

Study Guide

EDI 132:

Skills Development Lab II

Educational Interpreting Certificate Program

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EDI 132: Skill Development Lab II

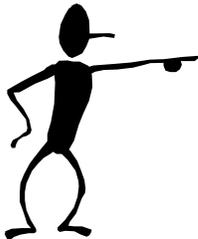
This is a skill development course focused on aspects of visual language, offered at a distance through the use of WebCT discussion forums, and through videotape exchange and feedback. You will be assigned a Deaf Language Mentor, who will work with you on an individual basis to foster your development of Major Features associated with fluent use of Sign Language/ American Sign Language. As well, you will continue your application of self-analysis and transcription skills in an effort to enhance your ability to self-monitor your effectiveness as an educational interpreter.

Where Does This Course Fit In?

This course is the second in a series of skills development courses that explore your ability to communicate your ideas and interpret the ideas of others in a clear and meaningful manner between deaf and hard-of-hearing youth and adults and non-deaf youth and adults in K-12 settings.

EDI 124 / 131: Discourse Analysis and Interpreting Lab I

This is the Summer Skills Institute I which you've just completed where you were engaged in learning a ten-step Discourse Analysis process for exploring the meaning and complexities of both ASL and English texts. You learned about self-analysis and transcription and received individual feedback on your skills from peers and skills specialists.



EDI 132: Skills Development Lab II

The skills development lab II will continue your process of analyzing and exploring the meaning of texts through completion of steps 1-6 of the 10-step Discourse Analysis model. You will analyze, map and re-tell three ASL texts during this course, transcribe your work, conduct a self-assessment, and then send each assignment to a Deaf Language Mentor for individualized feedback and recommendations. You will also redo the text based on feedback received.

EDI 133: Skills Development Lab III

A continuation of EDI 132, this course will present three different ASL texts, allowing you to continue applying steps 1-6 with transcription, self-analysis and individualized feedback.

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Course Overview

Purpose

The purpose of this course is to provide you with a firm foundation in the Major Features associated with American Sign Language (ASL) so that you will convey more clear and meaningful signed messages, regardless of what signing system you may be using with the deaf and/or hard-of-hearing youth (and adults) for whom you are interpreting. This foundation in visual language principles is essential so that it can be used to strengthen and enhance your interpreting skill performance. If you do not have an adequate language foundation to support your interpreting process, you will be unable to deliver consistent and reliable work as an interpreter. Additionally, the language mentorship is for the purpose of increasing your ability to self-monitor and enhances your work through the use of transcription and self-analysis.

Impact

The research of Cokely indicates that bilingual competence is a pre-requisite to successful interpreting. Ironically, most interpreters begin their work prior to the full acquisition and mastery of ASL/Sign Language, and as evidenced by the research of Taylor, this lack of mastery impacts on the rate and severity of errors within interpreting. Therefore, before you will focus intensely on the furthering of your interpreting skills, it is necessary to first improve and enhance your language foundation. The impact of increasing your language competence prior to a focus on the interpreting process is that you will be able to move through the stages of semantic intent realization, determining equivalent messages, and constructing accurate messages more successfully with this language foundation in place.

Objectives

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

- Engage in discourse analysis of signed texts
- Identify examples of the Major Features of ASL texts
- Chart the main ideas and supporting details associated with a text by using discourse and/or visualization mapping strategies
- Identify and discuss the salient linguistic features associated with ASL texts
- Identify and discuss the overall point of ASL texts and generate a one-line abstract of the texts
- Generate coherent and meaningful retellings of ASL source texts into ASL
- Identify and discuss the features of effective signed messages
- Transcribe signed retellings of ASL texts
- Identify and analyze the strengths and areas that need improvement in your signed performance and/or that of your peers
- Receive feedback from a Deaf Language Mentor in a professional and collaborative manner, and redo the text incorporating the feedback
- Continue the documentation of your plan for continuing professional development upon completion of EICP

