman fonts preferred
 - Double spaced
 - 1 inch margins

For assignments to be sent via email:

- When you see "Email to your Section Facilitator," send the assignment to your Section Facilitator in Blackboard.
 - In the message subject indicate: your name, section and the assignment number.
 - In the message identify which version of MS Word you are using or that you are sending Rich Text Format.
 - Timeliness is based on the time/date stamp on your email. Print a copy of your message with the time/date stamp to document your submission of the assignment. The Section Facilitator will let you know that it has been received and opened properly within 48-72 hours.

Note: Check with your facilitator about software versions. You may need to save documents in Office 2003 format if you have a newer version.

For assignments submitted in the Blackboard course:

- When you see “Submit the assignment to the Assignment area”, you will use the Assignment feature to upload your document to Blackboard.

For written assignments that are mailed:

- Put your name, the date, the course, section and assignment number at the top of document.
- Use the Assignment cover sheet if required (located in the Blackboard course).
- Timeliness of the assignment is based on the postmark date.

Late Assignment Policy

Assignments submitted online are deemed late if they are submitted after the due date and time (based on Mountain Time), unless otherwise negotiated *in advance*. Mailed assignments must be postmarked by the due date indicated in the course.

Late assignments will be accepted and graded for up to a 72 hour window beyond the due date and time. Assignments submitted late during this window receive a one letter grade drop. This means, if the assignment is of an A quality, the student would receive a B. If it is of B quality, it would receive a letter grade of C and so on. Late assignments submitted after the 72 hours that have not been negotiated in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

NOTE: Only one extension per course will be granted.

Extensions for assignment due date and time can be negotiated in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given course.
- The extension is no longer than one week beyond the original due date and time.

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.

Grounds for Dismissal

The following are grounds for dismissal from UNC-DO IT Center programs:

- Academic deficiency
 - Must meet grade requirements of specific program.
- Plagiarism
 - See prior description from UNC Student Handbook.
 - For more information see Student Handbook at UNC http://www.unco.edu/dos/honor_code/defining_plagiarism.html.
- Security of technology and materials
 - Duplication of materials without permission.
 - Giving out Blackboard access codes or showing your online courses to outsiders without permission.

In addition to academic deficiency and plagiarism, students are accountable for security regarding technology and materials. The materials you receive in your UNC-DO IT Center courses are copyrighted. Duplication of materials or media without written permission from the UNC-DO IT Center is illegal.

You will be given a login userID and password to Blackboard in order to access your course content and communications. This is not to be shared with anyone else. Neither are you to “invite” others to observe the class on the Web. ***The Center takes this issue very seriously.*** The reason is to preserve the safe learning environment for you and your cohort colleagues to take the risks required for your learning. It also protects privacy issues that may arise in various online discussions.

There may be rare occasions when the UNC-DO IT Center invites grant evaluators or oversight people into an online course. You will be advised that guests are in the class, just as you would expect in a traditional classroom. Jeopardizing the security of either UNC-DO IT Center materials or online environments is grounds for dismissal from UNC-DO IT Center programs.

Contacts

UNC-DO IT Center Staff

The UNC-DO IT Center is housed at the Lowry Campus in Denver. The Denver-based staff provides the administrative and instructional support for the programs delivered through the UNC-DO IT Center.

The contact information for individual staff members is noted below with their primary responsibilities. The toll free number, with a phone tree for individual extensions, is 1.866.885.6087. The web site (with pictures if you'd like to see us) is located at <http://www.unco.edu/doit>.

Director

Dr. Leilani J. Johnson
1-866-885-6087, Option 6 or 303.365.7688 Leilani.Johnson@unco.edu

Responsible for:

- Leadership and oversight of the Center activities.
- Interfacing with the various agencies involved in partnerships with and/or sponsorship of the UNC-DO IT Center.

Assistant Director

Anna Witter-Merithew
1-866-885-6087, Option 5 or 303.365.3066 Anna.Witter-Merithew@unco.edu

Responsible for:

- Oversight and management of the Center's instructional programs.
- Supervising the program staff responsible for the day-to-day operation of the programs.

Instructional Coordinator

LaNae Phillips
1-866-885-6087, Option 7 or 303.637.3071 LaNae.Phillips@unco.edu

Responsible for:

- Course management of all programs.
- Implementation of courses in Blackboard.
- Technical and Blackboard support for staff and students.

Administrative Coordinator

Susan Brown

1-866-885-6087, Option 1 or 303.637.3078 Susan.Brown@unco.edu

Responsible for:

- Marketing, recruiting and application process.
- Logistical support of onsite and face-to-face sessions, as well as special reports and projects.

Resource and Logistics Assistant

Sherry Schriver

1-866-885-6087, Option 2 or 303.637.3077 Sherry.Schrive@unco.edu

Responsible for:

- Financial aspects of the Center's work.
- Travel for Center trainings and projects.

Materials and Resources Assistant

Gertrude Dathe

1-866-885-6087, Option 4 or 303.637.3072 Gertrude.Dathe@unco.edu

Responsible for:

- Quality control of instructional materials.
- Database and instructional support.

Outreach Specialist

Timothy Chevalier

1-866-886-6087, Option 8 or 303.637.3064 Timothy.Chevalier@unco.edu

Responsible for:

- PEPNet Outreach services to Colorado, Idaho, Utah and Wyoming.

Need Help?

Every effort will be made to ensure that you are able to successfully complete your educational journey. However, it is **your** responsibility to contact the appropriate person when you need help.

Problem:	Contact:
Questions about course content, activities, assignments, problems with your coursework or inability to complete assignments	Your Section Facilitator/Mentor should be the first person you contact! IM In the event that you do not get a timely and satisfactory response from your SF, you may contact the Instructional Manager for the program in which you are enrolled.
Change your contact information Problems/questions about your student record/grades	URSA Online http://ursa.unco.edu
Did not receive all course materials	Vendor from who you purchased materials.
Cannot login to Blackboard or Ursa Do not have access to web-based course content	UNC Technical Support 1-800-545-2331

DO IT Center
 UNC @ Lowry Campus
 1059 Alton Way – Box 7
 Denver, CO. 80230
 Fax: 303.365.7677
 Toll free number: 1-866-885-6087

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Distance Opportunities for
Interpreter Training Center

**Distance Opportunities for
Interpreter Training Center**

University of Northern Colorado @ Lowry Campus

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