

Distance Opportunities for  
Interpreter Training



# The DO IT Center

Implementer's Guide  
Model Courses:

EDI 111: Child and Language Development

EDI 112: Language and Learning

Providing quality educational programs  
to enhance the field of interpreting

The logo for Distance Opportunities for Interpreter Training Center (DO IT) features the letters 'DO IT' in a large, light blue, serif font. A horizontal line with an arrowhead on the right passes through the middle of the letters.

## Distance Opportunities for Interpreter Training Center

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# **DO IT Center, Denver, Colorado**

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## **What is the DO IT Center?**

The DO IT Center is a grant-funded organization dedicated to providing quality educational programs to enhance the field of interpreting.

The Center currently administers three major projects (2002-2005) through grants awarded by the U. S. Department of Education and co-sponsored by 16 State Education Agencies, including AK, AZ, CA, CO, KS, HI, ME, MN, MT, NE, ND, NM, NV, SD, UT, WY and the Bureau of Indian Affairs (BIA). Each project emphasizes different interpreting specialties, but all are intended to deliver instruction via blended technologies to distance learners.

These two model courses are a part of the Educational Interpreting Certificate Program (EICP), funded by OSEP Award # H325A000081, RSA Grant of National Significance Award # H160B000008, and Multi-state/BIA Partnership FRCC # 10054.

## **What is the EICP?**

The Educational Interpreting Certificate Program is a distance learning opportunity that uses a variety of technologies to bring the courses to Educational Interpreters. This 30 credit hour program takes three years to complete and results in a Vocational Certificate in Educational Interpreting recognized by State Education Agencies and BIA.

## **What are the EICP goals?**

The EICP mission for the years 2002 – 2005 is to:

- Deliver in three-year cycles the 30-credit hour Educational Interpreting Certificate Program to 150 K-12 interpreters;
- "Educate the system" about the work of the educational interpreter; and
- Create a career ladder with opportunities for continued professional development.

## **What is the purpose of this document?**

This document presents two model courses entitled EDI 111: Child and Language Development and EDI 112: Language and Learning, designed to provide educational interpreters with a background in how language is acquired in both deaf and hearing children and to increase the interpreter's understanding of the linguistic, communication, and academic needs of deaf children in the classroom.

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# EDI 111: Child and Language Development Course Fact Sheet

<b>Name</b>	EDI 111: Child and Language Development
<b>Purpose</b>	This course focuses on various theories of child development and the acquisition of a first language for children who are able to hear and children who are deaf. It provides the learner with the opportunity to form an overall understanding of how children grow and develop, and the integral role that language plays in that development.
<b>Target Audience</b>	Working Educational Interpreters
<b>Credit Hours</b>	1 semester hour
<b>Delivery</b>	Online via WebCT
<b>Materials</b>	The course uses a Study Guide (extended syllabus) sent to the students ahead of time, a textbook and several readings.
<b>Main Topics</b>	<ol style="list-style-type: none"><li>1. Introduction to Child Development</li><li>2. Introduction to Language and Linguistics</li><li>3. Language Acquisition Theories</li><li>4. Stages of Language Acquisition</li><li>5. Early Development in Deaf Children</li></ol>
<b>Major Assignments</b>	The course contains three assignments: <ol style="list-style-type: none"><li>1. Students are required to participate in WebCT discussions on lesson topics and to create a double entry journal from readings.</li><li>2. Students develop a chart summarizing various language acquisition theories.</li><li>3. Students observe an infant and a toddler interacting with caregivers and prepare an analysis that describes the observation, identifies the developmental stage and stage of language development of each child, and compares and contrasts the development of the infant with the toddler.</li></ol>

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# EDI 112: Language and Learning

## Course Fact Sheet

<b>Name</b>	EDI 112: Language and Learning
<b>Purpose</b>	This course continues from EDI 111 and delves further into language acquisition and cognition with focus on children who are deaf or hard of hearing. Students explore the acquisition of ASL, and the types of discourse that are common in the classroom – Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
<b>Target Audience</b>	Working Educational Interpreters
<b>Credit Hours</b>	2 semester hours
<b>Delivery</b>	Online via WebCT
<b>Materials</b>	The course uses a Study Guide (extended syllabus) sent to the students ahead of time, several readings and three videotapes.
<b>Main Topics</b>	<ol style="list-style-type: none"><li>1. Language Acquisition of Children who are Deaf</li><li>2. Acquisition of American Sign Language</li><li>3. Basic Interpersonal Communication Skills/Cognitive Academic Language Proficiency (BICS/CALP)</li><li>4. Classroom Discourse Analysis</li><li>5. Theory of Mind</li></ol>
<b>Major Assignments</b>	The course contains five assignments: <ol style="list-style-type: none"><li>1. Students develop a language profile of the student with whom they work.</li><li>2. Students analyze BICS and CALP as observed for Assignment 3 in EDI 111.</li><li>3. Students analyze discourse in an elementary school classroom (videotape) noting BICS/CALP.</li><li>4. Students analyze the impact of classroom discourse on the student with whom they work.</li><li>5. Students add to a resource packet developed in an earlier course.</li></ol>

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# DO IT Center Instructional Development

## Program Philosophy

DO IT Center courses are designed to be part of a program, rather than as freestanding courses. Programs range in length from two courses (such as the Distance Learning and Technology Internship) to twenty courses (the Educational Interpreter Certificate Program). Students are organized into cohort groups, so that they start and move through a program together, which creates a community of learners that work together during the program. The result of this program approach is an integrated curriculum that accomplishes spiral learning by building on concepts both within each course and from course to course.

