

ASL BCCAT Transfer Grid & Descriptive Pathways Project

FINAL REPORT, Revised

To: ASL Articulation Committee

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Date: December 19, 2014

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Introduction & History of ASL Articulation

The ASL Articulation Committee “prototype” was first established in 1997, and formalized in 2005 to address issues of transfer and program quality. It is made up of representatives from most of the colleges/universities that offer ASL courses in BC. Most of the reps are ASL instructors, some are coordinators, and a few are administrators or deans. They generally meet two times a year. The committee chairperson is currently Aastrid Evensen-Flanjak, Department Head of Deaf and Hard of Hearing Programs at Vancouver Community College. For many previous years, the chair was Vincent Chauvet, Department Head of ASL & Deaf Studies at VCC. Vincent, and several of the ASL instructors, have been involved on the committee since its inception.

In the past, the committee meetings served mainly as an opportunity for ASL instructors to meet and informally share ideas about teaching. In recent years, the committee has tried to be more formalized in its agenda and reporting procedures.

Several secondary and post-secondary institutions offer high quality instruction in ASL in British Columbia. They provide a mix of credit, non-credit, university-transfer, high school credit, and continuing education courses and programs.

Transfer Grid Project

The ASL transfer grid project was intended to move toward the alignment of course learning outcomes and levels to increase student mobility across institutions. In 2013, the ASL Articulation Committee received some funding from the British Columbia Council on Admissions and Transfer (BCCAT) to investigate and to begin to develop a transfer grid for the study of ASL in the province. The grid would provide curriculum standards so that educational institutions that offer ASL courses could align themselves with each other, guiding the transferring of students and credits where applicable. The options for choosing to study ASL would be less confusing and more attractive to students. Currently, only one post-secondary institution in BC offers ASL courses for university credit – University of Victoria.

Anita Harding, assisted by Sara MacFayden, was contracted to survey those institutions offering ASL, to compile the information, and to draft ideas for a transfer grid. Anita is an instructor of ASL & Deaf Studies with a wealth of experience teaching and developing curriculum in BC, Ontario, New Brunswick and other places. She currently teaches in the Interpreter Education Program at St. Catherine’s University in Minnesota. Sara is a nationally certified ASL-English interpreter and educator who taught in Deaf Studies at VCC for 23 years before leaving in 2010 to teach in the Program of Sign Language Interpretation at Douglas College. Both Anita and Sara hold a Master of Education degree from SFU.

The project end date was originally March 15, 2014 but was extended. The project objective was to capture the current landscape of ASL offerings throughout BC, including non-credit courses, not to limit the focus to a few in the Lower Mainland or to a degree (interpreting) path only. Anita and Sara were advised to keep it simple and the preliminary grid could then be used as a springboard for future work. Tanis Sawkins, ESL Advisor at VCC, was very helpful in the development of the draft transfer grid in this report.

Survey and Results

An electronic survey was developed with great assistance from Val Montague (coordinator at Camosun College) and sent to 20 email addresses supplied by the ASL Articulation Committee. Thirteen responses were received. The questions were designed to obtain the following information:

- Name of institution, location, contact person's name & position
- Does the institution offer a course in Visual-Gestural Communication in addition to ASL
- Does the institution offer and/or accept credit and/or PLA
- How many ASL courses, what are the course names and codes
- How many hours per course and how is it delivered
- Textbook(s) used
- How many instructors and what are their qualifications
- Reasons why students take ASL

The survey results were compiled:

- Name of institution, location, contact person's name & position
 - *13 Respondents were representatives from College of New Caledonia, Douglas College, Vancouver Community College, Camosun College, Vancouver Island University, University of Victoria, Central Okanagan School District 23, Delta School District 37, and BC Rainbow Alliance of the Deaf (offering Queer ASL at SFU)*
- Does the institution offer a course in Visual-Gestural Communication in addition to ASL:
 - *27% yes, a prerequisite to ASL; 27% yes, optional; 45 % no.*
- Does the institution offer and/or accept credit and/or PLA:
 - *Offer credit – 40%*
 - *Offer credential – 10%*
 - *Offer confirmation of completion – 40%*
 - *Not eligible – 10%*
 - *25% not accept transfer credit; others have accepted credit from VCC, York U, UFV, VIU, Camosun, Okanagan College, UVic, Algonquin, Carleton U, Lakeland College, George Brown College, Brigham Young U*
- How many ASL courses:

<ul style="list-style-type: none"> ○ <i>2 courses – 11 responses</i> ○ <i>3 courses – 9 responses</i> ○ <i>4 courses – 7 responses</i> ○ <i>5 courses – 5 responses</i> ○ <i>6 courses – 5 responses</i> 	<ul style="list-style-type: none"> ○ <i>7 courses – 5 responses</i> ○ <i>8 courses – 5 responses</i> ○ <i>9 courses – 4 responses</i> ○ <i>10 courses – 3 responses</i>
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- How many hours per course:
 - 10-40 hours – 58%
 - 40-60 hours – 8%
 - 60+ hours – 33%

- How delivered:
 - 1 or 2 classes per week – 82%
 - Online – 9%
 - Flexible, customized – 9%

- Textbook(s) used:
 - VISTA Signing Naturally – 58%
 - Master ASL - 8%
 - other – 33%

- How many instructors:
 - 1 – 58%
 - 2 – 17%
 - 3 – 17%
 - 4 or more – 8%

- Instructor qualifications:
 - Deaf fluent user of ASL – 100%
 - Formally trained in ASL instruction – 100%
 - Experienced in teaching ASL – 100%
 - College/university degree – 45%
 - Recommended by the community – 36%
 - Other (e.g. Knowledge of Deafhood; Provincial Instructor Diploma) – 36%
 - All of the above – 9%

- Most commonly cited reasons why students take ASL, in order:
 - Would like to work with Deaf people some day
 - For general interest/curiosity/enjoyment
 - To earn credit/credential for specific ASL/Deaf-related studies or program
 - To earn college/university credit for general purpose
 - ASL is required/recommended for current job
 - To better communicate with Deaf friends/family
 - Experiencing hearing loss & wish to learn ASL to communicate

In summary, there is little standardization of ASL instruction in BC, except that most institutions do use the same textbooks – the Signing Naturally series published by DawnSign Press (which has undergone some revisions since first being published, and is still being revised). However, the ASL courses vary as to how many hours are spent on teaching each Unit in the textbook, how many hours of lab/practice are included, the expertise and approach of the instructor, naming of the courses/levels, etc. Most ASL instructors in the post-secondary courses are Deaf people, native users of ASL who have strong Deaf community ties and considerable teaching experience, but

varying levels of formal education/training. Student assessments also varied widely among the ASL courses.

NB: There exists ASL curriculum for use in the high school system in BC. We currently have an incomplete picture of where high school ASL courses are being taught, how well the curriculum is being used, who is teaching, etc. We recognize that this is an important missing link, because if a student did take high quality ASL courses in high school, they should be able to use that for admission to post-secondary institutions that require foreign language credit.

Following the survey, we tried to obtain Learning Outcomes from each institution. We found a large disparity in the existence of clear outcomes. We did get documentation from Camosun College Continuing Education, Vancouver Island University Continuing Education, University of Victoria, Douglas College Continuing Education, and BC Rainbow Alliance of the Deaf (not an educational institution). Some documentation was in the form of non-detailed course outlines; some was very comprehensive, with clearly articulated learning outcomes. We tried to compile the information into a grid; the overall picture is still quite incomplete.

The grid covers introductory levels of ASL. Students entering the 10-month fulltime ASL & Deaf Studies Program at VCC have already completed these levels. The advanced ASL courses that are part of the VCC fulltime program, as well as the subsequent ASL courses in the interpretation program at Douglas College, are not included in the grid.

