UNIVERSITY OF
NORTHERN COLORADO

American Sign Language-English Interpretation

Student Handbook

2024-2025

University of Northern Colorado

Department of ASL & Interpreting Studies

The ASLIS faculty and staff and the University of Northern Colorado bring expertise and many years of experience, passion, and dedication to supporting students working towards competent interpreting practice. While students can grow substantially from that platform of support, individual success or failure in achieving the learning outcomes of your specific program is ultimately your responsibility. Communication is especially important within any distance education program. If questions or concerns arise or if something outside your control is interfering with your education, please contact your instructor, advisor or the administrative office as soon as possible.

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Welcome from the Chair!

You are about to embark on an exciting academic journey with the Department of ASL & Interpreting Studies (ASLIS) at the University of Northern Colorado (UNC). For over 125 years, UNC has taken pride in producing well-prepared education professionals; the university began as a State Normal School and is still recognized today for the quality of its campus-based and online education programs. As an ASLIS student, you are now a part of this tradition of excellence, which is infused into the goals and expectations of our department. Our faculty and staff are dedicated to providing you with quality instruction in the knowledge and skills that will prepare you for success in your future plans.

ASLIS is part of the College of Education and Behavioral Sciences and offers academic programs at the undergraduate and graduate levels. At the undergraduate level, ASLIS offers a variety of campus-based and online options to fit your interests and enhance your career opportunities. Undergraduate students seeking to develop conversational ASL proficiency and increase their knowledge of Deaf Culture can take ASL courses as Liberal Arts credits or pursue a 24 credit ASL minor. Students seeking a Bachelor of Arts in American Sign Language (ASL)-English Interpretation will take specialized coursework honing the ability to provide interpreting services in either community or educational settings. Graduate students can enroll in our Teaching ASL program and earn a Master of Arts in Teaching ASL, with the option of seeking a degree with licensure in World Language, providing preparation for those seeking to teach in K-12 settings.

Our programs, both campus-based and online courses, are dynamic and engaging, seeking to stay on the cutting edge of both curriculum and delivery. Our undergraduate ASL-English Interpretation program is accredited by the Commission on Collegiate Interpreter Education, and we are one of the first schools nationwide to provide a graduate program for teaching ASL. As part of our commitment to excellence within the fields of ASL and Interpreting, the Department is currently administering three five-year grants: 1) Preparation of Interpreters in Educational Settings (#H325K150213: 2016-2022) and 2) Preparing School Interpreter Project (#H325K210024: 2021-2026) through the US Department of Education, Office of Special Education Programs, and 3) the Improving Rural Interpreter Skills (IRIS) Project (#H160D210006: 2021-2026) through the U.S. Department of Education, Rehabilitation Services Administration. As well, the Department has an ongoing contract with the Colorado Commission for the Deaf, Hard of Hearing, and DeafBlind to support rural interpreters toward national interpreting certification. For more information, see https://www.unco.edu/cebs/asl-interpreting/grants/.

This handbook serves to provide you preparation and resources for your upcoming studies. If you have questions about our programs or activities, please contact us.

Once again, welcome to the Department of ASL & Interpreting Studies!

Barbara Garrett

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The Department of ASL & Interpreting Studies

ASLIS is part of the [College of Education and Behavioral Sciences](#) (CEBS), located in McKee Hall room 525, that delivers 3 programs on the Greeley campus of the University of Northern Colorado.

ASL I-IV Courses & ASL Minor Courses are offered to develop your conversational fluency and increase your knowledge of Deaf Culture.

The programs are:

1. [ASL I-IV courses](#) are open to anyone interested in learning ASL. You can take ASL courses to meet 6 credits of your Liberal Arts requirements. ASL I-IV are offered on-campus and online

   1) A student, who demonstrates readiness in ASL course beyond ASL 101, after passing the next level course, may be able to obtain ASL [Retro Credit](#).