Portfolio Perspective

EICP utilizes a Portfolio Assessment System (PAS) for measuring your entry-level mastery of fourteen (14) Core Competencies associated with your successful completion of EICP. You were introduced to the 14 Core Competencies and PAS during the first year of this program. The introduction provided you with an overview of how the process works and what you will need to do throughout the program as part of PAS. Here are the EDI 132 course objectives that specifically relate to some portion of the 14 Core Competencies:

- Generate coherent and meaningful retellings of ASL source texts into ASL
- Identify and analyze your strengths and areas that need improvement in your ASL/ signed performance and/or that of your peers
- Document your plan for continuing professional development upon completion of EICP

Portfolio Products

The Portfolio products that will be developed from this course are the written transcription and analysis of your signing skills and any revisions to your Skills Development Plan (SDP) that will specify your primary goals for continued language/ communication skills development during the next course. These products will be improved and revised during future courses, but the accurate completion of these initial products will be instrumental in guiding your later assignments.

Portfolio Considerations

As you enter the skills portion of your EICP coursework, it will be important to keep organized records of your work, both written and taped. As part of the portfolio process, you will want to have evidence of your progress in skill development over the length of your EICP journey. To do this, you will need to have your self-assessments, peer reviews, and videotapes organized by class, assignment, and date. Recording this information in a clear manner on each written analysis, feedback form and/or videotape you create of your signing and/or interpreting will enable you to organize your work and retrieve examples quickly and efficiently.

At the conclusion of EICP, the comprehensive Portfolio you will have assembled will be useful to you in demonstrating your professional abilities to employers, government agencies, and your professional community. The resources and products accumulated in the Portfolio will be useful individually and collectively as you approach your daily work as an interpreter and as you forge continuing relationships within your professional community. The Portfolio also provides you with an established system for continuing to evidence your growth and development throughout your interpreting career. As you accumulate more learning, you can represent this learning through various products and resources that you continue to add to the Portfolio.

Materials Checklist

You will be using a variety of media for this course. You should have received the following instructional materials for this course.

- The Study Guide containing:
 - Course Overview, Roadmap
 - Appendices
 - Appendix A: Information about your language mentors and students in your section
 - Readings
 - Reading #1: A. Witter-Merithew (2001) “Mentoring: The Cornerstone of Reflective Growth and Development”. Distance Opportunities for Interpreter Training Center. FRCC @ Lowry. Denver, Colorado
- EDI 132 Workbook
 - Contains templates for completing Steps 1-6 of the three ASL texts for this course and a description of Assignments 2-4.
- Videotapes
 - Videotape #1: 3 ASL texts
 - Segment #1: “**Lecture Organization**”
 - Segment # 2: “**Acid Rain**”
 - Segment # 3: “**Women and Work**”
 - Videotape #2: Blank 60 minute tape for taping your retellings
- Packaging
 - Three priority boxes, with labels, for sending assignments to your Deaf Language Mentor

You’ll get the most out of the course if you “make it your own.” Each individual has his/her own unique “processing time.” This means that it may take you a while to absorb and really understand some of the information. That’s OK! You can go over the readings several times. Or watch the videos as many times as you want. That’s one of the advantages of being a distance learner!

Course Preview

Lesson 1

Be sure to sign-on in your WebCT discussion group forum and introduce yourself! Completion of Steps 1-6 of an ASL text relating to the organization of lectures for the purpose of preparing a retelling that will be sent to your language mentor for feedback. On-line discussion will focus on your observations about Major Features that emerged in the ASL text, notes you've jotted into your workbook on each of the Steps, and how you can engage in the transcription and analysis of our own signing skills.

Lesson 2

Completion of Steps 1-6 of an ASL text relating to acid rain for the purpose of preparing a retelling that will be sent to your Language Mentor for feedback. On-line discussion will focus on your observations about Major Features that emerged in the ASL text, notes you've jotted into your workbook on each of the Steps, and how you can engage in the transcription and analysis of our own signing skills. In addition, you will plan a redo of the first text incorporating feedback received from your Language Mentor.