Use of the Transfer Grid:

- Determined by the ASL Articulation Committee (a sub-committee of interested members who will meet more often to review the grid and to agree upon future procedure for maintaining/developing/revising the grid and doing the task of articulation): If the outcomes of a course are an 80% or more match with the outcomes for a particular Level, that course name and number is placed on the grid in that Level column. Over time, as courses are added to the grid, it will show which courses are similar.
- Determined by institutions that offer ASL courses: Institutions can refer to the grid to decide the best class to place a student in, if the student wants to transfer from another institution. This is voluntary and it is up to the receiving institution to decide a student's placement. The grid is only a guide, not a rule.
- Over time, the outcomes for each Level could lead to more standardization of ASL courses throughout BC, and the outcomes could be adopted by institutions wanting to revise their curricula or develop new courses that align with the grid.
- The transfer grid will continue to be a "living" tool that will constantly need attention and revision, based on best practices, teaching/learning trends, new materials, and the sharing of ideas and input from all ASL Articulation Committee members.

Draft Transfer Grid

Institution	Level One	Level Two	Level Three	Level Four
BCRAD	ASL 101 (20 hrs) <u>and</u> ASL 102 (20 hrs)			
Camosun College	ASL Prep 1 (30 hrs)	ASL Prep 2 (30 hrs)		
Douglas College, Continuing Education	ASLIP 151 (30 hrs) <u>and</u> ASLIP 152 (30 hrs)	ASLIP 152 (30 hrs) <u>and</u> ASLIP 153 (30 hrs)		
University of Victoria	ASL 100A (40 hrs)	ASL 100B (40 hrs)		
Vancouver Island University	Prep I & II (60 hrs)	Prep I & II (60 hrs)		

Level ONE Outcomes:

Adapted from: Units 1-3 in the VISTA Signing Naturally curriculum

Unit 1: Introducing Oneself

Unit 2: Exchanging Personal Information

Unit 3: Discussing Living Situations

At the end of the course the student will be able to use ASL vocabulary and grammar, and Deaf cultural awareness, needed to:

1. Recognize, produce and respond to Wh-questions and Yes/no questions in ASL;
2. Recognize and produce basic fingerspelling and cardinal number signs 1-60;
3. Exchange basic personal information, name, occupation, place of residence;
4. Describe own residence, living arrangements (roommates, pets, etc);
5. Ask/tell about where work/study, how travel, how long it takes, using basic time signs;
6. Ask/tell whether descriptions/items are the same or different;
7. Introduce self, open/close conversation, fingerspell names;
8. Use culturally appropriate eye contact when conversing;
9. Ask/tell identifying information to describe a person's appearance;
10. Describe a shape and spatially indicate relative position of other shapes;
11. Give/follow commands involving objects in the immediate environment;
12. Use culturally appropriate ways to get another's visual attention;
13. Use culturally appropriate ways to walk through a signed conversation;
14. Use questioning strategies to ask for a sign without relying on fingerspelling;
15. Use simple techniques to confirm and/or correct information given in a dialogue;
16. Ask and respond to questions regarding whether someone is Deaf/hearing, where one is learning ASL, where things are in the immediate environment;
17. Respond to information given using "oh-I-see," positive head nod, and other appropriate simple visual interactive behaviours;
18. Talk about surroundings and give basic directions using real world orientation;
19. Discuss hobbies/activities one enjoys, express whether like/dislike something;
20. Demonstrate basic understanding of and respect for the Deaf culture, history and community, and specifically the Deaf queer community;
21. Demonstrate understanding of name signs and issues of identity e.g. Deaf, Hard of hearing, DeafBlind, CODA;
22. Demonstrate understanding of handedness (e.g. identify the use of dominant and non-dominant hand while signing) and the use of visual three-dimensional space in ASL.