   2) [The ASL Minor](#) (ASL I-VI & two upper division electives) is open to UNC students with a declared major. The minor offers 24 credits designed to accompany any UNC major. Courses within the ASL minor are offered on-campus and online. Many of the minor courses count for the ASLEI major simultaneously.

2. [Bachelor of Arts in ASL-English Interpretation](#) is offered campus-based and online as a tri-semester program designed to prepare highly qualified entry-to-practice interpreters for community or educational settings.

3. [Master of Arts in Teaching American Sign Language](#) is offered in a hybrid delivery system. This program provides students with the pedagogical coursework to teach ASL as a foreign/modern language in numerous settings, including secondary and post-secondary. The two degrees offered in the Teaching ASL program are:

   * Teaching ASL MA
   * Teaching ASL MA: Licensure: World Language (Grades K-12)

Grants and Special Projects also occur within the Department. For more information, see https://www.unco.edu/cebs/asl-interpreting/grants/.

The US Department of Education, Office of Special Education Programs (OSEP), awarded a personnel preparation grant—the Preparation for Interpreters in Educational Settings (#H325K150213: 2016-2022)—to the ASL-English Interpretation Program. Thirty (30) students who were interested in working with K-12 students who are deaf and hard of hearing were selected as OSEP Scholars to receive a two-year scholarship (~$28,000) for upper division coursework.

A second OSEP award—the Preparing School Interpreters Project (#H325K210024: 2021-2026)—will provide similar scholarship support to 27 new Scholars beginning in the fall of 2022.

* The US Department of Education, Rehabilitation Services Administration, awarded the ASL-English Interpretation Program a five-year grant: Improving Rural Interpreter Skills (IRIS) Project (#H160D210006: 2021-2026). The goal is to select 80 interpreters and 20 mentors from 13 rural states in the nation for developed training, and ultimate to have more and better prepared interpreters to serve consumers in these states.

* The Rural Auxiliary Services (RAS) Rural Interpreter Skills Enhancement (RISE) Project: The Colorado Commission for the Deaf, Hard of Hearing, and DeafBlind has an ongoing training contract with the Department of ASL & Interpreting Studies. The goal of the project is to train and provide mentoring support to interpreters working with consumers in rural areas of the state as they strive for national certification.

ASL-English Interpretation (ASLEI)

Program Description

The bachelor's degree program in ASL-English Interpretation is a four-year journey designed to graduate confident and competent entry-level interpreters for community and educational settings. This program is accredited by the [Commission on Collegiate Interpreter Education](#) (CCIE). The curriculum is developed and designed based on 34 Entry-to-Practice competencies (Witter-Merithew & Johnson, 2005). The goal of the program is that our graduates will be able to approach the national interpreting certification process within a year of program completion. As such, the ASLEI program requires the language competencies of ASL I-IV coursework, or an alternative pathway such as, equivalent life skills or national certification, prior to applying to the major that begins at ASL V. Advanced placement in ASL VIII or interpreting coursework is also possible with demonstrated competencies.

The 120-credit hour ASLEI BA program supports students in foundational preparation toward professional practice. The program:

1. Is offered in two delivery methods – online and on campus in Greeley, Colorado.
2. Has three parts: 31 credits of Liberal Arts, 73 credits in the major, and 16 credits of selected minor, concentration, or emphasis.
3. Is a tri-semester program (fall, spring, and summer semesters).
4. Requires attendance at a 4-week residential summer session on the UNC Greeley campus each year.
5. Uses a cohort model to enhance student support.
6. Has nationally recognized [instructional staff](#), including Deaf and hearing members.
7. Has three benchmarks to ensure adequate competencies before moving forward:
    a. Demonstration of Competencies – ASL & English – at entry.
    b. Language to Interpreting Competencies at the end of the sophomore year.
    c. Program to Practice Competencies at the end of the program.
8. Has a 1-credit orientation course to facilitate a smooth and knowledgeable entry for new students.
9. Starts at ASL V and offers two years of advanced ASL for interpreters before beginning interpreting coursework:
    - Has 19 credit hours of interpreting coursework.
    - Has ~300 clock hours of field work throughout the program, with about half done during the internship.
    - Has internship sites around the nation.
    - Is 1 of 16 Commission on Collegiate Interpreter Education accredited BA programs, the only one with online delivery system.

