THE DEAF-CENTERED INTERPRETING PREPARATION PROGRAM (DCIPP)

STUDENT HANDBOOK 2020-2021
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Ohlone Interpreter Preparation Program Overview

Welcome to the DCIPP!

Congratulations on your admission to the program! We applaud you for the study you have done so far in ASL and Deaf Culture, for meeting the minimum requirements to get into the Ohlone DCIPP, and now for making the life-enriching commitment to gain skills, knowledge, ethical insight, and cultural awareness to practice Deaf-centered interpreting. As you begin a rigorous interpreter education, we encourage you to nurture yourself, your fellow cohort, and your contacts in the Deaf community to support your success throughout the program.

Ohlone DCIPP Philosophy and Values

The mission of the Deaf-Centered Interpreter Preparation Program (DCIPP) is to graduate a diverse group of mindful, analytic, and resourceful ASL-English interpreters who have the competencies required for entry-level professional interpreting, who are ethical and life-long learners, who measure excellence and shape their work based on Deaf perspectives of interpreting, who continue to grow in understanding, and who support the rights, self-determination, empowerment, and communication access to all individuals within the diverse, multicultural deaf community. The program values the rich cultural heritage and individuality that each student and faculty bring to the program, recognizing that interpreters and the people they serve come from and live in diverse, multicultural, multilingual, and intersectional contexts. The program values inclusion, the openness to examine differing viewpoints, and the courage to address power, privilege, and the impact that audism, racism, anti-Blackism, ageism, homophobia, transphobia, sexism, ableism, classism, and bigotry have on historically-marginalized and oppressed communities.

The DCIPP uses research-based, industry-standard competencies to assess students for entry into the program and provides them with a comprehensive, dynamic, industry-informed, progressively-structured curriculum taught by faculty who are consistently engaged in advancing the profession—in practice, leadership, research and publication—along with being experienced practitioners in myriad aspects of the interpreting field. The program embraces a philosophy of interpreter education that students achieve their highest potential in an engaged and reflective learning community who gain skills, knowledge, and insights together as a cohort.

Aligned with the Ohlone College mission and values, the program values respect, equity, and integrity and strives to create a safe learning environment where teamwork, open communication, and trust abound. We maintain high standards in our constant pursuit of excellence, in congruence with the Ohlone College mission. Our students and the Deaf community deserve no less.
History of the Ohlone DCIPP

Established in 1976, the Ohlone Interpreter Preparation Program was the first of its kind in Northern California and is known nationwide as one of the best programs to study interpreting. The program graduates students qualified for entry-level careers as ASL-English interpreters in a variety of settings.

The DCIPP is housed within the Deaf Studies Division on the Ohlone College Fremont campus, on land that was once inhabited by the indigenous Ohlone People. The Deaf Studies Division carries a significant part in the Ohlone College history of serving diverse communities, as Ohlone draws hundreds of deaf students from all over the globe. A great diversity of people who are d/Deaf, Hard of Hearing, and DeafBlind integrate into all spheres in society, live in multicultural communities, and function in a wide range of social, educational, and professional capacities. Federal and state laws mandate communication access, which has increased the demand for qualified ASL-English interpreters substantially.

The Ohlone program recently renamed itself (2020) as the Deaf-Centered Interpreting Preparation Program (DCIPP) to acknowledge and reinforce a nascent and necessary paradigm shift in the interpreting field. Our commitment to preparing qualified entry-level interpreters stems from a deep commitment to the Deaf Community and all deaf people who rely on the interpreting services. Deaf organizations and individuals who experience interpreted communication have implored interpreter education to place the consumer experience at the fore. While the Ohlone program already has a robust, rigorous curriculum to prepare students to be interpreters, the paradigm the Ohlone program aims to teach is a Deaf-centered approach to interpreting, that brings in the Deaf community as mentors and teachers, that examines interpreting techniques and strategies informed by Deaf perspectives, that considers the experience of multiculturally diverse recipients of interpreting services to drive a culturally-aware, skillful, ethical interpreting process.