Level TWO Outcomes:

Adapted from: Units 4-6 in the VISTA Signing Naturally curriculum

Unit 4: Talking about Family

Unit 5: Talking about Activities

Unit 6: Storytelling

At the end of the course the student will be able to use ASL vocabulary and grammar, and Deaf cultural awareness, needed to:

1. Use contrastive sentence structure in ASL to ask/tell about family members and relationships, similarities and differences;
2. Ask/tell how people are related, correctly using personal and possessive pronouns;
3. Use non-dominant hand to index a list, such as siblings and birth order;
4. Ask/tell about desires for the future, state likes/dislikes about activities and people;
5. Recognize and produce fingerspelled letter combinations and cardinal number signs 1-100;
6. Produce ASL signs for age, tell how old someone is;
7. Reply to questions using negating statements and giving correct information;
8. Integrate facial markers that coincide with negation and yes/no questions;
9. Use gesturing and acting out concepts to ask for a sign without relying on fingerspelling;
10. Use culturally appropriate ways to move self and/or others to obtain & maintain clear sightlines;
11. Ask/tell what activity someone did/will do on a certain day and use sequencing;
12. Use time signs at beginning of sentence;
13. Modify directional verbs in space to agree with subject and object and use verb agreement with role shifts;
14. Ask/tell about chores, errands, daily activities, indicating whether done or to be done and how often;
15. Apologize and give simple reasons;
16. Demonstrate simple storytelling techniques in ASL, including clear use of signs, gestures, classifiers, space, direction, character interaction;
17. Comprehend and retell short samples of classic stories from Deaf folklore;
18. Demonstrate appropriate use of eye contact to engage audience;
19. Demonstrate deepening understanding of Deaf culture, history and community, and specifically the Deaf queer community.

Level THREE Outcomes:

Adapted from: Units 7-9 in the VISTA Signing Naturally curriculum

Unit 7: Describing People and Things

Unit 8: Making Requests and Asking for Advice

Unit 9: Describing Places

At the end of the course the student will be able to use ASL vocabulary and grammar, and Deaf cultural awareness, needed to:

1. Use body classifiers and descriptive classifiers to describe and identify a person in the room;
2. Demonstrate culturally appropriate ways to ask for and/or get someone's attention and pass on a message through a third party;
3. Describe an item and what material it is made of using instrument classifiers, locative classifiers and sequencing;
4. Ask/tell information regarding how many things/people using number signs and quantifying adjectives;
5. Use number forms to express dates, months, years, and signs for the seasons;
6. Demonstrate culturally appropriate ways of greeting and leave-taking;
7. Explain a situation, make and respond to requests using appropriate facial expressions;
8. Ask/tell phone numbers using appropriate form and movement patterns;
9. Explain a problem, ask for advice and respond to a request for advice;

10. Demonstrate culturally appropriate ways to apologize for lateness and give reason;
11. Describe places, buildings, people, amenities, activities, cost of living in a certain neighbourhood;
12. Ask/tell where something is;
13. Give directions to a place using relative position to landmarks, tell where to turn;
14. Give the time using correct forms for clock numbers;
15. Suggest a place to eat and describe a restaurant;
16. Express uncertainty or confirm information being given or received, ask for clarification;
17. Give commands and offer assistance to others in a non-offensive manner according to Deaf cultural norms;
18. Demonstrate storytelling techniques in ASL, including topicalization, directionality and perspective shifts;
19. Comprehend and retell short stories;
20. Apply culturally accepted principles of naming with name signs.

Level FOUR Outcomes:

Adapted from: Units 10-12 in the VISTA Signing Naturally curriculum

Unit 10: Giving Opinions about Others

Unit 11: Discussing Plans and Goals

Unit 12: Storytelling

At the end of the course the student will be able to use ASL vocabulary and grammar, and Deaf cultural awareness, needed to:

1. Give opinions by describing and comparing personal qualities and tendencies;
2. Ask/tell the cost or price of various everyday items using correct money signs;
3. Ask/tell where an item is located in a certain room using reference points;
4. Demonstrate culturally appropriate ways to interrupt a conversation;
5. Tell a narrative about looking for a misplaced item, using spatial agreement, classifiers, role shifts;
6. Demonstrate fluency using topicalization, contrastive structure, Wh-word questions;
7. Discuss and compare personal knowledge of certain subjects, abilities, unusual skills;
8. Use conditional clauses to ask/respond to hypothetical questions, describe emotional reactions;
9. Demonstrate use of name signs and/or fingerspelling for states and provinces;
10. Demonstrate ability to use correct number forms for counting, age, money, clock time, days, weeks, months, years, phone numbers;
11. Use relative clauses to discuss making and cancelling plans, invite someone to join you, accept/decline, explain why;
12. Use when clauses and horizontal listing to discuss the first and last time you did something;
13. Discuss personal goals such as a bucket list and travel plans using repetition for emphasis, country name signs and timeline-related signs;
14. Demonstrate storytelling techniques in ASL, including use of varied classifiers (descriptive, instrument, locative), spatial and eye gaze agreement with character placement/size, role shifting, facial markers;
15. Describe characters' movements and interactions with objects, other characters and self;
16. Comprehend and narrate classic children's stories and fables;
17. Demonstrate ability to make appropriate decisions about whether to offer interpreting assistance to a Deaf person;
18. Demonstrate ability to make appropriate decisions about when and where to use spoken language;
19. Identify De'VIA elements in samples of work by Deaf visual artists.

Other Jurisdictions

At this time, educators in other provinces known to have fairly robust offerings of ASL report that they have not developed articulation of ASL courses in their jurisdictions (Alberta, Manitoba, Ontario), but that standardization and transferability is something they do desire to formalize.

Learning Outcomes for American Sign Language Skills Levels 1 – 4 by Brown Kurz & Taylor (June 2008) is a very good shareable resource that was created in Colorado. We believe it would provide an excellent framework for developing and articulating ASL curriculum for post-secondary courses in VCC. Clear and specific learning outcomes are categorized into the following “5 C’s” for each course in each level:

- **Communication** – learners will demonstrate the ability to use ASL to engage in basic conversation about themselves, their families, interests and experiences
- **Culture** – learners will identify the key elements of Deafhood, cultural values, social norms, community ties, pathways to identity
- **Connections** – learners will demonstrate use of ASL and cultural knowledge to connect with Deaf people and examine the issues and affiliations of importance to them
- **Comparison** – learners will apply their new knowledge to developing insight into the nature of culture and language and access and inclusion
- **Communities** – learners will participate in Deaf community events and intercultural activities

Informal Recommendations

In January of 2014 there was a meeting to discuss the progress of the project and a shared vision for future directions, including how to focus on transferability of for-credit courses, standardizing expectations for using the Signing Naturally units and resource materials, standardizing PLAR criteria, and professional development/training ideas for instructors. In attendance were Anita, Sara, Vincent Chauvet, Astrid Evensen-Flanjak (VCC), Nigel Howard (Douglas & UVic), Julie Martin (VCC) and Wendy Bruce (Douglas CE).

Our vision, in summary:

Credit

- Standards and transferability should be established for foundational ASL courses that are offered for credit; such credit should count toward foreign language credit requirements for admission to institutions or programs and/or should count as elective credits toward some programs/degrees.
- Non-credit courses and/or continuing education courses should continue to be offered throughout the province for general interest, for increasing awareness, for connecting with Deaf people, for fun.
- Standardized foundational ASL studies for credit (4 courses totaling 240 hours) should be

the prerequisite for admission to the ASL & Deaf Studies Program at VCC (currently the prerequisite is 120 hours, but not clearly defined as credit or as meeting standards of quality instruction).

- The ASL & Deaf Studies Program at VCC (currently undergoing curriculum revisions to make the courses suitable for university transfer credit) should be considered the first year of study in a 4-year degree path toward a BA in Sign Language Interpreting (years 2 to 4 should be offered at Douglas College).

Hours per unit

- The above-mentioned foundational ASL courses should each cover only 3 units of Signing Naturally in 60 hours of class time, comprising approximately 45 instructional hours and 15 lab/practice hours. Each course should also have components that teach about Deaf culture and community.

Student assessment

- The means of assessment should be varied, and include: tests of both receptive and expressive ASL skills (used in conversation and in narrative); tests of cultural knowledge; written assignments consistent with first-year college/university courses.
- Clearly defined PLAR criteria and evaluation process should be established for students wishing to challenge the foundational ASL courses for entry into the Deaf Studies program.