In addition, the design philosophy of all DO IT Center courses is based on four key elements:

- Core Beliefs
- Distance Learning Assumptions
- Experiential Approach
- Assessment Approach

### **Core Beliefs**

The DO IT Center programs have been founded on the core beliefs that:

Deaf People:

- Represent a unique cultural and linguistic community that co-exists within the broader society.
- Have the right to equal access and communication, as members of the broader society.
- Can achieve equal access and communication with non-deaf persons through the use of qualified and professionally trained interpreters.

Interpreting:

- Involves a cognitive process and psycho-motor skills that require linguistic competence in Sign Language and English as a pre-requisite.
- Requires a commitment to on-going 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 schemas 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.
- Fosters an attitude of life-long learning and self-discovery, while enhancing the maturation of moral and intellectual skills.

### **Distance Learning Assumptions**

Distance learning can be an effective and meaningful experience for students, providing the following advantages:

- Ability to obtain education and training in remote locations
- Access to international faculty
- Personalized learning
- Professional networking

The DO IT Center believes that the keys to successful learning in a distance environment are excellent course structure, student support, experienced facilitators, and the use of online discussions to develop critical thinking skills, enable students to share information, promote a community of learners, and establish networking skills.

### **Experiential Learning**

The term “experiential learning” describes the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning thus involves a, 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it.' (Borzak 1981: 9 quoted in Brookfield 1983).

The belief in the value of experiential learning is a foundation of the design of learning activities for DO IT Center courses. Since

the audience consists of working interpreters, class activities and assignments require students to immediately apply their learning to situations in their work environment.

## **Assessment Approach**

An integral part of the course design for all DO IT Center courses is the assessment approach that guides the design of student assignments. Since DO IT Center courses have been designed as in-service programs for working interpreters, assessments are designed to be practical, work related projects that require students to apply their learning to real-life situations and experiences. The projects result in work products that the students can use on the job or as a part of a portfolio. For example, a student in the legal program would research and collect various legal forms then analyze how to interpret the forms. In addition, assignments often build on each other so that individual concepts are applied and then synthesized. For example, a student in the EICP would analyze classroom discourse, then analyze the interpretability of a class, then produce an interpretation and self-analysis.

In addition, the Educational Interpreting Certificate Program requires students to create and present a portfolio with evidence of their competence in each of the fourteen core competencies. Products produced as assignments in the EICP courses are used as evidence and students have the opportunity to reflect on their learning in each class. The last course that students take in EICP is the portfolio course that helps students organize and document their learning.

## **Instructional Design Methodology**

### **How DO IT Center courses are developed**

The development cycle for DO IT Center courses is different than many other educational institutions. Courses are developed centrally at the DO IT Center using “SMEs” (Subject Matter Experts) and professional instructional design personnel.

This ensures that all courses have the same “look and feel” and follow the DO IT Center standards and design.

## **The Parts of a DO IT Center Course**

Each DO IT Center course has the following components:

- Printed Study Guide that serves as the extended course syllabus and is sent to the students prior to class.
- Hard copy readings, media or textbooks used for class (sent with the Study Guide).
- WebCT online course that includes a calendar of critical dates, a detailed description of each activity in the course, instructional insights that provide examples or tie course information together, a detailed description of each assignment, resources (glossary and web links) and communication tools.

### **DO IT Center Printed Course Materials**

Each student receives a “short version” of the Study Guide along with any media, readings and texts used in the course. The short Study Guide is an extended course syllabus that provides critical information and helps students keep organized.

Key elements of the Study Guide include:

**Course Overview** that includes:

- Purpose of the course
- Impact (Why is this course important?)
- Objectives (What will you be able to do at the end of the course?)
- Portfolio information, depending on the program (How does this course affect the portfolio, what assignments might be good portfolio products?)
- Materials checklist (What you should have received along with the Study Guide.)

**Course Preview** that includes:

- Lesson Preview (written description of each lesson.)
- Course Roadmap (detailed list of activities and due dates required in order to complete the course.)
- Assignment Overview (short description of each assignment with point value and due date.)

**Appendices** that include:

- Instructional team names and email addresses
- List of the students in each section

- Technology information (WebCT address, audio conference information)
- Any other critical information used in the course

**Readings** section that includes any hard copy readings for the course. Each reading is numbered and then is referred to by number in the Roadmap.

Short study guides for EDI 111 and EDI 112 are included as a part of this model course.

## **DO IT Center WebCT Courses**

Each DO IT Center course in WebCT has the same basic design and layout, making it easy for students to find critical information.

The parts of the course on the web include:

- **Calendar of critical dates**  
The printed Course Roadmap provides detail on everything that needs to be done for the class. Critical dates are also entered into the calendar in WebCT.
- **Course content**  
Every activity has a detailed description that includes the purpose of the activity, what to look for and any instructional insights.
- **Assignments**  
Every assignment has a detailed description that includes the goal of the assignment, how to approach the assignment, how to complete the assignment and grading rubrics (rubrics are used as grading guidelines for both students and facilitators).
- **Communication tools**  
Discussion groups, email and chat rooms are available in each WebCT course. Note: discussion groups are asynchronous discussions that can be used for collaboration; chat rooms provide real-time communication similar to Instant Messaging.
- **Resources**  
A glossary and list of links is included in every course.

## DO IT Center Student Orientation

All new DO IT Center students participate in an online orientation course that accomplishes the following objectives:

- Introduces students to the DO IT Center philosophy, policies and procedures, and organization.
- Provides practice with key skills in WebCT including using the calendar, accessing course content, sending email, participating in discussion groups, and submitting assignments.
- Helps students develop success strategies for online learning including technical skills, planning skills, time management.
- Helps students understand their own learning style and how to adapt their study patterns for their learning style.
- Helps students become acquainted with each other and encourages the development of an online learning community.

This orientation class is held for three weeks prior to the official start of the first academic class, so that when students begin their classes, they are comfortable with the environment, with each other, and have a better idea of what it takes to be a distance student.