The interpreting program honors the Ohlone College mission to support the success of our students through a high-quality educational and career pathway to become qualified entry-level interpreters, offering an Associate of Arts degree and a Certificate of Achievement in Interpreting. The Ohlone Deaf Studies Division has a formal articulation agreement for student transfer to Gallaudet University, a liberal-arts university and champion of deaf civil rights worldwide. The Ohlone-Gallaudet transfer pathway offers Ohlone IPP graduates multiple opportunities to pursue degrees in interpreting, linguistics, and other disciplines from baccalaureate to doctoral levels. The Ohlone program is currently in the process of updating its curriculum and preparing to apply for accreditation from the Commission of Collegiate Interpreter Education (C.C.I.E.).

The DCIPP Advisory Board

The Ohlone Deaf-Centered IPP receives guidance from representatives from the Deaf Community, Deaf services organizations, interpreter referral agencies, Ohlone faculty, staff, alumni, and Deaf and hearing interpreter practitioners.
Program Student Learning Outcomes (PSLOs)

PSLO#1. Graduates of the interpreting program will display the ability to create and maintain professional relationships and appropriate cultural sensitivities with diverse multicultural stakeholders including members of the Deaf community, professional interpreters, and interpreter agencies through effective interpersonal and cross-cultural communication skills.

PSLO#2. Graduates of the interpreting program will demonstrate critical thinking skills and construct ethically-appropriate and socially-just responses and decision making that consider diverse consumer experiences and perspectives by assessing competencies and impacts on diverse multicultural consumers in various interpreting situations.

PSLO#3. Graduates of the interpreting program will perform entry-level sign language interpreting skills in settings commensurate with entry qualifications, such as in post-secondary or community service where graduates are able to exercise autonomous professional judgment.

Program outcomes are assessed by rubrics, competency ratings, the Capstone course portfolio, a Capstone presentation before an audience of stakeholders, the program exit exam, industry certification exams, and employment upon graduation.

Course Student Learning Outcomes (SLOs)

Each course in the Deaf-Centered IPP has specific Student Learning Outcomes (SLOs) which are outlined in the program’s curriculum and published in individual course syllabi. Students can expect to learn all outcomes by the end of a course.

Below is an example of student learning outcomes from the Interpreter Orientation course, INT 107.

By the end of the INT 107 course, students will be able to:

1. Describe the role, responsibilities and history of professional ASL/English interpreters.
2. Identify and assess professional skills and interpersonal competencies needed for a successful interpreting career.
3. Become familiar with the Registry of Interpreters for the Deaf including its mission, the certifications offered, the testing system and the Certification Maintenance Program, the Ethical Practices System, including the Professional Code of Conduct, and member services.

Scaffolded throughout the program are principles of:

- social justice,
• ethical decision making,  
• the study of Deaf perspectives on interpreting,  
• language diversity,  
• the preservation of ASL and prevention of language deprivation,  
• the necessity and value of Deaf interpreters,  
• allyship, and  
• the provision of meaning-based interpretations that are dynamically-equivalent and culturally-mediated without source-language intrusion in the delivery.

DCIPP Curriculum: Description & Sequencing

Year 1 – Semester 1 Fall
The curriculum design begins the first semester with introductory and foundational courses. Students take a survey course orienting them to the profession, discourse analysis courses in ASL and in English, a comparative linguistics class of both languages, introductory ethics, and a skills preparation course building the cognitive-processing steps that are necessary to interpret.

Year 1 – Semester 2 Spring
Because interpreters work in all facets of a diverse society, second-semester students take a multicultural course about intercultural communication approaches to interpreting. The second semester also opens students to a crucial specialty within the field: interpreting for people who are Deafblind. The second semester is also when students take the Deaf Mentorship course and spend substantial hours in the Deaf community. This fieldwork is essential to the cultivation of student interpreters and markedly maximizes student performance in the program. Being mentored, the students learn first-hand perspectives from various Deaf people experienced with interpreter-mediated communication. Through Deaf Mentorship fieldwork, students also gain valuable and rewarding connections within the diverse Deaf community. All students are encouraged to socialize in the Deaf community, and the Deaf Mentorship cements the importance of these connections during and extending beyond interpreter education into their future careers.

