

UNIVERSITY OF HAWAII
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: 14 May 2012	Effective term of request (Semester-Year): Fall 2005 (200610)
Name: Louise Pagotto	Title: Vice-Chancellor for Academic Affairs
Campus: Kapi'olani	Office/Department: Academic Affairs
Phone: 808 734-9519	Email: pagotto@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRLE, SOACURR, STVMAJR	
Institution: Kapiolani CC (KAP)	College: AR	Department: AR	
<input type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:			
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:			
Degree:		Certificate: CC Certificate of Completion	
If requesting an existing Major code and/or Concentration code in Banner:			
Existing Major:		Existing Concentration:	
Code	Description	Code	Description
If requesting a new <input type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:			
New Code [4 char/space limit]: INTP		Description [30 char/space limit]: Interpreting	
If a similar major/concentration code exists in Banner, please list the code:			
Is this major/concentration code being used the same way at other UH campuses?			
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
(Please consult your Financial Aid Officer on Program Participation Agreement impact)			
Is this program/major/certificate financial aid eligible? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Financial Aid Officer consultation required for all new program codes)			
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
(If yes, students may select the code as their <u>only</u> program of study.)			

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Replacing or eliminating an existing program code:

If replacing an existing program code, are current students "grandfathered" under the old code? Yes No

Should the old program code be available for use in Banner? Yes No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. CERTIFICATES ONLY:

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE		Banner forms: STVCAMP, STV_COLL, STVDIVS, STVDEPT
Campus code [3 char]:	Campus description [30 char/space limit]:	
College code [2 char]:	College description [30 char/space limit]:	
Division code [4 char/space limit]:	Division description [30 char/space limit]:	
Department code [4 char/space limit]:	Department description [30 char/space limit]:	

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4. NEW COURSE SUBJECT CODE (Subject Alpha)		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

5. NEW MINOR (Minor codes are listed on the Major code table)		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

SUPPORTING DOCUMENTATION
<p>Please see the Code Request Guide for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR <input type="checkbox"/> Memo from UH President <input checked="" type="checkbox"/> Memo from Chancellor <input type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates) <input type="checkbox"/> Gainful Employment Program notification to the US Department of Education <input type="checkbox"/> Other: _____

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CAMPUS VERIFICATION		
Requestor Signature <u> <i>howie pgs</i> </u>	Date <u>14 May 2012</u>	
Registrar (If different from Requestor)		
Jeri Lorenzo _____	<u> <i>Jeri Lorenzo</i> </u> Signature	<u>14 May 2012</u> Date
Print name _____		
Email/memo in lieu of Registrar's signature may be attached		
Financial Aid Officer (Financial Aid Officer consultation required for all new program codes)		
Jennifer Bradley _____	<u> <i>J Bradley</i> </u> Signature	<u>14 May 2012</u> Date
Print name _____		
Email/memo in lieu of Financial Aid Officer's signature may be attached		
For Community Colleges, verification of consultation with OVPCC Academic Affairs:		
_____	_____	_____
Print name _____ Signature _____ Date _____		
Email/memo in lieu of signature may be attached		

Send completed form and supporting documentation to:

Institutional Research and Analysis Office (IRAO)
 1633 Bachman Place Email: iro-mail@lists.hawaii.edu
 Sinclair Annex 2, Room 4 Fax: 808-956-9870
 Honolulu, HI 96822 Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

FOR INTERNAL USE ONLY	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:

UNIVERSITY OF HAWAII

Kapi'olani Community College

Program Proposal

Certificate of Completion

Interpreting

Date of Proposal: Spring 2005

Proposed Date of Program Implementation: upon approval

Certificate of Completion–Interpreting

1. What are the objectives of the program?

Kapi‘olani Community College is proposing a new Certificate of Completion in Interpreting, aimed at providing qualified students the opportunity to develop basic interpreting skills in a variety of settings. The certificate will be offered first to interpreters planning to work in educational and related settings.

The new Certificate of Completion in Interpreting includes a practicum that will be specialized depending on the setting the graduate intends to work. The first specialized practicum will be in a K-12 setting and will prepare students who are proficient in American Sign Language, English and contact varieties of Signed English to serve as interpreters for the State of Hawai‘i Department of Education to work with individuals who are deaf or hard of hearing in K-12 classroom settings. The program is intended for educational assistants currently working as interpreters to update and refine their skills and for individuals preparing to work as interpreters in public school settings.