Competencies

The 34 Entry-to-Practice competencies fall within five domains: (1) Theory and Knowledge, (2) Human Relations, (3) Language Skills, (4) Interpreting Skills and (5) Professionalism. 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 (Witter-Merithew & Johnson, 2005). The competencies reflect a foundation of knowledge sets, interpreting skills and professional depositions within each domain that prepares ASLEI graduates to confidently work in low-risk settings and to sit for national certification within one year of program completion.

Disposition

Disposition, the inherent qualities of mind and character an individual possesses, plays a pivotal role in every profession. It influences how individuals interact with colleagues, consumers, and the work itself. A positive disposition fosters collaboration, resilience, and creativity, enabling professionals to navigate challenges with grace and optimism. It also builds trust and rapport, essential for effective teamwork and consumer relations. Thus, cultivating a positive disposition is crucial for personal fulfillment and professional success, enhancing both individual performance and collective harmony. While personality traits may vary among interpreters, it does predict a person's aptitude for developing the necessary skills required to successfully perform as an interpreter. Bontempo et al. (2014) find that competent sign language interpreters demonstrate common characteristics regarding aptitude: higher self-esteem, conscientiousness, emotionally stability, ability to be extraverted, when necessary, openness to experience, highly agreeable, and moderate inclination toward perfectionism (Note: while perfectionism is generally unhealthy, the competent interpreter values message accuracy, repair errors, and treats all interlocutors equitably). The ASLEI program encourages students to develop these qualities because they play a role in predicting job performance. Every semester, students will evaluate and reflect on their progress toward developing these essential qualities to prepare them for a successful career.

Reference
Bontempo, K., Napier, J., Hayes, L., and Brashear, V. (2014). Does personality matter? An international study of sign language interpreter disposition. *Translation & Interpreting 6*(1), 23-46.
https://www.trans-int.org/index.php/transint/article/view/321/154

Course Registration

To begin a course, activate your student records through UNC's Ursa system. Using a web browser, go to the UNC site at http://ursa.unco.edu/. If you have not been an "active" student or are a new UNC student, follow directions at the right side of that page; select Account Activation. If you have a pop-up blocker installed on your computer, you will need to follow the instructions on the screen to remove the pop-up blocker in order to access Ursa. Once your student Ursa account is set up you will be able to register for courses.

Information needed to access course schedules can be located in UNC's Schedule of Classes. From the drop-down menu, click on the term you are requiring. Next, you will pick the class you need, for example, ASL or INTR; using the scroll down option, then click Run.

Campus-based Students

The schedule of courses will come up showing the days, times, name of the instructor, room number and building along with the number of seats available. You will also be able to locate the CRN (Course Registration Number) for the specific course you are registering. If you are new to campus and are not familiar with where buildings are located, you can find where you need to go on the Campus Map.

TIP: Campus-based course sections are typically -00x or -1xx for all three semesters. For example, INTR 101-001 is a section designed for campus-based students.

Special permission can be requested by campus-based students to register for an online section. If circumstances warrant it, a -970 section is created. This section code is for campus-based students taking a special permission online course. This section code maintains your campus-based status, including College Opportunity Fund (COF) eligibility.

Online Students

The schedule of courses will come up showing the dates, name of the instructors, the number of seats available and 'online' under the building column. You will also be able to locate the CRN (Course Registration Number) for the specific course you are registering for.

TIP: Online course sections are typically -900 for fall/spring and -700 for summer session. 900 represents a fully online course while 700 sections are used to designate hybrid courses. For example, INTR 101-900 is a section designed for distance students.