The curriculum in the second semester pivots to interpreting practice produced into English as the target language. This follows research-based industry guidelines to have students first learn to interpret into their native language. While some IPP students are heritage signers from Deaf families and/or speak other spoken or signed languages, the majority of students in the program are raised English speakers and second-language adult learners of ASL. Native multilingual students are assumed to have a cognitive advantage over second-language adult learners of ASL in that they have intact language fluencies acquired since early childhood. In the second semester, all students develop skills in consecutive, blended, main point, and simultaneous interpreting in a variety of genres and registers. The cohorts also expand their skills by reflective self-evaluation and by giving constructive peer review of interpreting practice in lab.
Year 2 – Semester 3 Fall
The third semester in the second year of the program launches students into a higher level of professionalism. For the first time, students simulate real-life interpreting and team interpreting in low-stakes settings without consumers present. The bulk of the third semester centers on skill development interpreting in the lab working from English to ASL in various genres and registers. The advanced ethics course leads students through application of the industry’s code of professional conduct and the demand-control schema to challenging case studies, guiding students in lab through professional decision making and reflective practice. Students also have the opportunity to study and practice essential areas in the field such as interpreting in social services, employment, medical, and K-12 educational settings.

Year 2 – Semester 4 Spring
The fourth and final semester of the program prepares students to enter the field with solid skills and polish. They practice interpreting across the language continuum, study the work of Certified Deaf Interpreters and effective teaming between Deaf and hearing interpreters. Students have the opportunity to learn aspects of interpreting in mental health, post-secondary education, and video-mediated settings such as VRS and VRI. The fourth semester is when students journey into an 8-week internship with certified interpreters. Post internship, students return to complete a portfolio, research papers, an exit exam, and a final Capstone presentation in academic ASL, rounding out 2 rigorous years prepared to begin their careers.

The DCIPP Exit Exam & Portfolios
Successful completion of the Ohlone Deaf-Centered IPP means that students passed all courses with a cumulative program GPA of 2.7, passed the IPP exit exam, and demonstrated fundamental competencies in interpreting. The culmination of study and practice throughout the program prepare students for the knowledge and performance sections of the exit exam.

Portfolio development begins in the fall of the second year in INT 245 Phantom Interpreting and continues during the final semester to be completed in INT 299 Capstone course. Portfolios include selected video samples of interpreting work, a professional bio and philosophy statement, a five-year professional development plan, and a resume.
Sample Schedule (subject to change)

Fall 1st Semester for Incoming Students (subject to change)

Weeks 1-6
- Mondays 9:00 AM – 5:30 PM
- Wednesdays 9:00 AM – 7:35 PM
- Fridays 9:00 AM – 2:55 PM

Weeks 7 – 15
- Mondays 9:00 AM – 5:30 PM
- Wednesdays 9:00 AM – 4:55 PM
- Fridays 9:00 AM – 2:55 PM

Week 16 Final Exams

Spring 2nd Semester for 1st-Year Students (subject to change)

Weeks 1 - 8
- Mondays 8:30 AM – 7:20 PM
- Wednesdays 8:30 AM – 4:25 PM
- (alternating) Fridays 1:00 PM – 5:00 PM
- Plus, Deaf Mentorship hours

Weeks 8 – 15
- Mondays 8:30 AM – 4:25 PM
- Wednesdays 8:30 AM – 4:25 PM
- (alternating) Fridays 1:00 PM – 5:00 PM
- Plus, Deaf Mentorship hours

Week 16 Final Exams

Fall 3rd Semester for 2nd-Year Students (subject to change)