The State of Hawai‘i Department of Education has been functioning under the mandate of the Felix Consent Decree since May 1994, when the district federal court found that the State failed to provide necessary services to students with disabilities who were entitled to such services but not adequately served under the Individuals with Disabilities Education Act (IDEA). In November 1998, the State of Hawai‘i was directed to develop an Action Plan to bring the DOE into compliance with the Felix Consent Decree and all other statutory requirements. The Action Plan describes a Comprehensive Student Support System (CSSS) in accordance with IDEA to “facilitate systematic change to raise performance expectations for all children, ensure access, strengthen parental participation, coordinate the provision of services based upon the strengths and needs of each child, support professional development, and strengthen pre-referral activities.” Representatives from the DOE RISE Program, a professional development program within the personnel department, approached Kapi‘olani Community College in Fall 2001 to request assistance in providing additional training and developing Selected Studies programs in Autism, Deaf and Hard of Hearing, Behavior Management, and Medically Fragile to complement their Career Advancement Program.

In addition, President Bush recently signed the *“No Child Left Behind” Act*, which mandates that educational personnel must have adequate qualifications by 2006 to ensure quality education for children served in schools receiving Title I funds. Since the entry level position for Educational Interpreters, as outlined by the Hawai‘i DOE, requires an Associates degree, individuals who already possess a post-secondary degree but who desire to obtain the specific knowledge and skills related to educational interpreting can instead pursue a certificate. The proposed Certificate of Completion curriculum has been designed to prepare Educational Interpreters to work with Title I funded children who are deaf or hard of hearing.

Student Learning Objectives:

The following objectives are based on standards jointly established by the Conference of Interpreter Trainers and the Registry of Interpreters for the Deaf, Inc. They have been adapted from and are consistent with the National Educational Interpreter Certificate Program and other degree and certificate programs for educational interpreters throughout the country.

PROGRAM-RELATED LEARNING OUTCOMES

- Demonstrate a personal and professional philosophy, including appropriate ethics and values that will guide interpreting practice.
- Create and maintain professional relationships through the use of effective interpersonal communication strategies (negotiation, respect, discretion, problem-solving and conflict management) and compliance with the code of ethics.
- Demonstrate an awareness of the ethnic, cultural, linguistic, economic, religious, social, and physical diversity of the public school population.
- Interpret or transliterate accurately in a consecutive or simultaneous mode from the source to the target language.
- Interpret, translate or transliterate accurately across a variety of content areas and situations commonly found in K-12 curricula and settings.
- Analyze effectively one's own interpreting work and the work of other interpreters.
- Demonstrate fluency, effective communication skills and the use of appropriate cultural norms in American Sign Language, contact varieties of signed English, and written and spoken English.
- Apply appropriate theories, principles, concepts, methods, practices and critical thinking when interpreting in educational and related settings.
- Identify and explain the roles, responsibilities, and legal obligations of members on an educational team.
- Identify and discuss the major roles, responsibilities, and legal obligations commonly held by educational interpreters.
- Use technology appropriately in support of continuing education, research, networking and peer support.
- Identify and demonstrate effective business practices for interpreters that foster appropriate working conditions and successful professional practice within educational and related settings.
- Demonstrate an on-going commitment to professional and personal development to ensure a level of knowledge and practice consistent with current and accepted standards, and the pursuit of appropriate interpreting credentials.

2. Are the program objectives appropriate functions of the college and University?

This program complements the efforts of the University and the campus mission as outlined in the Kapi‘olani Community College Strategic Plan Goals 2003-2009, October 2002.

Goal 2: To Build A Learning, Partnering, and Service Network for Student Success

Objective 1: Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.

Action Strategies:

- Participate in a State Department of Education/University of Hawai‘i summit to foster and maintain a working partnership that focuses on public education (P-20); the preparation of educational assistants in two year degree programs; teacher preparation; Hawaiian language and culture education; student preparation for college work; and lifelong learning.

- Through a five-year grant from the US Department of Education and in collaboration with the Hawai'i DOE, the Educational Interpreters and Assistants Preparation (EIA) Project will develop Associates degree programs for those wishing to become educational assistants or educational interpreters to work with deaf and hard of hearing students in the K-12 setting.