Program Features

Program of Study

Whether you are an online or a campus-based student, your program of study will follow the four-year plan that can be viewed at the link below:

ASLEI- Four Year Plan

Residential Summer Semester

Summer's accelerated hybrid approach consists of two weeks online (typically June) plus four weeks at the Greeley, Colorado UNC campus (typically July). You will take 6-7 credits providing intensive language, knowledge, and/or interpreting preparation. While on campus during the summer semester, you will be in face-to-face classes sessions typically from 8:30 AM to 4:30 PM on weekdays with daily and weekend assignments.

During the residential summer session, the Department of ASL & Interpreting Studies brings together the ASLEI program students and staff (campus-based and online) and the online Teaching ASL Master's program to create a vibrant, face-to-face learning community of about 100 Deaf and hearing students and instructional staff members.

Prior to your summer courses, you will receive information and resources to help you plan a four-week campus residential stay (typically March). Most out-of-state students stay in one of UNC's residence halls (approximately $1,300 for the month) and you can cook in the common kitchens or purchase a meal plan through dining services. Other arrangements can be made independently by students to fit their needs.

Summer semesters are required of all ASLEI students (campus-based and online) as summer courses are the foundation to the following fall and spring courses.

Course Materials

Each ASLIS course uses a variety of materials including textbooks, readings, or videos. These materials are ordered through the Book Store website (http://www.uncbooks.com) prior to the start of class. At least two weeks or more prior is recommended for shipping time. The UNC bookstore is the retailer that ASLIS uses for all course materials; however, you are free to order from wherever you wish.

You can also find your list of required materials by logging into your Ursa student account. While in the student tab, under the first column you will see a link to *My Textbooks*. Click that link and follow the prompts for a list of required materials. Do this for each enrolled class.

Canvas

The online delivery of our courses uses the learning management system Canvas. 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. Canvas also provides a convenient way for students and instructional staff members to communicate using email messages and discussion groups. Canvas also augments our campus-based courses by providing a convenient way to submit assignments, view grades, access reading materials and so on.

1. At midnight (12:01 a.m.) on the first day of the course, you will be able to access your online Canvas course at the following URL: http://canvas.unco.edu
2. Select STUDENT LOGIN
3. Your user ID and password are the same as you use for Ursa login.
4. For additional assistance with your online course visit UNC Canvas Support Resources site: https://www.unco.edu/canvas/canvas-support/ and click on the various student links. There are tutorials that will help you learn and understand more about lessons, timelines, materials, and expectations that are involved in online instruction.

In addition, the following materials can be found online in the learning management system, Canvas: All courses contain a course schedule that identifies the course requirements, including the learning activities, assignments, due dates, etc. for the course. The course schedule may be the most important item along with your syllabus since it provides the timeline for your studies.

- *Syllabus* – The final updated version of the course syllabus will be found in Canvas courses on the first day of class. The syllabus is an overview of the course, and of all the related activities, assignments, and timeline. Your instructor will email you a draft syllabus at least 2 weeks prior to the semester starting so you can become familiar with the course and order your required materials. Always wait to print the syllabus from the Canvas course in case of last-minute edits.

- *Modules* – Similar to lessons, the modules contain the content of the course with more information on course activities, the PowerPoint presentations, instructor insights, and so forth.

- *Assignments* – Within the modules, will be the Assignment Overviews and a detailed descriptions of each assignment with the grading rubric.

- *Readings* – Readings may be included in the campus-based and online courses, or at the UNC E-Reserves library website.

Technical Support

Business Hours (closed holidays):
- Monday-Thursday 8am-7pm
- Friday 8am-5pm
- Saturday-Sunday 10am-7pm

If you call after these times, a call service takes your call and alerts UNC IT personnel. The help ticket will then be given to the IT personnel to be completed on the next business day.

Online technical support is also available by going to https://help.unco.edu, you will need to log in using your UNC email address and password. You can also get help by dialing (970) 351-4357(HELP) or 1-800-545-2331 to contact one of the skilled support representatives during business hours.