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# The Educational Interpreting Certificate Program

## EICP Background

The EICP is a three year online program that results in a Vocational Certificate in Educational Interpreting recognized by State Education Agencies and BIA. The EICP is designed for students in a cohort group. In other words, students start and end the program as a member of a group. There have been seven cohorts in the EICP to date. The Pilot Cohort started in 1996 and Cohorts 5 & 6 are scheduled to complete the summer of 2008.

## EICP Structure

The EICP is organized into three steps based upon the level of interpreting skills demonstrated upon entering the program. Placement in a specific “step” is based upon the Educational Interpreting Performance Assessment score completed prior to admittance to the program.

### Step 1

Step 1 students need the most support in developing their sign language proficiency upon entering EICP. They will participate in a special set of remedial sign language courses to bring their sign language skills up to the level required for participation in EICP. In addition, Step 1 students take the EICP knowledge and interpreting skills courses.

### Step 2

Step 2 students are the “core” of the program. They have foundational sign language proficiency, but need to build on that base for the development of their interpreting skills. They will participate in both knowledge and interpreting skills courses.

### Step 3

Step 3 students have demonstrated sign language proficiency and interpreting skills, but have expressed their interest in acquiring a stronger knowledge base required to effectively apply those skills as a professional educational interpreter. These students may choose to take only the online knowledge-based courses.

## Strands

Within the program, “strands of study” cover the basic themes necessary to attain the core competencies (see next page). The strands are:

- Sign Language Proficiencies (Step 1 participants only)  
These courses are designed to bring the language skills of the Step 1 students up to a level that will enable them to confidently participate in the EICP. This is required in order for the students to be able to participate in the first Summer Session.
- Skills Courses (Step 1 and Step 2 participants)  
Sign Language Proficiencies  
Consecutive Interpreting Skills  
Simultaneous Interpreting Skills
- Knowledge Courses (Step 1, Step 2, and Step 3 participants)  
The Interpreting Profession (Roles and Responsibilities)  
The Educational Process  
Child and Language Development

EDI 111: Child and Language Development and EDI 112: Language and Learning are a part of the third strand, concentrating on the development of language.

During a semester, EICP students take two 7 or 8 week knowledge courses sequentially, so that they can concentrate on one course at a time. In the second and third years of the program, they also take a Skill Development course that lasts the entire semester, resulting in simultaneous knowledge and skills coursework.

## Summer Institutes

EICP students attend a three week Summer Institute each summer of the three-year program. The Summer Institutes are an exciting time to work intensively on skill enhancement with the EICP instructional staff.

During this time, no English is spoken – all lectures and class activities are conducted in ASL with teams of Deaf / Hearing instructors.

## EICP Core Competencies

The EICP goal is to deliver quality instruction that will assist the learner in achieving the 14 Core Competencies for an educational interpreter. Each course in the program addresses one or more of these competencies:

1. Demonstrate a personal philosophy, including ethics and values, which will guide interpreting practice.
2. Demonstrate the ability to create and maintain professional relationships through effective interpersonal communication using negotiation, problem-solving, and conflict management as necessary.
3. Demonstrate an understanding of the language development of deaf children as part of their educational experience.
4. Demonstrate an understanding of the factors that may have an impact upon a deaf student's educational experience.
5. Demonstrate the ability to simultaneously and accurately interpret or transliterate from ASL or MCE to spoken English.
6. Demonstrate the ability to simultaneously and accurately interpret or transliterate from spoken English to ASL or MCE.
7. Demonstrate the ability to analyze her (or his) own interpreting work and the work of someone else.
8. Demonstrate effective writing and public speaking skills.
9. Demonstrate knowledge of the roles and responsibilities of members on an educational team.
10. Demonstrate knowledge of the roles and responsibilities commonly held by educational interpreters.
11. Demonstrate an understanding of public education and special education history, laws and processes.
12. Demonstrate the ability to use technology in support of continuing education, networking, and peer support.
13. Demonstrate knowledge of how to establish appropriate working conditions that foster effective interpretation within an educational setting.
14. Demonstrate an on-going commitment to professional and personal development, post graduation.

## Where Do EDI 111 and EDI 112 Fit?

Prior to taking EDI 111 and EDI 112, EICP students take the following knowledge courses to introduce them to interpreting and public and deaf education:

### **EDI 101: The Interpreting Field (1 credit)**

This course provides an introduction to the art and profession of interpreting for deaf and hearing persons, and is designed for those students who already have some knowledge of, or training in, sign language. The student learns what is expected of an interpreter (knowledge, skills, behaviors) and applies this knowledge to a variety of settings.

### **EDI 113: Public & Deaf Education in the US (1 credit)**

This course provides an overview of public education and deaf education practices in the US, including: philosophies and purposes of education, school organization, issues and social problems, financial considerations, and accountability. The education of deaf children will be considered from sociocultural view and in relation to public school education.

Students then take EDI 111 and EDI 112 which begin a series of courses related to language and language development in children.

### **EDI 111: Child and Language Development (1 credit)**

This course focuses on various theories of child development and the acquisition of a first language. It provides the learner with the opportunity to form an overall understanding of how children and youths grow and develop, and the integral role of language in that development.

### **EDI 112: Language & Learning in Deaf Children (2 credits)**

This course provides in-depth information on second language learning, especially as it relates to deaf children. This course also covers the impact of first language acquisition on second language learning, the cultural ramifications of diglossia in the classroom, the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), theory of mind, and implications for interpreters.

After taking these two courses, EICP students attend the first Summer Institute. When they return to distance learning in the Fall, the concentration on language is continued with the following two courses.

**EDI 121: Languages and Signed Systems (1 credit)**

This course explores and reviews the communication modes and languages used in public school settings, with a focus on those used by deaf children. Students will become familiar with the languages and systems in the mainstream educational process, including the structures of American Sign Language, spoken English, and English-influenced sign systems.