According to Dale Asami, Department of Education Personnel Specialist, there are 3,600 Educational Assistants (EAs) currently working in K-12 classrooms across the state. Of those currently employed, 85% are underqualified and will need to receive further education, according to the No Child Left Behind (NCLB) Act, in order to maintain employment. Aside from this need for further education, the DOE hires 150-500 EAs every year due to turnover, new positions and vacant positions. Approximately 150-250 positions are vacant annually and possibly more in the case of those currently employed who choose not or are unable to comply with NCLB requirements. The DOE will have a greater difficulty filling these positions now that the entry-level position requires an Associates Degree for new hires. Many of the EAs who work with children who are deaf or hard of hearing are also required to function as interpreters. These EAs are not prepared linguistically or professionally to interpret nor are there guidelines that define this duty. This is a national problem and several states are in the process of establishing a separate job category and specific guidelines for Educational Interpreters (EIs). The Hawai'i DOE has agreed to establish a job category specifically designed for Educational Interpreters to ensure that those hired into EI positions have the appropriate education, experience and qualifications. (See attached Memorandum of Agreement and draft of the DOE's Job Description for Educational Interpreters)

The College has been awarded a five-year, \$1.3 million dollar grant from the US DOE, the Educational Interpreters and Assistants Preparation Project, to fund the development, management and academic support of two-year degrees and certificates for Educational Interpreters and Educational Assistants. Because many of the A.S. degree and certificate program outcomes are integrated into the expected outcomes of the federally funded grant, the program's effectiveness will be rigorously assessed in its initial stages of implementation, through both formative and summative evaluation methods, which are appropriate to the goals, objectives, and outcomes of the proposed program.

3. How is the program organized to meet its objectives?

The proposed Certificate of Completion in Interpreting will consist of a core set of courses designed to provide students with basic interpreting skills applicable in a variety of settings. The first implementation of the Certificate of Completion will include a practicum focused on interpreting in educational settings with deaf and hard-of-hearing students.

Educational Interpreters must possess a strong foundation of knowledge to interpret effectively in a variety of settings that encompass a broad range of subject areas. Prior to entering the IT courses, students are required to have completed ENG 100 and possess language competency at the 202 level.

The scaffolded curriculum for the Certificate of Completion reflects best practices and necessary competencies outlined by the Conference of Interpreter Trainers, the Registry of Interpreters for the Deaf, Inc., the Professional Endorsement System, and the National Educational Interpreter Certificate Program.

Certificate of Completion in Interpreting

S = Summer Session

(23 credits)

<i>Students entering the following are required to have completed ENG 100 & have language proficiency at the 202 level</i>						
Core Interpreting Courses			1	2	3	4
IT 101/ IT 102	Intro to Interpreting & Interpret. Readiness	2/2	*			
IT 111/ IT 112	Comparative Linguistics & Translation	2/2		*		
IT 200	Consecutive Interpretation	4		S		
IT 201/ IT 202	Simultaneous Interpretation I & II	2/2			*	
IT 211/ IT 212	Transliteration & Interpreters at Work	2/2				*
IT 294	Interpreting Practicum & Mentorship	3				*

Prior to entering the series of IT courses the Interpreting students will be required to have Language competency at the 202 level and have completed ENG 100. Although not required for the Certificate of Completion in Interpreting, students intending to be Educational Interpreters (EIs) may take selected studies courses (DEAF 101, DEAF 201, DEAF 202, DEAF 294) with the Educational Paraprofessional students who have also chosen to focus on working with children who are deaf and hard of hearing.

The interpreting courses are designed to be accessible to UHCC students statewide and delivered using a variety of distance education technologies. Although Kapi'olani Community College is the only campus that grants this certificate, the general education requirements may be taken through distance education or in a traditional classroom at the campus nearest to the student.

Students will be recruited from traditionally underrepresented populations, individuals from culturally diverse backgrounds and students with disabilities. They will also be recruited from the current pool of working EAs who function as Educational Interpreters.

The DOE's employment requirements for Educational Interpreters necessitate that they hold a minimum of an Associate's degree. Therefore it is anticipated that students who choose to pursue the Certificate of Competence already possess a degree and desire to concentrate solely on gaining the knowledge and skills related to interpreting.

Students with the requisite language competencies equivalent to Language 202 and English 100 will be able to complete the program within two years by attending program courses for four semesters and one summer intensive.