Canvas

Video Conferences

Some of the ASLIS programs use video conferences (typically Zoom) to bring you and experts together for an educational experience that enhances course content. Attendance at these conferences is often mandatory, meaning grading points are assigned. If there is a reason that you cannot attend due to extenuating circumstances, you must contact your instructor ***prior to the conference***. As well, you are encouraged to ask a colleague to take notes for you. Typically, these conferences are not recorded. Your instructor will inform you if it is being recorded for educational purposes.

Assessment of Learning

For both types of programs, campus-based and online, the student learning objectives are assessed through project-based activities that generally require students to apply the learning to the work an interpreter experiences or to real life situations.

Assignments and Points for Grading

To ensure that this learning experience benefits you, the following items are required for satisfactory completion:

1. Read all assigned readings.
2. Complete all defined activities.
3. Complete homework assignments per instructions.

NOTE: Pay attention to APA requirements for citations. Refer to: https://libguides.unco.edu/apa/home as one resource; there are many more sites on the web and some are posted in the Resource area of your online class to help you.

4. Submit homework as directed by the assignment on, or before, assigned due dates.
5. Actively participate in online discussion groups. You should be posting both original and responding posts each week of the course.

Every ASLEI course contains a Course Schedule with activities and assignments required for course completion. You must follow the course schedule in order to successfully complete each course. Specific or unique completion requirements for individual courses will be listed in the Assignment Overview section of the syllabus, which also includes total points possible.

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

A = 91 - 100 superior achievement of course objectives.

B = 81 - 90 average achievement of objectives (**Reminder**: you must achieve at least a "B" or 81% in each course to meet graduation requirements).

80% and below is considered not passing and will require remediation to continue.

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

Campus-based Students

Class attendance is a vital component to your learning experience. You will be learning in a traditional brick and mortar setting that provides live instruction; therefore, it is important that you attend each of your courses to get all the information as it is presented.

Deadlines are important! Participation requires that you stay on top of your work, communicating with classmates and your instructor. There will be requirements for discussion and collaboration using the online discussion groups in Canvas (see above). Each participant in the program has personal perspectives to share (and maybe interpreting experiences as well). *This sharing will facilitate new learning for all participants.*

Online Students

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. Typically, courses do not "meet" at an established time and day of the week; they are asynchronous. 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 online discussions, which connects you with your peer learners and instructor for the purpose of exploring and discussing your new learning.

Your online courses 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 towards success. Your input is essential. *You will gain in proportion to what you put into the course.*

Attendance

Participants, both campus-based and online, are expected to attend all scheduled course meetings (e.g., videoconferences, audioconferences, chats, residential 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 course and/or program.

In the rare instance when an absence cannot be avoided, and prior approval has been granted by the course instructor for an in-progress grade, an equal and appropriate make-up experience/assignment is required. This will be specified by the instructor and is to be completed by the agreed date.

Note: Regular interaction provides the instructional foundation used in this program. Attendance is crucial, whether it is online or onsite. *Active and regular participation is the key to success and is a required component of all ASLIS programs.*

Online students should check into Canvas at least three days per week. Most students find it helpful to do a quick check to stay on top of things even more often than that. If you need to be absent for more than four days, you must notify your instructor.

On-campus students should follow the instructors' requirements for checking Canvas.

Stay in contact with your instructor! This is critically important. The ASLIS instructional and administrative staff want to support you during your academic journey.   You are responsible for keeping them informed and to work with them in accomplishing your academic goals. Be sure to check BearMail (as well as Canvas Inbox messages) at least three times per week as time sensitive materials could be waiting for you from UNC or the ASLIS department.

It is also important to check the ASLIS website, www.unco.edu/cebs/asl-interpreting/, on a regular basis for updated information and links to various resources. For instance, this is where the summer residential schedule will be posted.

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, or below graded assignment.

Checking Grades

You will be issued a Bear Number as an ASLEI 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 is what has been posted for your college transcript. You can see your course grade in your URSA account Degree Works.

Course Evaluations

Every UNC course concludes with a course evaluation. This gives you the opportunity to comment on the quality of the courses offered. College administrators and faculty members take your feedback on the quality of instruction very seriously. The information you provide is used to evaluate the instructor's performance and to inform curriculum decisions. Your responses will be anonymous, and aggregated input will be shared with the instructor only after grades are submitted.