**EDI 122: Discourse Analysis: Language Use in Education (1 credit)**

This course introduces the educational interpreter to an understanding of language, especially as it is used in the mainstreamed classroom with deaf students. Focus is on concepts of discourse analysis in general, and specifically in different types of classrooms. Students analyze and compare classroom discourse as it occurs in classrooms with hearing children and classrooms with deaf children.

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# EDI 111: Child and Language Development

## Course Description

Understanding the typical growth and development patterns of children and youths provides the foundation for working with children whose development is more variable. This course provides an overview of child growth and development focusing on the impact of heredity in combination with the environment, and the contributing factor of culture.

A corresponding and critical factor in child development is the acquisition of language. This is an especially significant component when working with children who are deaf. Dr. Kretschmer (1991), a leading researcher in the area of language development and children who are deaf, has explained that the primary goal of education must be to foster the development of age appropriate language skills for children with hearing loss. This course will, therefore, explore the necessary components for the development of language and will explore the common theories of how language is acquired.

## Course Delivery Methodology

EDI 111: Child and Language Development is delivered online using the WebCT Learning Management System. An important requirement of the course delivery is a platform that includes the feature of threaded discussion groups. Threaded discussions are critical to the instructional activities and require students to discuss various topics with their peers and communicate regularly with their facilitator.

## Course Design

This course provides a foundation in language acquisition and the development of language. The textbook includes a CD with recordings of children at various stages of language development. This background of theory is turned into action in Assignment 3 when students are asked to observe an infant and toddler, identify their stages of development, and compare and contrast their language development. Many important terms, concepts and theories are introduced, providing a foundation to help the student understand the development of language in hearing

children, deaf children AND, their own development of ASL as a second language.

Because the readings in the course are complex, a technique called the “double entry journal” is used to help students gain meaning and understanding. Students are asked to keep a journal of quotes from each reading along with a comment on why the quote is important to them. They post these entries at various times in the course, sharing their insights with other students.

This course begins a series of courses in which students are asked to observe children (and adults) in various situations and analyze the observation relative to the course content. These activities provide students with an opportunity to observe real people in the community and to apply learning from the course to real life situations.

The last lesson in the course begins to turn attention to deaf children by emphasizing the importance of early detection and early language choices, thus leading into EDI 112: Language and Learning.

## Course Objectives

By the end of this course, the student will be able to:

- Describe the domains and major stages of child development.
- Use linguistic terminology to describe the components of language.
- Understand the existing theories of language development.
- Recognize and discuss the stages of normal language acquisition in hearing children.
- Recognize and discuss the differences/similarities in the communication of infants and toddlers.
- Understand the language development challenges facing deaf children and their families.
- Describe the communication choices facing Deaf families.

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# EDI 111 Materials

## Instructional Materials for Students

A complete list of materials can be found in the EDI 111 Study Guide that the students receive.

For this course, the materials include:

- The Study Guide containing the course overview (Objectives, Lesson Previews, Materials, Requirements, Assignments, Roadmap).
- Readings: The students receive hard copies of five articles from Time magazine (“Turning on the Motor” “The Brain”, “Cultivating the Mind”, “A Bundle of Emotions” and ”Fertile Minds”. They also receive an article on “Visual Gestural Communication: Enhancing Early Communication and Literacy in Young Deaf and Hard of Hearing Children”.
- Textbooks: The course includes two texts, *Born to Talk*, and *Raising and Educating a Deaf Child*.

In the Study Guide, the materials have been listed in a user friendly format, not in strict APA citation format. This is done to make it easy for the students to check off the materials they have received.

**Note:** Anyone intending to use these materials in a course will need to obtain copyright permission from the original copyright holders.

## Materials for Course Implementation

With this model course, you should have received the following:

- Model Course Notebook that includes:
  - Implementer’s Guide to EDI 111 & 112 (this document).
  - EDI 111 Study Guide received by students, including readings
  - Lessons, resources and assignments that are posted on the course website.
  - PowerPoint presentation(s) hand out
- CD containing:
  - PowerPoint Presentation(s)
  - Word document containing detailed course lessons that are delivered on the Web.

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# EDI 111 Course Preview

## Lessons

### **Lesson 1 – Introduction to Child Development**

Lesson 1 provides a brief introduction to the stages of child development, with attention paid to brain development. Babies learn at a rate of a thousand fold compared to that of adults, therefore, early identification and intervention for children with special needs is essential. Parents are the child's first and most important teachers. By the time a normally developing child has reached the age of three to four, they have acquired the major components of language.

### **Lesson 2 – Introduction to Language and Linguistics**

This lesson provides an introduction to a definition of language and the components and terminology of language. This foundation is critical to subsequent courses.

### **Lesson 3 – Language Acquisition Theories**

In this lesson students learn about existing theories of language development. Three major theoretical approaches in language acquisition are presented, including Behaviorist, Linguistic and Interactionist.

### **Lesson 4 – Stages of Language Acquisition**

Children may acquire language at different times, but they all proceed through very similar stages or steps. This lesson traces the steps of “normal/typical language acquisition” from birth through pre-school.

### **Lesson 5 – Early Development in Deaf Children**

This lesson focuses on how language development is different for deaf children and the challenges that hearing loss presents for both the child and the family.

## Assignments

There are three assignments in this course.

### **Assignment 1 - Participation and Double Entry Journal**

#### ***Brief Description***

Students post an introduction and then post four of their double entry journal items. The first column in the journal contains a quote from the specific reading; the second column contains a paragraph describing why this quote has particular meaning for the student.

#### ***Rationale***

The readings in this course are technical and can be difficult to understand. This technique helps students focus and construct meaning from the reading. In addition, by sharing their entries in the online discussions, students learn from each other.