Lesson 3

Completion of Steps 1-6 of an ASL text relating to women and work for the purpose of preparing a retelling that will be sent to your Language Mentor for feedback. On-line discussion will focus on your observations about Major Features that emerged in the ASL text, notes you've jotted into your workbook on each of the Steps, and how you can engage in the transcription and analysis of our own signing skills. In addition, you will plan a redo of the second text incorporating feedback received from your Language Mentor. Assignment 4 feedback will be used as part of Assignment 1 (redo) for EDI 133. Be sure to keep it in a place where you can easily retrieve it when the next semester begins.

Course Roadmap

Use this as your “map” while traveling on your distance learning journey. Use the last column to check off each item as you complete it. Icons are used to indicate activities that carry points for grading. Dates within the lessons are designed to provide a guideline for you to help you pace your activities. Due dates for assignments are firm. All dates are in 2003.

Topic	Dates	Activities	Done!
		Assignment 1 – Activity 1.1 and discussions throughout the course.	<input type="checkbox"/>
	3 days	1.1 WebCT Introductions in discussion group.	<input type="checkbox"/>
Lesson 1 	↓	1.2 Reading: “Mentorship: The Cornerstone of Reflective Growth” by Witter-Merithew (in Reading #1 of EDI 132 study guide).	<input type="checkbox"/>
	3 days	1.3 WebCT Discussion: Steps 1-5 for ASL text “Lecture Organization”.	<input type="checkbox"/>
	↓	1.4 Complete the workbook pages for Steps 1–5 for ASL text: “Lecture Organization”.	<input type="checkbox"/>
	1 day	1.5 Complete Step 6, Retelling on videotape.	<input type="checkbox"/>
	1 week	Assignment 2 – Transcription and Self Analysis of Retelling of “Lecture Organization” text. (Feedback from Mentor to be postmarked by 9/29/2003).	<input type="checkbox"/>
Lesson 2 	1 week	2.1 WebCT Discussion: Steps 1-5 from your workbook pages. Collaborate with your peers and share feedback from your mentor.	<input type="checkbox"/>
	↓	2.2 Complete the workbook pages for Steps 1–5 for ASL text: “Acid Rain”.	<input type="checkbox"/>
	5 days	2.3 Plan for re-do of Assignment 2 based on mentor feedback.	<input type="checkbox"/>
	1 week	2.4 Prepare a videotape of your re-do of Assignment 2, incorporating feedback from your mentor as well as your Step 6: Retelling of “Acid Rain”.	<input type="checkbox"/>
	Next day	Assignment 3 – Transcription and Self Analysis of Retelling of “Acid Rain” text Feedback from Mentor due to be postmarked back to you by 11/03/2003.	<input type="checkbox"/>

Roadmap (continued)

Topic	Dates	Activities	Done!
Lesson 3	2 weeks ↓	3.1 WebCT Discussion: Steps 1-5 from your workbook pages. Collaborate with your peers and share feedback from your mentor.	<input type="checkbox"/>
	↓	3.2 Complete the workbook pages for Steps 1—6 for ASL text: “Women and Work”.	<input type="checkbox"/>
	1 week	3.3 Plan for re-do of Assignment 3 based on mentor feed back.	<input type="checkbox"/>
	5 days	3.4 Prepare videotaped re-do of Assignment 3 and retelling of “Women and Work”.	<input type="checkbox"/>
	2 days later	Assignment 4 – Transcription and Self Analysis of Retelling of “Women and Work” text. Feedback from Mentor due to be postmarked back to you in 2 weeks.	<input type="checkbox"/>
	3 weeks later	Mentor must turn in final course grade to DIM and EICP Coordinator. Hold onto Assignment 4 feedback, as you will re-do this assignment based on the feedback as part of the first assignment in EDI 133.	<input type="checkbox"/>
		Complete on-line course evaluation.	<input type="checkbox"/>
Last Day! 			