The College has been awarded a five-year, \$1.3 million dollar grant from the US DOE, Educational Interpreters and Assistants Preparation Project (EIA), to fund the development, management and academic support of two-year degrees and certificates for EIs and EAs. Fifty-five percent of the funds in the grant are allotted for student stipends. For those enrolled in the Educational Interpreting program, a half-time counselor position has been funded by the EIA grant. All students enrolled in the program will be supported by advising services through either the federally funded EIA Project for the duration of the grant-funded project or the Arts and Sciences Department.

4. Who will enroll in the program?

The program is intended to serve currently working Educational Assistants who function as interpreters and individuals preparing to work with deaf and hard of hearing children in the Department of Education. It is assumed that the individuals who enroll in the Certificate of Completion in Interpreting already meet the mandates of the "No Child Left Behind" if they intend to work in the DOE.

Throughout the state, at least 60 underqualified educational assistants are working in 21 K-12 schools that serve 250 children who are deaf or hard of hearing in Special Education. Kapi'olani recognizes there is currently no pre-service or in-service program in Hawai'i that prepares paraprofessionals and related services personnel to serve these children and it is the only higher education institution in Hawai'i in a position to implement such a program due to the availability of support systems and relevant curricular content.

The first cohort of 15 students enrolled in the A.S. in Interpreting with a concentration in Educational Interpreting in Fall 2003 and are eligible for the Certificate of Completion. They began taking classes that were offered as experimental courses and will graduate in Spring 2005. We anticipate the first class of graduates to be small (10-15) due to the ASL and English requirements and the expected number of part-time and underprepared students. In year two, an additional 18 students entered the program. Therefore, from that point on, two cohorts of approximately 15-20 students each will be in the program, which will necessitate an additional interpreting faculty member to cover the two sections for the program-related, interpreting courses. The end result is a program that will support the preparation, at the associate degree level, of 45-60 personnel who are either currently working or plan to work as interpreters with deaf and hard of hearing students served by the Hawai'i DOE, Special Education programs. These EIs will also be prepared to interpret in post secondary settings and for non-education related assignments where the need is equally critical and continuous.

During initial recruitment for this program, program staff attended the Educational Assistants Institutes in October 2002. There were approximately 300 Educational Assistants attending each of the institutes held in 6 locations all across the state. After explaining the program at Kapi'olani, the College was inundated with phone calls and got a list of 75 EAs interested in enrolling in the AS and Certificate programs.

The courses offered by this certificate will be of interest to other Pre-Education and ASL students at Kapi'olani.

5. What resources are required for program implementation and first five-year cycle operation?

Three existing KCC faculty will be responsible for the implementation of the recently approved A.S. degree and all the courses offered in the Certificate of Completion in Interpreting, with a specialization in Educational Interpreting are included as part of the A.S. Therefore, offering the Certificate of Completion will not require any additional resources beyond those required for the existing A.S. degree

6. How efficient will the program be?

Introduction to Interpreting, Interpreting Readiness, Comparative Linguistics and Translation were offered on an experimental basis during the Fall 2003 and Spring 2004 semesters. At that time, there was an enrollment of 16 students per course. The maximum enrollment for the Interpreting courses will be set at 25 students due to the use of interactive teaching methodologies involving both deaf and hearing students and instructors and the need for visual access to everyone in the classroom.

Given an enrollment of approximately 15 students in the A.S. degree program at full-time status (15-16 credits per semester, 32 credits/year), we would anticipate 480 Student Semester Hours (SSH). This is the equivalent of 224 SSH for each FTE faculty. The majority of courses are Liberal Arts courses and the cost per SSH is expected to be the equivalent to the Liberal Arts offerings. The program related courses are expected to have 15-20 students per class and will be taught by the faculty members already assigned to this program.

7. How will effectiveness of the program be demonstrated?

The Interpreting: Educational A.S. degree and Certificate of Completion project an average of 20 graduates annually after the initial start-up period. Graduates will be prepared to stand for the appropriate credentialing exam and be qualified to work as Educational Interpreters within the Department of Education. For those graduates receiving assistance from the EIA Project, there will be a service obligation of two years for each year of assistance received. According to a Memorandum of Agreement signed by the Superintendent of Schools, Pat Hamamoto, the

Department of Education is committed to finding placement for the graduates of this degree program (see attached). A database will be maintained to track the employment status of graduates. Follow up surveys will be conducted periodically to document employer satisfaction.