### **Assignment 2 - Language Theory Chart**

#### ***Brief Description***

Students develop a memory chart to summarize the key information from the language acquisition theories.

#### ***Rationale***

This assignment helps students organize and remember information about the various language theories by building a comparison chart. The chart will be useful to them in this course and in future courses as a reference.

### **Assignments 3 Infant/Toddler Observation**

#### ***Brief Description***

This assignment requires students to:

- Observe both an infant and a toddler interacting with a caregiver.
- Identify each child's stage of Psychomotor, Cognitive, and Psychosocial development.
- Identify each child's stage of language development.
- Compare and contrast the development of the infant with that of the toddler.

#### ***Rationale***

This is an in-depth assignment that requires students to apply what they have learned to a real life observation. It provides a way for students to see that the theory is real and observable.

## Map of Activities and Contact Hours

The following map contains a list of the course activities and estimates for the number of contact hours required for each activity and the number of homework hours. A 1 credit course should have 15 contact hours (CH) and approximately 30 hours of homework (HW). These are just estimates, designed to help you, the implementer, plan the class.

### Lesson 1 - Course Introduction/Overview of Child Development

	CH	HW
1.1 Pre-assessment (quiz in WebCT, no grade) – (2 points)		0.5
1.2 Introductions in WebCT		0.5
1.3 PowerPoint Introduction to EDI 111	0.5	
1.4 Reading #1: Newsweek, Time articles	0.5	
1.5 Arrange infant/toddler observations for Assignment 4		1.0
<b>Total for Lesson 1</b>	1.0	2.0

### Lesson 2 - Introduction to Language and Linguistics

	CH	HW
2.1 Textbook, Chapter 1, “A Connection of Brains”, p 1-14.	0.5	
2.2 Linguistics terminology: PowerPoint and websites.	1.0	
2.3 Post one “double entry journal” item, Lesson 1 or 2		1.5
<b>Total for Lesson 2</b>	1.5	1.5

### Lesson 3 - Language Acquisition Theories

	CH	HW
3.1 PowerPoint Introduction to Theories	0.5	
3.2 Textbook, Chapter 2, “Language Acquisition: A Theoretical Journey”, pp. 14 – 46	1.0	
3.3 Textbook, Chapter 3, pp. 52-59, 84-91, Table on page 92. Websites on theories	1.5	
3.4 Theories Review – Read instructional insights	0.5	
3.5 Post your double entry journal for this lesson		1.5
<b>Assignment 2</b> Chart of theories		5.5
<b>Total for Lesson 3</b>	3.5	7.0

## Lesson 4 – Language Acquisition in Young Children

	CH	HW
4.1 Stages of Language Development websites	1.0	
4.2 Textbook, Chapter 4 “Communication Development from Birth to Two Years”, pp. 103-148. Listen to CD	1.5	
4.3 Infant observation		2.5
4.4 Post a comment on your infant observation with a specific reference to the reading materials.		1.5
4.5 Textbook, Chapter 5 “Language Development Through the PreSchool Years”, pp 157-207. Listen to CD	1.5	
4.6 Toddler Observation		2.5
<b>Assignment 3</b> – Videoconference	2.0	
<b>Assignment 4</b> due		10.0
<b>Total for Lesson 4</b>	6.0	16.5

## Lesson 5 – Early Development in Deaf Children

	CH	HW
5.1 Reading #2: <i>Raising and Educating a Deaf Child</i> , Chapter 1, “A Deaf Child in the Family”	0.5	
5.2 The Importance of Early Detection websites	1.0	
5.3 Communication Decisions websites	0.5	
5.4 Reading #3: “Visual/Gestural Communication”	1.0	
5.5 Review resources and pick your “favorite”		1.0
5.6 Post your double entry journal for this lesson.		2.0
<b>Total for Lesson 5</b>	3.0	3.0

**Total Contact Hours: 15**

**Total Homework Hours: 30**

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# Implementing EDI 111

## Background

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When students access the online course, they gain access to the course lessons with detailed activity and assignment descriptions, along with the communication tools used for discussions and projects.

Students in DO IT Center programs attend courses in a cohort group – starting and ending each class together. In addition, discussion activities and projects have specific dates so that students can work together, much as they would in a face-to-face class.

A copy of the student Study Guide (including readings) and the online lessons has been included in this model course for your adaptation. Anyone intending to use the readings in a course, will need to obtain copyright permission from the original copyright holders.

## Customizing the Course Content

The content for each lesson includes an introduction to the lesson and detailed descriptions of each learning activity to be completed in the lesson. A section in each activity named “Insights” contains specific comments that expand on the activities, provide things to think about or tie the information in the activity to prior (or future) learning. This is similar to the comments that an instructor might make in class when debriefing an activity or reading. The “Insights” area of the lessons can be customized by your instructors to personalize the course materials and allow for the instructor’s presence and personality in the class. Not all activities have “Insights,” but they could be added to any activity.

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# Facilitating EDI 111

## Role of the Instructional Manager

All DO IT Center courses are monitored by an Instructional Manager who provides guidance and supervision for the facilitators or mentors. This person has a high level view of the courses and how they all fit and flow together, along with experience facilitating online courses. The Instructional Manager responds to questions and concerns of the individual facilitators or mentors and monitors the course for any issues or problems.

## Role of the Section Facilitator

The Section Facilitator is responsible for a group of approximately 20 students. In this capacity, she or he has the following responsibilities:

- Provide general guidance for completion of course activities
- Guide the WebCT discussions
- Act as a resource
- Provide written feedback on assignments.

They are not a "teacher" in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side).

The Section Facilitators have access to a "Facilitators Forum", a private discussion group that enables them to collaborate and discuss questions, issues, concerns, and learning points with other facilitators in the course.