Assignments

Assignment Overview

	Description	Points	Due Dates
Assignment 1	Post an introduction in your WebCT discussion. (Activity 1.1)	5	date
	WebCT Participation Participate weekly in on-line discussions with peers and mentor regarding various aspects of your preparation work for Assignments 2-4. You will be expected to post an original posting (discussion question, idea, or observation) at least ten times (10) during the semester (NOT all at once, but regularly over the term) and to respond to at least ten (10) postings initiated by others.	20	on-going during the semester
Assignment 2	Transcribe and analyze your videotaped retelling of the ASL text, "Lecture Organization" and send it along with your completed Steps 1—6 pages from your workbook to your Deaf Language Mentor for feedback.	25	date
Assignment 3	Redo the first text based on feedback received, and transcribe and analyze your videotaped retelling of the ASL text, "Acid Rain" and send it along with your completed Steps 1—6 to your Deaf Language Mentor for feedback.	25	date
Assignment 4	Redo the second text, based on feedback received, and transcribe and analyze your videotaped retelling of the ASL text, "Women and Work" and send it along with your completed Steps 1—6 to your Deaf Language Mentor for feedback.	25	date

***For more detail:**

A complete description of each assignment is included in the appropriate lesson found on WebCT and Assignments 2 - 4 can be found in the EDI 132 workbook.

Activity 1.1 - WebCT Introduction



Assignment 1: Post an introduction to WebCT

Activity Description

Goal:

The goal of this activity is to help you get acquainted with your Deaf Language Mentor and classmates via an introduction.

Objectives:

- To introduce you to your Deaf Language Mentor and colleagues

Approaching the Task

This activity gives you the chance to make sure that WebCT is working for you and to learn about your classmates and mentor.

Create a short introduction. Include the following information:

- Who are you? (Name, where you are from)
- Where do you work (and what grade level) as an Educational Interpreter?
- Your top 3 skill development priorities.
 - Review the Skill Development Plan you completed at the end of your recent Summer Institute I session.
 - Identify your top 3 skill development priorities and post these as a part of your introduction.

Complete your posting by date.

Assignment 2-4 - Retelling of Signed Texts



Steps 1-6 of the signed text including transcription and self-analysis (See road map and/or workbook for specific text and due dates for each individual assignment)

Assignment Description

Goal:

There are two parts to this assignment. The first part is a transcription and the second part is an analysis. The goal of this assignment is to provide you with another opportunity to practice your ASL retelling skills and knowledge that you have learned so far in the course. You will have the opportunity to analyze your performance in relationship to the Major Features addressed in Taylor's text, *Interpretation Skills: English to ASL*, and to receive feedback from your Deaf Language Mentor related to your performance.

Objectives:

- To create a sample of your work for the purpose of self-assessment, mentor review and skill development enhancement.
- To enhance your discourse analysis skills by applying the principles associated with Steps 1-6 of the Discourse Analysis model.

Approaching the Task

Sometime prior to the due date, you should videotape yourself generating a retelling of the assigned ASL text. You should have reviewed this tape and completed steps 1-5 in your EDI 132 Workbook prior to your taping. Your job during the taping process will be to do the best work you can, and then to promptly check the tape afterwards to make sure the signed message voicing are both accessible. Once the sample of your work has been completed, the transcription and analysis can begin.

Approaching the Task (continued)

Part 1: Preparing a transcript of your retelling of the ASL text.

- Create a verbatim transcription of your signing and non-manual markings as per instructions in the Green Book article on transcription from your Summer Institute I- week 1 workbook and your lecture notes/ feedback notes on the transcripts you did during Summer Institute I.
- Add a line number for each line of the transcript in the left side column of the paper. The purpose of the line numbers is for your easy reference when you are writing the analysis of your work.
- Remember, it is important to transcribe everything.
- Make a second copy of this transcription for use when you redo the assignment after feedback is received. See NOTE below.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Work Book to the transcript.