Because many of the A.S. degree and Certificate of Completion program outcomes are integrated into the expected outcomes of the federally-funded grant, the program's effectiveness will be rigorously assessed in its initial stage of implementation, through both formative and summative evaluation methods, which are appropriate to the goals, objectives, and outcomes of the proposed program

Formative evaluation will focus on the continuous improvement of program performance and be based on (a) participatory evaluations (i.e., students, faculty, and personnel from DOE and other collaborating organizations) and (b) a discrepancy evaluation model. Formative evaluation will focus on comparing actual program implementation with proposed plans for implementation. If discrepancies between proposed and actual efforts (i.e., use of resources, activities, outputs and outcomes) are identified and assessed, program decision-makers will be able to use the formative evaluation information to make the necessary adjustments that will resolve discrepancies and improve program performance.

Summative or outcome evaluation will focus on program effectiveness in accomplishing the program's objectives and producing outcomes. Project milestones and accomplishments will be assessed and reported annually. Evaluation processes will be participatory and involve those persons who are required to use the information. Objective data from the formative evaluations will be used in assessing program implementation and on-going improvement. Objective data from the summative evaluations accomplishments will be used in planning program continuation.

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**University of Hawai'i – Kapi'olani Community College
Faculty Senate**

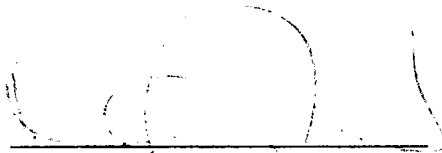
To: Leon Richards, Vice Chancellor for Academic Affairs
Louise Pagotto, Interim Assistant Dean

From: Neghin Modavi, Faculty Senate Chair
RE: Change Certificate of Achievement to Certificate of Completion
In Interpreting
Date: May 3, 2005

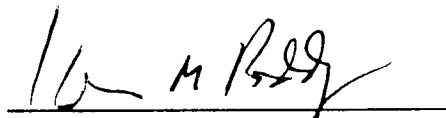
The Kapi'olani Community College (KCC) Faculty Senate met on May 2, 2005 and approved the request to change the Program Action Request (PAR) for Certificate of Achievement in Interpreting to Certificate of Completion in Interpreting.

The Senate originally approved the PAR for Certificate of Achievement in Interpreting on March 7, 2005 as submitted by the Curriculum Committee (proposal 05SCC-47). On April 28, 2005, the Senate received a request from Jan Fried (original proposer) via Dean Pagotto to modify the above PAR to a Certificate of Completion. At the request of the Senate, the Curriculum Committee reviewed and endorsed the change prior to the Senate's vote on May 2, 2005.

The memo from Jan Fried explains the rationale for the change as rooted in an attempt to best serve the interests of students to meet DOE requirements for the position of Educational Interpreter (see attached memo). The Certificate of Completion PAR (see attached) removes DEAF 101, 201, 202 and MATH 100 and ENG 100 from the original Certificate of Achievement PAR.



Neghin Modavi, Chair
Faculty Senate



Kevin Roddy, Secretary
Faculty Senate

cc: Sheryl Fuchino-Nishida
Jan Fried

Subject: FW: CA for the Educational Interpreting Program
To: fuchino@hawaii.edu, Neghin Modavi <neghin@hawaii.edu>
Cc: Leon Richards <lr24@hawaii.edu>

Dear Sheryl and Neghin. Below is a request from Jan. She sent it to me in the hope that the Faculty Senate and Curriculum Committee would be willing to review her request. In a conversation this morning, Neghin agreed to put the request before Faculty Senate.

From: Jan Fried <janfried@hotmail.com>
Date: Tue, 26 Apr 2005 19:11:56 -1000
To: pagotto@hawaii.edu
Subject: CA for the Educational Interpreting Program

Aloha Sheryl and Neghin-

I want to start by thanking you, the Curriculum Committee and Faculty Senate for your considerable support and expeditious action on behalf of the EIA Project and the Interpreter Education Program.

With that said, I have modified the proposal for the CA in Interpreting: Educational to be replaced by a Certificate of Completion. After much consideration and consultation with John Morton, it became apparent that it is in the students' best interest to offer a Certificate of Completion in Interpreting instead. The DOE requires that anyone hired as an Educational Interpreter must have at least an Associates degree. Therefore students who pursue the CC in Interpreting, need only to concentrate on the program-related IT courses. If they choose to interpret in educational and related settings, they are strongly encouraged to take the series of DEAF classes as well. Doing so will earn them an additional CC in Educational Paraprofessional, Deaf and Hard of Hearing.