## Discussions

The discussions for this course are based on the double-entry journal postings by students. Students are not required to answer any other discussion questions. In this particular case, the double-entry journals do prompt discussion as student's often respond to the postings of their peers to add their own insights and comments.

It is important to watch postings carefully to make sure students are using and understanding terminology properly (i.e. syntax, morphemes, Zone of Proximal Learning, etc.), because these terms come up in other courses, and if students are not "catching" it here, they'll struggle later.

## Assignments

### **Assignment 1 – Double-Entry Journal**

This assignment was well received by the students. There have been instances later in the EICP program where people referred back to this particular exercise for review.

### **Assignment 2 – Language Theory Comparison**

This is the type of synthesis assignment that is often difficult for students. They are asked to summarize a theory and comment on the similarities and differences between the theories. Students often have trouble figuring out how to structure a comparison like this, so a beginning chart is provided to help students figure out the structure and create a consistent product.

### **Assignment 3 – Observation of Infant and Toddler**

Some students may panic at first at the requirement to observe an infant and a toddler. We allowed them to use friends and family if necessary, but strongly advised against observing THEMSELVES as a caregiver. It is important to make sure that students are looking ahead to this assignment. In Lesson 1, there is an activity that requires the student to arrange for the infant and toddler observation to make sure they are making appropriate plans to complete the assignment.

## Hints and Tips for Facilitators

EDI 111 is challenging, yet enlightening for the students, because it introduces theories (e.g. Vygotsky, Piaget), and has heavy reading from the textbook. However, it is rewarding to see students get a rush when they have an “aha!” moment while they are observing infant-caregiver and toddler-caregiver interactions. This is probably the most time-intensive course (other than the skills courses) for students, because of the amount of reading, web searching and other activities outside of the course they need to participate in.

If you intend to make this course deaf-friendly, you would need to provide a transcript for the CD that accompanies the text, or, find another resource. As a facilitator, you might schedule “online office hours” and be available in the chat room during the more technical reading times (i.e., Activities 2.2, 3.3, 4.1). This will provide a learning opportunity for students whose learning styles are more interactive.

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# EDI 112: Language and Learning

## Course Description

EDI 112: Language and Learning continues to explore language development by looking at the application of language use to learning processes such as the classroom. As well, EDI 112 narrows the focus of study to the language development and learning of deaf and hard of hearing children. The application of language acquisition theories to the development process of deaf and hard of hearing children is explored and students utilize a set of criteria to create a language profile of the child for whom they interpret.

## Course Delivery Methodology

EDI 112: Language and Learning is delivered online using the WebCT Learning Management System. An important requirement of the course delivery is a platform that includes the feature of threaded discussion groups. Threaded discussions are critical to the instructional activities and require students to discuss various topics with their peers and communicate regularly with their facilitator.

## Course Design

This course extends the learning about language acquisition to the development of language in deaf children and the acquisition of ASL. EDI 112 provides an excellent example of how both experiential learning and spiraled learning are incorporated into DO IT Center courses. Students apply learning through analysis of real life situations and people. The assignments are designed to build upon each other AND on an assignment the students competed in EDI 111:

- First, students develop a language profile of the student with whom they work.
- Then, they return to the observation of the infant/toddler that they did in EDI 111 Assignment 3 and analyze it for BICS/CALP.
- Then, students analyze classroom discourse on videotape.
- And finally, they combine their learning on the language profile of their student and BICS and CALP in the

classroom to analyze the implications of classroom discourse on the deaf or hard of hearing student with whom they work.

This sequence leads the students through several steps of analysis, thus scaffolding the information and helping them construct meaning.

## Course Objectives

By the end of this course, the student will be able to:

- Discuss first language acquisition and second language learning in deaf or hard of hearing children.
- Discuss the implications of early and consistent language access, and the impact of English-dominant classrooms on deaf or hard of hearing learners.
- Describe the distinguishing features of the deaf or hard of hearing population.
- Describe the natural occurring process for acquiring American Sign Language as an L1.
- Differentiate between social language and academic language as it relates to the educational implications for deaf or hard of hearing learners.
- Describe requisite conditions for optimal academic achievement by deaf or hard of hearing students in educational environments.
- Describe the relationship between the development of Theory of Mind and the development of language.

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# EDI 112 Materials

## Instructional Materials for Students

The following materials are supplied to the students.

- The Study Guide containing the course overview (Objectives, Lesson Previews, Materials, Requirements, Assignments, Roadmap).
- Readings:
  - Reading #1: Meier, R. (1991). “Language acquisition by deaf children”. *American Scientist, Jan-Feb Volume 79*.
  - Reading #2: Grosjean, F. (1992). “The Bilingual and Bicultural Person in the Hearing and in the Deaf World”. Linstok Press, Inc.
  - Reading #3: Schirmer, B. (1994). “Incorporating Strategies of Second Language Learning”, Chapter 2 from *Language and Literacy in Children Who Are Deaf*, New York City. Macmillan Publishing Company.
  - Reading #4: Marschark, M. (1997). “Language Development”, Chapter 5 from *Raising and Educating a Deaf Child*. Oxford University Press, Inc.
  - Reading #5: Schick, B. (1997). “The Development of ASL: An Overview for Educational Interpreters”, notes to accompany the videotaped presentation.
  - Reading #6: Ogden, P. (1996). *The Silent Garden: Raising Your Deaf Child*. Washington, D.C. Gallaudet University Press.
  - Reading #7: Cummins, J. (1991). “Interdependence of first- and second-language proficiency in bilingual children”. Chapter 4 in *Language Processing in Bilingual Children*. Ellen Bialystok (ed.). New York City. Cambridge University Press.
  - Reading #8: Schick, B. (1997). Outline to accompany “Theory of Mind: The Relationship between Theory of Mind and Language Skills in Deaf Children” videotaped lecture.
  - Reading #9: Welch-Ross, M. (1997). “Mother-child participation in conversation about the past: relationship to preschoolers: Theory of Mind”. *Developmental Psychology Vol. 33. No. 4, 618-629*. American Psychological Association.