Instructor development

- Professional development for ASL instructors should be supported by exploring a partnership with the VCC School of Instructor Education whereby their excellent diploma courses could be offered in ASL for a cohort of ASL instructors.
- The ASL Articulation Committee should use its meetings to host professional development workshops for ASL instructors, beginning with the basics of creating learning outcomes and designing authentic assessments that support them.

VCC delivery model

- The ASL & Deaf Studies Program should change its delivery model so that diverse learners can take the courses on a part-time basis (evenings, weekends, summer intensives, blended online, etc).

Learning pathways

- With foundational ASL and Deaf studies courses being offered for transferable university credits, tremendous opportunities would be opened up for learners to combine their studies with other career pathways; learners attracted by the credits would potentially infiltrate the fields of the humanities, social sciences, and human services with knowledge of ASL and Deafhood. This would contribute to greater intercultural awareness and understanding, and to improved opportunities for Deaf people to be included in and have access to more aspects of society, the underlying goal of providing education in ASL and Deaf studies.
- Learning pathways could also lead to:
 - a certificate in ASL & Deaf Studies that would enhance a career in social services,

- education, or human services
- credits transferred to a number of CFCS (Child, Family & Community Studies) or similar diploma/degree programs
- combining studies in ASL & Deaf Studies with the MA in Deaf Education at UBC (required to teach DHH students in K-12)
- continuing on from Deaf Studies to studying for a BA in interpreting (under development) at Douglas.

Summary

Work is also currently being done on curriculum revisions for courses in the fulltime ASL & Deaf Studies Program at VCC. We are always trying to keep in mind the “big picture” of foundational ASL, intensive ASL, Deaf cultural studies, and interpreter education in BC. We hope that the information compiled in this Transfer Grid Project report will be beneficial for the future development of standards, transferability and learning pathways for ASL studies in BC.

APPENDIX A

Recommendations from the
Provincial Review of ASL/DEAF STUDIES AND INTERPRETER EDUCATION IN BC :
*A research project funded by the BC Ministry of Advanced Education and Labour Market
Development in Partnership with Douglas College and Vancouver Community College; report
prepared by M. G. Gordon and M. Hardy, December 2009.*

RECOMMENDATIONS

6.2.1 Increase PR about Interpreting as a profession.

6.2.2 Enhance recruitment into Interpreter Education by restructuring the Sign Language Interpretation Program at Douglas College as a Degree program. (Recommendation #14)
Graduates with a BA could progress to other fields - such as to teaching, graduate programs in Deaf Studies. Credit courses completed as part of BA could also be transferred into other degree programs, A program that allows transfer of credit into other degree programs and/or accepts transfer credit from other UT/Career programs into Interpreter Education would enhance recruitment.

6.2.3 Enhance professionalism of interpreting career to make it more attractive in current social environment.

6.2.4 Increase financial support for students in ASL/Deaf Studies and Sign Language Interpretation Programs, through work with College Foundations for additional targeted bursaries/scholarships and through seeking forgiveness for Student Loan/Grant.

6.2.5 Provide upgrading and advancement for current and future interpreters by facilitating the laddering to a degree option, based on recommendation for an Interpreting Degree program. (Recommendation # 14)

6.2.6 Regular meetings should be structured between the VCC ASL/Deaf Studies program faculty and the DC Sign Language Interpretation program faculty to discuss issues, curricular, professional, administrative, that impact across programs. These meetings should include the respective Deans/Associate Deans for these programs, and should be initiated as soon as possible.

6.2.7 As the learning of ASL is the first, and prerequisite step in the education as an interpreter and as there is a critical shortage of qualified ASL instructors, that the Ministry of Advanced Education and Labour Market Development and the Ministry of Housing and Social Development consider financial support for those Deaf individuals who are interested in taking the DC ASL Instructor program (currently a Continuing Education Program).