Weeks 1 – 6
- Tuesdays 8:30 AM – 4:35 PM
- (alternating) Thursdays 8:30 AM – 8:00 PM & 8:30 AM - 4:35 PM
- (alternating) Fridays 9:00 AM – 12:00 PM
- Plus, fieldwork hours

Week 6 & Week 8
- Friday 5:00 PM – 8:00 PM
- Saturday 9:00 AM – 3:00 PM

Weeks 7 – 15
- Tuesdays 8:30 AM – 4:35 PM
- Thursdays 8:30 AM - 4:35 PM
- (alternating) Fridays 9:00 AM – 12:00 PM
- Plus, fieldwork hours
Week 16 Final Exams

Spring 4th Semester for 2nd-Year Students (subject to change)
Week 1-3
   Tuesdays and Thursdays 9:00 AM - 4:10 PM
   Fridays 9:00 AM - 3:00 PM

Week 3
   Friday 5:00 PM – 8:00 PM
   Saturday 9:00 AM – 3:00 PM

Weeks 4-12
Interpreting Internships 180 hours

Week 8
   Friday 5:00 PM – 8:00 PM
   Saturday 9:00 AM – 3:00 PM

Weeks 13-15
   Tuesdays and Thursdays 9:00 AM - 4:10 PM
   Fridays 9:00 AM - 3:00 PM

Week 16 Final Exams
Deaf Studies Division & DCIPP Department
The Ohlone Deaf-Centered Interpreter Preparation Program is housed under the Deaf Studies Division in Building 6 of the Fremont Ohlone Campus. The Coordinator of the interpreting program has an office in Room 6314 across from the IPP Classroom which is in Room 6315. The IPP Coordinator may be reached via email at ippcoordinator@ohlone.edu. You may also contact the Division office executive administration assistant to the dean by phone at 510-659-6269 or email. The Deaf Studies Division office is in Room 6203.

Deaf Studies Division Counseling Services
The Deaf Studies Division Counseling Services is located in Building 6, Room 6106. The Deaf Studies Division Counseling Services had a designated counselor for IPP students for academic advising for students who are planning their career pathway and managing resilience through the rigors of the IPP. Email the Deaf Studies Division Counseling Services to make an appointment for confidential counseling.

The Deaf Studies Learning Center/ASL Lab
The Deaf Studies Learning Center:
1. Fosters the use of ASL and centralize the Ohlone Deaf Studies community.
2. Provides space for Deaf students, Deaf Studies classes and Deaf community events.
3. Supports students with videos, textbooks, tutoring, and other tools for assignments.
4. Provides job and learning opportunities via Student Assistant and Student Tutor positions.
(See Appendix for 2020-2021 Lab Policies)

Important Campus Resources
1. The Ohlone College Academic Calendar is an important resource for students to know when are campus holidays when no classes are in session, add/drop/withdraw dates, and other deadlines such as for graduation applications.
2. Accommodations for accessibility are arranged through Student Accessibility Services. Instructors must obtain validation of the accommodations from SAS prior to their implementation. Students are responsible for informing SAS of the time and date of exams and procuring a proctor at least one week in advance for each scheduled exam.
3. Students of Ohlone College have a wide array of Student Services available to them. Ohlone College is committed to providing students with the support they need to be successful.
4. If you need Tech Support for your student email or Canvas, please contact eCampus for help.
5. For Campus emergency response dial 6111 from campus phones or 510-659-6111 from off-campus phones.
Health and Wellbeing
The staff and faculty of Ohlone College are here to see you succeed academically and manage the stress of being a student. We care about your emotional and physical health. You can learn more about the broad range of confidential student services, including counseling and mental health services available via virtual sessions or on campus by visiting the Student Health Center in building 7 or [http://stepupohlone.org/oncampus-resources/](http://stepupohlone.org/oncampus-resources/). Mental Health Counseling appointments can be arranged during business hours. Also, the Crisis Support Services of Alameda County offers a 24-Hour Crisis Line: 1-800-309-2131.