- Videotape:
  - Segment 1 – “Acquisition of ASL” by Dr. B. Schick
  - Segment 2 – “Theory of Mind” by Dr. B. Schick
  - Segment 3 – “The Public School in Action”, 1<sup>st</sup> Grade

**Note:** If these materials are used in a course, the implementer will need to obtain copyright permission from the original copyright holders.

## Materials for Course Implementation

In this model course, you should have received the following:

- Model Course Notebook that includes:
  - Implementer’s Guide to EDI 111 & 112 (this document).
  - EDI 112 Study Guide received by students, including course readings
  - Lessons, resources and assignments posted on the course website.
  - PowerPoint presentation(s) handout
- The course textbooks
- The course videotapes
- CD containing:
  - PowerPoint Presentation(s)
  - Word document containing detailed course lessons.

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# EDI 112 Course Preview

## Lessons

### **Lesson 1 – Language Acquisition of Children who are Deaf**

Lesson 1 continues the study of the development of language in children who are deaf or hard of hearing and introduces the concept of deaf children as “bilinguals”.

### **Lesson 2 – Acquisition of American Sign Language**

This lesson focuses on the acquisition of ASL as a first language, which occurs in only about 10% of the deaf children in this country.

### **Lesson 3 – BICS/CALP (Basic Interpersonal Communication Skills/Cognitive Academic Language Proficiency)**

This lesson focuses on how language is used in the classroom, focusing on Cummins discussion of two types of discourse: BICS and CALP. Students examine the impact this classroom discourse has on students who are deaf or hard of hearing.

### **Lesson 4 – Classroom Discourse Analysis**

In this lesson students apply their learning about BICS/CALP to an analysis of classroom discourse (viewed on videotape) and the way in which classroom interactions impact the deaf child.

### **Lesson 5 – Theory of Mind**

Students continue to explore the unique challenges facing a deaf or hard of hearing child by studying the Theory of Mind. Theory of Mind is dependent on an individual’s linguistic capabilities and has implications for the academic success of children who do not have a strong primary language.

## Assignments

There are five assignments in this course and students are required to participate in class discussions.

### **Assignment 1 - Student Profile**

#### *Brief Description*

Students develop a profile of the student with whom they work based on the 10 features discussed in the Ogden article.

#### *Rationale*

This assignment is designed to increase awareness of how an individual's background and language situation from birth can affect their language development. By focusing on the student with whom they work, the course attendees also gain insight that will help them on the job.

### **Assignment 2 - Analyze BICS and CALP**

#### *Brief Description*

Students apply their learning about BICS and CALP by comparing and contrasting the types of discourse they observed between caregivers and children in EDI 111.

#### *Rationale*

This assignment develops continuity between the two courses and helps students realize that BICS/CALP can occur from very early stages. It provides a way for them to process and integrate BICS/CALP into their learning for future assignments.

### **Assignment 3 - Analyze Elementary Classroom Discourse**

#### *Brief Description*

Students view a videotape of an elementary school classroom and analyze the discourse noting examples of BICS/CALP.

#### *Rationale*

The assignment gives students a chance to further develop their understanding of BICS/CALP in the classroom. This is a step along the way to analyzing the impact of this classroom discourse on deaf or hard of hearing students.

## **Assignment 4 Impact of Student Profile on Classroom Discourse**

### ***Brief Description***

Students use the profile of their student developed for Assignment 2 and the classroom analysis from Assignment 3 to discuss the implications of classroom discourse on the educational experience of the student for whom they interpret.

### ***Rationale***

This assignment is designed to pull together the concepts of the Ogden profile, BICS/CALP and classroom discourse by drawing on prior learning and assignments. The progressive approach to these assignments, in which students build on prior assignments, helps students to reach a higher level of cognitive processing while providing guidance through a complicated analysis.

## **Assignment 5 - Additions to Resource Packet**

### ***Brief Description***

In an earlier course, students developed a resource packet that included names, addresses, websites and contacts that will be useful to them as educational interpreters. In this course, they are asked to add a resource from EDI 111 and EDI 112 to the packet.

### ***Rationale***

One of the goals of the EICP program is to help students become self sufficient and able “to use technology in support of continuing education, networking, and peer support.” (Core Competency 12). Periodic assignments to add to the resource packet provide students with a valuable resource at the end of the program and develop the habit of research and organization of resources.

## Map of Activities and Contact Hours

The following map contains a list of the course activities and estimates for the number of contact hours required for each activity and the number of homework hours. EDI 112 is a 2 credit hour course, so it has 30 contact hours (CH) and approximately 60 hours of homework (HW).