6.2.8 That the Ministry of Advanced Education and Labour Market Development and Ministry of Education facilitate increased offering of ASL courses, for credit as a second language, in secondary schools and in post-secondary institutions.

6.2.9 That the VCC ASL/DS certificate program remain as a one-year certificate program.

6.2.10 That although there are distinct program and resource advantages to co-location of the two programs, it is recommended that, in the immediate future, the ASL/DS certificate remain at VCC and that program energies be directed to enhancing the existing program and building closer ties between the two programs.

6.2.11 That the ASL/DS Certificate program consider restructuring some of current curricular topics into more academic course (i.e. Sociology of Deaf Culture) with potential for transfer credit.

6.2.12 That consideration be given to offering some and/or all courses of the VCC ASL/Deaf Studies Certificate through a distance delivery model, perhaps in partnership with other colleges outside the lower mainland and/or in partnership with Outreach Program for the Deaf and Hard of Hearing Students and/or directly with school districts that lack individuals qualified in ASL interpretation.

6.2.13 That, in the development of the above recommendations, consideration also be given to developing a course that is more focussed to the needs of a Special Education Assistant working in the K-12 system.

6.2.14 That the current two-year diploma program in Sign Language Interpretation be restructured as a degree program. Entry into the program should be at year two, with appropriate prerequisites that meet year one requirements, one option of which would be the completion of the VCC ASL/DS certificate. That discussion and planning for this option begin as soon as feasible.

6.2.15 That the current two-year diploma program and/or a restructured degree program in Interpreter Education remain at Douglas College.

6.2.16 That the restructuring to a degree program be initiated by adding a fourth year and reorganizing existing courses to incorporate the breadth/academic elective requirements. It is further recommended that the breadth requirements (where possible) be consistent with a declared specialization for interpreter education i.e. nursing biology for those intending to specialize in medical interpreting, criminology coursed for those intending to work in legal interpreting, Early Childhood Education/Classroom support worker courses for those intending to work in the K-12 education system, and so on.

6.2.17 That if, in the future, the certificate and degree programs are co-located at one college, there should continue to be a separate certificate program that serves broader learning needs than entry into the Interpreter training program.

6.2.18 That, when a degree program is established at Douglas College, careful consideration be given as to how individuals who have previously graduated from the DC Sign Language Interpretation Program (INTR) may be able to access the appropriate courses to allow them to upgrade to a degree.

6.2.19 That some individual theory courses (where suitable) in a restructured degree program in Sign Language Interpretation program be opened to DC students in other programs or to general studies students.

6.2.20 It is recommended that Douglas College apply to the Ministry of Advanced Education and Labour Market Development for an increase to the Program funding level for the Douglas College Sign Language Interpretation program.

6.2.21 It is recommended that Douglas College seek a onetime only grant from the Ministry of Advanced Education, the Ministry of Education and the Ministry of Housing and Social Development to facilitate the establishment of a dedicated lab for the Interpreter Education Program.

6.2.22 The creation of a degree program would require the recruitment and hiring of faculty with

advanced degrees. Future hires to the Interpreter Education program should make this a priority. Furthermore, it will be important for program credibility, to maintain an appropriate balance of hearing and Deaf instructors.

6.2.23 In any restructuring to a degree program, Douglas College needs to be aware of changing technology that will in future provide alternatives for person-to-person interpretation. Interpreters will need to be more computer savvy.

6.2.24 In any restructuring to a degree program, Douglas College should consider the integration of Service Learning or a Co-op option to increase applied learning for interpreting students.

6.2.25 It is recommended that the DC Interpretation Program have access to a dedicated Sign Language Interpretation lab.

6.2.26 It is recommended that a dedicated drive be established for the Sign Language Interpretation Program Faculty and Students.

6.2.27 As the ASL/Deaf studies program is a provincially unique program and an important prerequisite to Interpreter Education, that the technology needs of this program be reviewed and provided targeted Ministry grants and/or some priority in VCC capital budget allocations to ensure access to updated resources for students. This could best be done in conjunction with the above recommendations for program enhancement.