Part 2: Write an analysis of your retelling. View your tape as frequently as you desire and organize your observations by relating them to the Major Features addressed in the Taylor textbook *Interpretation Skills: English to ASL*. Provide a written analysis of your ASL signing skills following the guidelines listed below.

- Write two paragraphs on each of the major features from this text.
- Analyze your work by providing examples to support each comment you make.
- Provide a reference number for the skill or definition from the textbook you are using to support your observations/ examples.
- When talking about pieces of your work that you transcribed, you may refer to the line number on the transcription. This eliminates the need to repeat the whole sentence in your paragraph.
- Type and double-space the content within each paragraph.
- Check for grammar and spelling.
- Attach an ASSIGNMENT INFORMATION FORM from the back of your EDI 132 Work Book to the typed analysis. NOTE: This form *may* also be found online as a template. Check the homepage for updates.

Approaching the Task (continued)

NOTE: When you receive your feedback on a completed assignment, you will be expected to redo the text, and attempt to incorporate the feedback. This is a very significant step. In order to assist the Mentor with tracking your changes you incorporated in the redo, you will highlight those areas on a clean copy of the original transcription you wrote out.

Mail the tape, the transcription, the analysis and your workbook page(s) with steps 1-5 to your mentor by the DUE DATE noted in the roadmap and/or workbook. Be sure to have the post office give you a receipt providing confirmation of the postmark and have them put a delivery confirmation label on the package and give you the receipt for your records. This will provide you with confirmation of both the postmark and a delivery confirmation number in case there is any issue later. The cost of the delivery confirmation label is \$.55. (NOTE: If you are sending your materials to a Canadian address, you will need to fill out a Customs Declaration and Dispatch note with each mailing. This form is included in your packet.)

Grading Criteria

Each of these three (3) assignments is worth twenty-five (25) points. These points will be distributed in the following manner for each assignment.

- Assignment was postmarked by the required date. (2 pts.)
- All elements of the assignment were submitted. (2 pts.)
 - Videotape cued up to the appropriate spot
 - Retelling is visible and accessible on the videotape for mentor review
 - Transcription included
 - Self-analysis included
 - Workbook sheets for Steps 1-6 included
- Redo of previous text incorporating feedback (4 pts)
 - (Begins with Assignment 3 and continues thru the end of EDI 133)
- Transcription (5 pts.)
 - (Note: Assignment 2 will be worth 9 points, and thereafter will be worth 5)
 - Thorough (all information recorded)
 - Accurate (recorded information is accurate)
 - Conforms to standard conventions (symbols and manner of transcription consistent with established standards)
 - Includes line numbers for each line of the transcript
 - Readable and easy to follow

Grading Criteria (continued)

- Self-Analysis (6 pts.)
 - Addresses all Major Features
 - Identifies specific principle from Taylor
 - Provides appropriate citation of principle
 - Provides two examples for each Major Feature (as appropriate)
 - References the appropriate line number for each example
 - Identifies how the analysis supports established goals for the language mentorship
- Mentor Analysis of Skill (6 pts.)
 - Incorporation of Major Features during the retelling (particular attention will be given to the application of principles associated with the mentees goal plan)
 - Incorporation of examples from the source text as modeled by the two signers
 - Clarity and production
 - Equivalency of meaning to the original source language (SL) text

Rubric for Language Mentorship (25 points possible)