Ohlone Foundation Scholarships
Every spring the [Ohlone College Foundation](http://ohlonefoundation.org) offers scholarships through a [STARS website](http://stars.ohlonecollege.edu) (Scholarship Tracking and Review System). STARS is a valuable resource in that it helps students narrow scholarship search based on the individual, storing applications for multiple applications, transcripts, and letters of reference.

The Shelley J. Lawrence IPP Scholarship
Small competitive scholarships are available each year to defray extra costs associated with mentorship and internship courses. To be considered for the scholarship, applicants must meet the following criteria:

1. Students must be in good standing and enrolled in the DCIPP full time (12 units);
2. Students must show potential success in the IPP;
3. Students must demonstrate financial need;
4. Students must demonstrate a personal commitment to the field of interpreting.

Applications are accepted at the end of the fall term to be considered for spring scholarships. (See [Appendix for the Shelley J. Lawrence IPP Scholarship Application](http://example.com))
IPP Academic Policies and Student Responsibilities

Accountability

1. Ohlone College, the Deaf Studies Division, and the IPP have a commitment to work towards the betterment of humanity in equity and inclusion, to overcome the systems of oppression that inflict injustices upon African Americans, indigenous peoples, immigrants, people of color, LGBTQ, deaf and disabled people, and many others. Students and faculty alike are accountable to examine power, privilege, and oppression, to be anti-racist and anti-bigotry, to take part in creating a safe learning space where all can learn, thrive, and grow.

2. Students of the Ohlone IPP have a serious responsibility to the Deaf Community in studying to become interpreters, to commit to their studies in earnest, to advance in knowledge and skills in interpreting, the languages of interpretation, ethics, and the interpreting profession, to deepen understanding and respect for Deaf culture and our diverse, multicultural world.

3. The Program Policies and Student Responsibilities below are designed to inform students of what they are responsible for in the program and in the cohort. Student accountability in policies outlined below is essential and mandatory for students to succeed in the program, to stay in good standing, and to achieve all program and course learning outcomes.

Attendance

1. Attendance is mandatory and essential for successful academic work and practice.

2. Students are expected to arrive early and ready to begin on time. Reliability and punctuality are paramount in the field of interpreting.

3. If you will be late or absent, please inform your instructors prior to class.

4. Students are responsible for all material and/or information covered or assigned in class during any absence.

5. Excessive absences and tardiness jeopardize your ability to pass courses. Frequent lateness or absenteeism across courses will result in review by IPP faculty and specific attendance expectations will be set.

Participation

1. It is important that students come to class prepared to participate. Students are expected to complete assigned readings and homework and be ready to participate in discussions and activities based on these assignments.

2. Participation in group dynamics and interactive activities in the program is required. Mandatory student engagement and participation are pedagogically designed to enhance personal and interpersonal skills essential to becoming interpreters. To this end, each student is expected to assume responsibility to ensure the effectiveness of the cohort. Students who do not want to or are unable to function as a team may not receive a passing grade for a course and will be counseled to make a plan for success in the
3. Students are expected to participate in all in-class activities, which are designed to help students achieve the student learning outcomes for the course. These activities include: making ASL presentations and demonstrating ASL discourse elements in front of class, providing feedback to your classmates’ work, videotaping ASL narratives, analyzing sign samples, and discussing experiences relevant to the course.

4. For online sessions, you are expected to keep your video on during the entire class. If you have technical issues that hinder your ability to keep your video camera on, please notify your instructor.

5. For online courses, students must start the course on the first day with demonstrated participation or may otherwise be dropped from the course. Students are expected to log into Canvas often to participate regularly in online discussions, view announcements, modules, assignments, instructions, and other information pertinent to the course.

Communication

1. ASL is the language of instruction, and IPP students are encouraged to sign at all times. Standard English is used in all written assignments. As is customary in Deaf culture, students are expected to sign at all times in the presence of Deaf people and to support a Deaf-centered environment. Courses that focus on English language skills will use a mixture of ASL and English for exercises and interpreting practice.