Time Commitment

College courses are demanding, and distance learning requires self-discipline and motivation. In order to set appropriate expectations, you 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 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 course, you might expect to spend between 45 and 60 hours completing the course.

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

Lab courses, such as the skills course in any ASLIS program, require twice as many hours to complete as knowledge-based courses.

Most ASLIS programs are offered over a traditional 16-week semester. If you take one knowledge-based course (3 credits) in a traditional semester it might look like:

135-180 hours required /15 weeks = 10-12 hours per week required

12-credit hour load means that you should be prepared for a minimum of a 40-hour week as a student

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 ASLIS program. Fieldwork, such as the internship, can be three times the amount of time needed to complete assignments.

These numbers are averages, but remember, 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

The ASLEI program has academic completion requirements for anyone to successfully complete:

ASL-English Interpretation Four Year Plan

- All the required courses in the major and concentration area with an earned "B" (81%) or better in each INTR course.
- An Internship of approximately 160 clock hours at a selected site somewhere in the nation.
- A culminating senior capstone project that will provide evidence of the 34 entry-to-practice competencies.
- UNC graduation requirements.

Guidelines for the Use of Technology

Responsible use of the UNC ASLEI technologies and services (i.e., Canvas, video conferencing, etc.) requires that both student and staff follow these guidelines.

1. Respect the rights of others by complying with all college and program policies regarding intellectual property and copyrights.

2. 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.

3. Respect the privacy of others by not tampering with their videos, files, attachments, passwords, or accounts, or representing others when messaging or conferencing.

4. 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.

5. Restrict anyone else from using your ID or accounts to access courses or other resources available to registered students of the UNC ASLIS, and

6. 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.

Minimum Technical Requirements

You do not need to have the newest computer and world-class internet connection to attend courses online/onsite. You also don't need to be a computer expert. However, we do recommend a general comfort level with computers and the internet, along with the following minimum specifications to avoid technical issues while attending your online class and submitting your work online. Requirements for both computers and mobile devices are below. Review *all* information on this page to ensure you have the equipment and software needed: Technical Requirements

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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".

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 is in it and learn more about the animal in front of him. It is a great learning opportunity…but rather a scary proposition!

Creating a safe, learning environment in the ASLEI "virtual schoolhouse" demands a great deal of time and energy. Breaches of that security – by students, staff, or interns – are not taken lightly.

During your ASLEI experience, you will have opportunities to discuss situations that occur in the work of an interpreter. When discussing these types of observations, you are expected to protect the privacy of the individuals in that situation, as they will be like your future consumers. This includes, but is not limited to:

- Protecting their identity.
- Not duplicating their work.

Only people with an authorized login user ID and password are expected to be in ASLEI online courses. No one is to give his access codes to anyone else. UNC ASLIS online students are made aware *before* others are invited into the environment, just as you would in a traditional, campus-based course. No one is to have anyone "watching over their shoulder" unless this has been previously authorized.

It is possible that you will know and even interact with other ASLIS students in various aspects of your own work/life. The sensitivity of this reality is very important. As students, you are all aware of these issues. In a distance environment, where you may rarely 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.

Make Your Online Academic Discussion Forums Come Alive

- Academic discussion groups – Each assignment or activity that requires a discussion will have a unique discussion group in Canvas. You must post your message to the correct discussion group to receive credit.
- For discussion assignments, you must complete the number of posts indicated in the assignment or activity by the dates indicated in the Course Schedule.
- Compose an articulate comment/response. Online discussion posts are graded and must comply with designated course criteria and due dates.

- If you are responding to another student's 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 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 your first class, INTR 100, you will develop a list of Netiquette rules to be followed by your cohort group during your participation in ASLIS courses.

Guidelines for Written Assignments

The following guidelines are to be followed for all written assignments submitted in your online or campus-based courses, unless otherwise indicated in the activity or assignment.