CATEGORY	Excellent (A= 22-25 points)	Good (B= 19-22 points)	Satisfactory (C= 16 - 19)	Needs Improvement (D= 15-16)
Timeliness (2 pts.)	Assignment was postmarked by the required date. Loses one point per day late.			
Elements of Assignment (2 pts.)	All elements of the assignment were submitted. Videotape cued up to the appropriate spot, Interpretation is visible/audible and accessible on the videotape for mentor review, Transcription is included, Self-analysis is included, and Workbook sheets for Steps 1 – 5 are included (Step 6 is the Retelling) (Separate row addresses the quality of the workbook pages.)			Missing information or tape is not accessible.
Redo of Previous Text (start with Assign. 3) (4 pts)	The redo of previous text is shown. Attempt is made to incorporate feedback suggested by mentor.			
Transcription Document (5 pts.) (9 pts for Assignment 2)	All the signed behaviors demonstrated in the videotape sample of the student's work are appropriately isolated and documented in the transcript and reflect a thorough understanding of the notation system associated with the transcription process. All lines are numbered. Transcription symbols are appropriate, as shown in the Green book index. The transcript is readable and easy to follow.	Most all of the signed and/or interpreted behaviors demonstrated in the student's sample of work are appropriately isolated and transcribed and reflect a general understanding of the notation system associated with the transcription process. Most symbols are from the Green book, and are easily understood.	Several of the signed and/or interpreted behaviors are not appropriately isolated and transcribed OR the transcription reflects a lack of general understanding of notation system used for transcribing. Line numbering is inconsistent.	Several of the signed and/or interpreted behaviors are missing in the transcript and the transcript lacks an understanding of the notation system for transcribing. Line numbers are missing.
Self Analysis of Skill: Major Features from Taylor Addressed (4 pts.)	All the Major Features are addressed in the analysis with at least two (2) examples of each feature included, as appropriate. If no example is available, student makes note of it in the analysis.	Most of the Major Features are addressed in the analysis with at least two (2) examples of each feature included, as appropriate.	Some of the Major Features are addressed in the analysis but a few of the features have less than two (2) examples, when there could have been more noted from the student's work.	Several of the Major Features are not addressed AND several of the Major Features addressed have less than two (2) examples

<p>Self Analysis of skill: Appropriate Citation and Reference to the Feature and Error Type from Taylor, (2 pts.)</p>	<p>All of the appropriate citations and references are provided including: 1) Statement of the specific feature being addressed, 2) the error type, 3) the line of the transcription that relates to the example. Student identifies how the analysis supports his/her goals for the Language Mentorship.</p>	<p>Most of the appropriate citations and references are present in the analysis and student identifies how the analysis supports his/her goals for the Language Mentorship.)</p>	<p>Several of the appropriate citations and references to analysis OR are not accurate in terms of form or applicability. Little reference is made to own goals for Language Mentorship.</p>	<p>Several citations and references are missing from the analysis AND are not accurate in terms of form or applicability. No mention made of own goals.</p>
<p>Mentor's Feedback: Analysis of Skill (3 pts.)</p>	<p>Student incorporates all the possible major features during the retelling, applying principles associated with his/her own goal plan. Student incorporates examples from the source text as modeled by the 2 signers.</p>	<p>Student incorporates most of the major features during the retelling, applying many of the principles associated with his/her own goal plan.</p>	<p>Some of the major features are missing during the retelling, OR student did not apply some of the principles associated with his/her own goal plan.</p>	<p>Some of the major features are missing during retelling, AND some of the principles associated with his/her own goal plan are not applied.</p>
<p>Mentor's Feedback: Analysis of Skill (2 pts)</p>	<p>The retelling is produced clearly, with no sign errors, and the pacing was appropriate.</p>	<p>The interpretation has some sign errors, but did not interfere with the overall message OR the pacing was a little off at times.</p>	<p>The interpretation has numerous sign production errors, which could interfere with the overall message AND the pacing was a little off at times.</p>	<p>Sign production errors interfered with the overall message AND the pacing was inappropriate.</p>
<p>Mentor's Feedback: Student's Workbook pages (1 pt)</p>	<p>All 5 steps are appropriately filled out; the mind map shows clear separation of Main ideas and supporting details; student identifies clear linguistic features observed in the source text.</p>	<p>Some of the steps are filled out superficially. There is an attempt to do each of the steps prior to the retell.</p>	<p>Steps are missing, or not fully documented.</p>	<p>No work is evident on the workbook pages.</p>

Comments from Skills Specialist:

Assignment 2-4: _____/25 points

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**Distance Opportunities for
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In Partnership with

US Department of Education,
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