2. In online sessions where ASL is used, please refrain from using virtual backgrounds.

3. Visibility of ASL in online sessions is essential. Please frame the camera to the dimensions of your signing space with a plain background behind you. If your attire contributes to diminished visibility of your signing, your instructor may request that you change into less visually-distracting attire.

4. It is recommended that you set your notifications in Canvas settings to be routed to your email so that you do not miss important announcements or communications. While some assignments are completed in GoReact, the official space for course announcements and communications is via Canvas.

5. Online and in-person etiquette in written, signed, or spoken languages is expected.

6. Communicate with your instructors when you do not understand something that was discussed in class, are having problems with the course, or if you have anything else you would like to talk about. Without your communication, your instructor will not know that there is an issue. Instructors are available to you during office hours or by
appointment. When you email your instructors (please email via Canvas), you can expect a response within 2 business days.

Conduct

1. Following the RID-NAD Code of Professional Conduct Tenets 4 and 5, students are expected to demonstrate respect for consumers and for colleagues, including fellow students.
2. Students are also expected to adhere to the Ohlone College Student Code of Conduct.
3. To support your goals of becoming professional interpreters, students are expected to display professionalism also in appearance and attire.
4. While there may be special circumstances when you would need to monitor your phone, it is expected that you fully attend to class and not be interrupted by devices or other distractions. Please communicate with your instructors if there is a pressing need for you to attend to your phone during class time.
5. It is expected that you refrain from behaviors that are disruptive during class, such as talking or texting on cell phones, surfing the internet, reading a newspaper, side conversations, arriving late or leaving early, packing up noisily before end of class.
6. Eating, using cell phones, and drinking beverages is to be done in designated areas on campus.

Academic Dishonesty

Integrity as interpreters is expected and begins during your schooling. All students at Ohlone College are expected to pursue their course work with integrity and honesty and adhere to Ohlone College’s policy on Academic Dishonesty regarding plagiarism and cheating. In online courses, for example, we expect that you will not search the web to assist you during quizzes and exams.

Fieldwork

1. Students will need to have all documents and forms submitted on time for placement in mentorship and internship sites. Late paperwork may delay student fieldwork and place in the program one year.
2. Students need to plan ahead for expenses such as fingerprinting and other requirements.
3. Students will attend the assigned placement at the times agreed upon faithfully.
4. Transportation to mentorships and internships is the student's responsibility.
5. If absent, notify the mentor and make alternate arrangements to make up the time missed.
6. Act in a professional manner, dress appropriately to the situation and be humble! Wear your badge.
7. Keep all client related information strictly confidential. When discussing experiences during seminar, focus on issues not assignment specific information.
8. Instructors reserve the right to assign and re-assign students to fieldwork sites to accommodate site preferences and regulations, teaching schedules, and student learning needs.

“Embargo” of Student Interpreting Employment

It is not ethical for students to take interpreting jobs beyond their level of readiness for professional interpreting. In most cases, the IPP does not condone students working as interpreters and will likely request that the student suspend interpreting status during the program. IPP students must provide a written disclosure to the IPP Coordinator of any paid interpreting work for faculty review.

Social Media Policy

1. It is unethical to post on social media any identifying information or details of interpreting assignments students observe.
2. It is unethical for interpreters or students of interpreting to solicit interpreting work.

Intellectual Property

1. Students may not copy intellectual property such as videos or publications that are used in the IPP.
2. Videos used in the IPP for interpreting practice, exams, or that are uploaded to Canvas, GoReact, or other repositories are protected by intellectual property rights and are not licensed to be downloaded by students.
3. Students who download, post, or transfer intellectual property obtained from the IPP will be subject to initial disciplinary procedures at the college level.