You can help your instructor and help yourself by paying attention to these guidelines, which make it much easier to review and give feedback on 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.

- All assignments require your name, the date, the course, the assignment number, and the section (if applicable) at the top of your document.

- Your instructor's critique will be posted to the Grades area of Canvas.

Follow these general rules for formatting your paper, unless otherwise indicated in the specific assignment:

- 12-point font
- Arial or Times Roman fonts
- Double spaced
- 1-inch margins
- APA 7 formatting
- Reference page (if applicable)
- When you see "Submit the assignment to the Assignment Tool", you will use the Assignment feature to upload your document to Canvas.

Use of Artificial Intelligence

The use of artificial intelligence (AI) chatbot technologies, such as ChatGTP, to generate text, is not allowed and will be treated as an academic integrity violation.

Late Assignment Policy

Assignments submitted are deemed late if they are submitted after the due date and time (based on Mountain Time), unless otherwise negotiated *in advance.* Extensions for assignment due date and time can be negotiated in advance with the respective Instructor 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.
- Typically, no late work is accepted in the last three days of a course.

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—illness, hospitalization, or death of a family member. Incomplete grades are based on personal circumstances and require that 75% of the coursework is already completed per UNC policy.

Grounds for Dismissal

The following are grounds for dismissal from UNC ASLSI programs:

- Academic deficiency
  - Must meet grade requirements of a "B" (81%) or better in each INTR course.
- Academic Integrity (and plagiarism)
  - See description for the [UNC Code of Conduct Student Handbook](#).
  - You are expected to be familiar with all the information in the UNC Student Code of Conduct [Student Handbook](#).
- Security of the Environment
  - Personal information and in class discussions is to be kept confidential. This would include, for example, not sharing content of courses or student discussions on social media.
  - The materials you receive in your UNC ASLEI courses are copyrighted. Duplication of materials or media without written permission from UNC ASLEI is illegal.

You will be given a login user ID and password to Canvas 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 course on the Web. *The ASLIS department 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 ASLIS invites grant evaluators or oversight people into an online course. You will be advised that guests are in the course, just as you would expect in a traditional classroom.

Jeopardizing the security of either UNC ASLEI materials or online environments is grounds for dismissal from ASLIS programs.

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 academic performance (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 act in accordance with commonly accepted standards of academic conduct. (See Student Conduct section.)

University Standards of Conduct and Resources

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievement (e.g., inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodation, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Title IX/Equal Opportunity
The University of Northern Colorado is committed to providing a safe and inclusive learning environment for all students that is free from discrimination and harassment, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these concerns should know that they are not alone. UNC has staff members in the University's Office of Institutional Equity and Compliance (OIEC) who are trained to support students in navigating these concerns and are able to provide on- and off-campus resources and supports, referrals to health and counseling services, academic and housing modifications, and mutual no-contact orders between individuals. Please be aware all UNC instructors and most staff members are required to report their awareness of sexual misconduct to the OIEC. This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator and Equity Officer, Dr. Matt Ricke. Dr. Ricke or a trained staff member in OIEC will contact the reporting students to let them know about resources and support services at UNC as well as their options to pursue an investigation through OIEC, law enforcement, or both. Students who have experienced these types of incidents are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary. If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC has confidential victim advocates available 24/7 by phone – students can contact the Assault Survivors Advocacy Program (ASAP) at 970-351-1490 to seek confidential guidance and support.

Confidential Campus Resources
Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-1490
Web: unco.edu/asap
Hours: M-F, 9am-5pm
24 Hour Hot Line: 970-351-4040
Email: advocacy@unco.edu

UNC Counseling Center
Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-2496
Hours: M-F, 8am-12PM, 1pm-5pm
Web: unco.edu/counseling-center