All the courses for the CC in Interpreting, IT 101, IT 102, IT 111, IT 112, IT 200, IT 201, IT 202, IT 211, IT 212 and IT 294, have been approved by Curriculum Committee and Faculty Senate. The courses that are no longer included are DEAF 101, DEAF 201, DEAF 202, MATH 100 and ENG 100. Completion of ENG 100 is a prerequisite for the IT courses and students who already have a degree will have completed the Math and English requirements making it unnecessary to include them in the CC proposal.

I hope that given the above justification you will approve these changes to the proposal.

Aloha,
Jan

**PROGRAM ACTION REQUEST
Kapi'olani Community College**

(July 1997)

(Attach an Action Request Memorandum Stating the Justification for This Request; Submit One Request for Each Proposal)

a. Type of program action NEW MODIFY DELETE

b. Type of program (check one only)

A.A.

A.S.

CERTIFICATE OF ACHIEVEMENT

CERTIFICATE OF COMPLETION

CERTIFICATE OF ATTENDANCE

c. Title of program Interpreting

d. Description of program

Kapi'olani Community College is proposing a new Certificate of Completion in Interpreting, aimed at providing qualified students the opportunity to develop basic interpreting skills in a variety of settings. The certificate will be offered first to interpreters planning to work in educational and related settings.

The new Certificate of Completion in Interpreting includes a practicum that will be specialized depending on the setting the graduate intends to work. The first specialized practicum will be in a K-12 setting and will prepare students who are proficient in American Sign Language, English and contact varieties of Signed English to serve as interpreters for the State of Hawai'i Department of Education to work with individuals who are deaf or hard of hearing in K-12 classroom settings. The program is intended for educational assistants currently working as interpreters to update and refine their skills and for individuals preparing to work as interpreters in public school settings.

Upon completion of the Certificate of Completion in Interpreting the student should be able to:

PROGRAM-RELATED LEARNING OUTCOMES

- Apply a personal and professional philosophy, including ethics and values that will guide interpreting practice.
- Create and maintain professional relationships through the use of effective interpersonal communication strategies (negotiation, discretion, problem-solving and conflict management) and compliance with the code of ethics for educational interpreters.
- Demonstrate an awareness of the ethnic, cultural, linguistic, economic, religious, social, and physical diversity of the public school population.
- Accurately interpret or transliterate in a consecutive or simultaneous mode from the source to the target language.
- Accurately interpret or transliterate across a variety of content areas and situations commonly found in K-12 curricula and settings.
- Effectively analyze one's own interpreting work and the work of other interpreters.
- Demonstrate fluency and effective communication skills in American Sign Language, contact varieties of signed English, and written and spoken English.
- Apply appropriate theories, principles, concepts, methods, practices and critical thinking when interpreting in educational and related settings.
- Identify and explain the roles, responsibilities, and legal obligations of members on an educational team.
- Identify and explain the major roles, responsibilities, and legal obligations commonly held by educational interpreters.
- Appropriately use technology in support of continuing education, research, networking and peer support.
- Identify and demonstrate effective business practices for interpreters and how to establish appropriate working conditions that foster successful interpretation within educational and related settings.
- Demonstrate an on-going commitment to professional and personal development. Ensure a level of knowledge and practice consistent with current and accepted standards and the pursuit of appropriate interpreting credentials.

e. Effective Term Upon approval

f. Revise KCC catalog pages 45, 308

g. Is this program offered at another UH campus? YES NO

h. If YES, specify campus _____

i. Justification (state the justification in the Action Request Memorandum attached to this form. If the proposal is to modify a program, describe how the new program will be different from the current program.)

Requested by: Jan L. Fried

(Name)

Languages, Linguistics & Literature

(Department)

04/25/05

(Date)

Frank Noji

(Department Chairperson)

Languages, Linguistics & Literature

(Date of Department Vote)

Approved by:

(Curriculum Chairperson)

(Date)

(Faculty Senate Chairperson)

(Date)

(Dean of Instruction)

(Date)

(Chancellor)

(Date)



5/6/05