### Lesson 1 - Language Acquisition of Children who are Deaf

	CH	HW
1.1 Course check in – WebCT	0.5	
1.2 Reading #1, “Language Acquisition by Deaf Children”	1.5	
1.3 Web Activity: Online articles	1.0	
1.4 Reading #2: “The Bilingual and Bicultural Person ...”	1.5	
1.5 Reading #3: “Incorporating Strategies of 2 <sup>nd</sup> language”.	1.5	
1.6 WebCT Discussion	2.0	2.0
<b>Total for Lesson 1</b>	<b>8.0</b>	<b>2.0</b>

### Lesson 2 - Acquisition of American Sign Language

	CH	HW
2.1 Reading #4: “Language Development”, Chapter 5 from <i>Raising and Educating a Deaf Child</i>	1.5	
2.2 Videotape, Segment 1: “Acquisition of ASL” Reading #5: “The Development of ASL: An Overview for Educational Interpreters”, presentation notes	2.0	
2.3 Reading #6: “The Silent Garden: Raising Your Deaf Child-”	1.5	
<b>Assignment 1:</b> Develop a profile of the student for whom you interpret		12.0
<b>Total for Lesson 2</b>	<b>5.0</b>	<b>12.0</b>

### Lesson 3 - BICS/CALP

	CH	HW
3.1 Textbook from EDI 111, “Taking Language to School”, pp 215 – 221 and 252 – 257	1.0	
3.2 PPT Introduction to BICS/CALP	0.5	
3.3 Reading #7: “Interdependence of first and second...”	1.5	
3.4 Websites on BICS/CALP	1.5	
3.5 WebCT Discussion: BICS/CALP	2.0	2.0
<b>Assignment 2</b> Paper on caregivers use of BICS/CALP		12.0
<b>Total for Lesson 3</b>	<b>6.5</b>	<b>14.0</b>

## Lesson 4 – Classroom Discourse Analysis

	CH	HW
4.1 Lesson Introduction – PPT	0.5	
4.2 Videotape, Segment 3: Public School in Action	2.0	
<b>Assignment 3</b> - Analyze Classroom Discourse for relationship of BICS and CALP		12.0
<b>Assignment 4</b> - Utilizing the profile you developed for Assignment 1 and your classroom analysis from Assignment 3, discuss the implications of classroom discourse on the educational experience of the deaf or hard of hearing student for whom you interpret.		12.0
<b>Total for Lesson 4</b>	2.5	24.0

## Lesson 5 – Theory of the Mind

	CH	HW
5.1 Introduction to Theory of Mind – PPT presentation & Web	2.0	
5.2 Videotape, Segment 2: Theory of Mind Reading #8: Outline to accompany lecture	2.0	
5.3 Reading #9: “Mother-child participation in conversation...”	1.0	
5.4 WebCT Discussion: Theory of Mind	2.0	2.0
<b>Assignment 5</b> – Post the additions to your resource packet for EDI 111 and 112		4.0
<b>Total for Lesson 5</b>	7.0	6.0

**Total Contact Hours: 29**

**Total Homework Hours: 60**

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# Implementing EDI 112

## Background

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## Customizing the Course Content

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The following areas of the course would need to be modified for each institution:

### **Lesson 1**

This lesson contains no institution specific information.

### **Lesson 2**

- Activity 2.2, Videotape, Segment 1 – “Acquisition of ASL”  
This videotape was created specifically for the DO IT Center by Dr. Brenda Schick. Please discuss possible use or replacement material with Dr. Schick.
- Assignment 1 – Develop a profile of your student  
Non-working interpreters would need an alternative goal for this assignment.

### **Lesson 3**

- Activity 3.1 uses the textbook from EDI 111, so if students did not take that course, this would need to be changed.
- Assignment 2 – Caregivers use of BICS/CALP  
Again, if students did not take EDI 111, this assignment would need to be revised.

### **Lesson 4**

- Activity 4.2, Videotape, Segment 3 – “Public Schools in Action”  
This videotape clip is from the “Public Schools in Action” series and requires separate permission from the creator.
- Assignment 3 – Analysis of Classroom Discourse  
Assignment would be modified based on the videotape used in Activity 4.2
- Assignment 4 – Profile and Analysis of the Impact of Classroom Discourse.  
This assignment depends on Assignment 1, the student profile.

### **Lesson 5**

- Activity 5.2, Videotape, Segment 2 – “Theory of Mind”  
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# Facilitating EDI 112

## Role of the Instructional Manager

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- Guide the WebCT discussions
- Act as a resource
- Provide written feedback on assignments.

They are not a "teacher" in the traditional sense (sage on the stage), but rather a "facilitator" (guide on the side).

The Section Facilitators have access to a "Facilitators Forum", a private discussion group that enables them to collaborate and discuss questions, issues, concerns, and learning points with other facilitators in the course.

## Discussions

Participation points are awarded for three discussions. Two of the three discussions list specific "thought questions" in the activity for the discussion. Posting the questions ahead of time results in an organized threaded discussion where it is obvious which question the student is responding to. Or, the questions can just be used to foster reflection and the posting can be more open ended.

## Assignments

The most difficulty experienced by students in this course is in the academic level of some of the readings, particularly scholarly

articles. All the written assignments in this course require proper citations, which students may not be used to doing. As a facilitator, you can inform students of the expectations for citations and provide resources on citations.

## Hints and Tips for Facilitators

Students are really able to dive into this content, especially if they had previous experience working with deaf children. This course had a lot of opportunities to apply knowledge/theory to everyday experiences. By far the BIGGEST challenge of the whole EICP program was in this course...understanding and recognizing BICS and CALP. For many, this is their first introduction to looking at interactions with a tool in mind.

The Theory of Mind challenges the student's beliefs and thinking. This lesson generates a large number of postings and introspection. However, during exit interviews after the three year program was completed, this course was usually one of the highest ranked in terms of usefulness to educational interpreters. They found that being able to discuss classroom discourse with other members of the educational team in terms of BICS and CALP earned a level of respect for them as professionals in the system. Theory of Mind, though, was challenging because the concept is relatively new in the field, and difficult to identify by observation.

## **Instructional Design Team**

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**Distance Opportunities for  
Interpreter Training Center**

**Distance Opportunities for Interpreter Training Center**

Front Range Community College @ Lowry Campus



In partnership with:

US Department of Education,  
Office of Special Education Programs  
(Award # H325A000081)

US Department of Education,  
Rehabilitation Services Administration  
(Award # H160A000019 & # H160B000003)

State Education Agencies and the Bureau of Indian Affairs  
(FR #10054)