Psychological Services
Office Located: McKee Hall Room 247
Office Phone: 970-351-1645
Web: https://www.unco.edu/cebs/psychological-services-clinic/
Hours: By Appointment
Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined. Students who have experienced sexual or interpersonal violence, who are concerned about someone who has, who would like to learn more about sexual or interpersonal violence, or who wish to report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Artificial Intelligence (AI) Use Statement
The use of artificial intelligence (AI) chatbot technologies, such as ChatGTP, to generate text, is not allowed and will be treated as an academic integrity violation. Intellectual honesty is vital to an academic community and for a fair evaluation of your work. All work submitted must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

Academic Integrity
Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance
Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

Center for Career Readiness
Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career. For more information on student *resources,* or to schedule an *appointment,* visit the website: **www.unco.edu/career/students** or for
student *events,* visit: **www.unco.edu/career/events**.
We are located:
Office: University Center 2nd floor
Hours: M-F, 8am-5pm
Appointments: Virtual and In-Person
Drop-Ins: Visit our website for up-to-date information
It's never too early to talk about career!

Equity and Inclusion
The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit **www.unco.edu/institutional-equity-compliance**. Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty. You can find their information below:

Asian Pacific American Student Services (Cultural Center)
924 20th St
Greeley, CO 80639

(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)
1410 20th St
Greeley, CO 80639
(970) 351-2424
ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership
Development
1915 10th Ave
Greeley, CO 80639
970-351-1492
cwge@unco.edu

Center for Gender and Sexuality (Resource Center)
2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191
gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)
928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351
MGCC@unco.edu

Native American Services (Cultural Center)
924 20th St
Greeley, CO 80639
(970) 351-1909
AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)
1815 8th Ave
Greeley, CO 80631
970-351-1403
timothy.nellett@unco.edu

Food Insecurity and Basic Needs
Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Land Acknowledgment
The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: https://www.unco.edu/registrar/name-change.aspx

University Libraries

The University Libraries has the spaces, resources, and support you need to help you achieve your academic goals. Visit us at Michener Library, on west campus, or at Skinner Music Library, on central campus. Check out all the resources we offer, from scholarly journal databases and streaming media to laptops and anatomical models, at our website: https://www.unco.edu/library/. Need research help from an expert? Ask a librarian. We offer multiple ways to get in touch: https://www.unco.edu/library/research-help/.

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm. If your instructor requires you to visit the Writing Center, make sure to alert your consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

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	**1. Your instructor** Your instructor should be the first person you contact! **2. Program Coordinator** In the event that you do not get a timely and satisfactory response from your instructor, you may contact the Program Coordinator or Academic Advisor. (See full list below)
Update contact information Locate final grades See progress on Degree Works page in Ursa Register for classes	**Ursa Online** http://ursa.unco.edu
Did not receive all course materials	Vendor from whom you purchased materials.
Cannot login to Canvas or Ursa	UNC Technical Support 1-800-545-2331 970-351-HELP (4357)
Updated ASLIS resources, documents, and information	https://www.unco.edu/cebs/asl-interpreting/resources/

ASLIS Staff

The ASLIS administrative office is housed on the UNC campus McKee Hall 525 in Greeley, CO. The staff provides the administrative and instructional support for the programs delivered through the ASLIS Department.

ASLIS Chair

Dr. Barbara Garrett
970-351-1117 or VP: 970-373-1270
Barbara.Garrett@unco.edu

ASLEI Coordinator

Randy Thuesen
970-351-3669
Randy.Thuesen@unco.edu

ASLEI Academic Advisor

Kate Beilmann
970-351-1075
Kate.Beilmann@unco.edu

Instructional Coordinator

LaNae Phillips
970-351-1047
LaNae.Phillips@unco.edu

Resource and Logistics Assistant

Sherry Schriver
970-351-1060
Sherry.Schriver@unco.edu

Meet our current ASLIS Faculty. We think they are the brightest and the best!

ASLIS Department

Department of ASL & Interpreting Studies
UNC @ McKee Hall 525
Campus Box 106
Greeley, CO 80639

Fax: 970-351-1317

Phone: 970-351-1060
        970-373-1270 (leave a sign message)

Quality instruction preparing culturally

and linguistically competent interpreters,

teachers and users of American Sign Language.

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NORTHERN COLORADO