Progression in the Interpreting Program

1. The IPP curriculum has been constructed as a lock-step, cohort-based educational experience designed in a manner in which subsequent coursework builds on prior coursework.
2. Students should progress through the interpreting program via the published course track within four semesters.
3. Students must pass all courses in the previous semester to stay in good standing and to move on to the subsequent semester.
4. Not passing a course results in removal from the program and prevents a student from progressing in any of the coursework. However, the student has the right to petition for re-entry into the next cohort provided that the student take responsibility to do all of the following:
   a. Request remediation plan within 30 calendar days after receiving the failing grade;
   b. Meet with the IPP Coordinator, the faculty who gave the failing grade, and a counselor and create a signed agreement for remediation;
c. Completes the requirements of the remediation plan within the timeframe stipulated in the plan;
d. Petition for readmission no later than 6 weeks before the start of the semester for the next cohort in the sequence;

5. Readmission is also contingent upon whether there is space available in the program.
6. The student will not be allowed to re-enter if the conditions are not met in the signed remediation plan.
7. Should a student earn a not-passing grade or request a temporary exit from the program (regardless of the circumstance), a student may take temporary leave from the program for a maximum of two semesters (one academic year), on the condition that the student has a signed remediation plan in place that includes steps to prevent ASL skill depreciation.
8. As part of a remediation plan and conditions for readmission, the student may petition to audit previously passed courses with the expectation that the student participate in all assessments associated with the course and achieve passing performances.
9. There are two categories of exits from the program: temporary and permanent.
Grades

1. Evaluation of student progress is a continuous process in which both instructors and learner assume responsibility of assessment of successful learning and growth. Assessment of student progress and “good standing” is based on all of these:
   a. A minimum cumulative average of 75% on written and performance assessments in the course.
   b. A satisfactory rating in all fieldwork assignments.
   c. A satisfactory rating in all skills lab requirements.
   d. A satisfactory rating in interactional competencies, mandatory student engagement, and participation.

2. If the student successfully completes all the above criteria, the student will receive a letter grade according to the grade attained in the course and remain in good standing in the program.

3. The following grading scale will be used in all IPP courses:
   
   - A = 90 - 100
   - B = 82 - 89.99
   - C = 75 - 81.99
   - D = 66 - 74.99

4. A grade of C and above in a course constitutes a pass;

5. In the event of unsuccessful performance, copies of students' work may be made available within and outside the interpreting department for faculty input.

6. Pass/Fail Grading is not an option for students in the interpreting program.

7. Incomplete grades may be requested with an Incomplete Grade Contract for the following reasons:
   a. Accident
   b. Illness
   c. Death in the family
   d. All other circumstances beyond the control of the student (e.g., FMLA).

8. Incomplete Grades Contracts can only be assigned if over half of the course is completed with a passing grade at the time of entering into the Incomplete Grade Contract. Granting an Incomplete is at the instructor’s discretion, and the instructor determines duration of the contract which is limited to one year.

9. Extensions of Incomplete Grade Contracts can only be given with the verifiable justified reason and the extension can only be approved by the Division Office.

Student Action Plans

Students who are at risk for failing a course for any reason will counselled by faculty. The faculty will initiate a student action plan describing what areas of the course are not being passed satisfactorily, with recommendations for actions the
student can take to remediate the deficient areas. Students must sign the action plan to ensure follow-through and accountability.
Admission to the Interpreting Program
All students admitted to the Ohlone interpreting program must sign the Student Handbook IPP Academic Policies and Student Responsibilities Agreement and return a copy to the program Coordinator.

Eligibility Requirements
The following prerequisites are required to be eligible to apply for admission to the interpreting program:

1. Passing ASL 104 (4th-semester ASL or equivalent) with a course grade of B or higher, within the recency requirement of coursework taken within the last five years. If ASL coursework was taken more than five years before, students have the option of retaking courses for a new grade.
2. Completion of the following courses with a C or higher:
   a. Deaf Culture (ASL 142 or equivalent)
   b. ASL Linguistics (ASL 150 or equivalent)
   c. College-level English
   d. College-level math
3. Completion of 30+ G.E. units with a cumulative GPA of 2.7 or above

Application Process
1. Apply for admission to Ohlone College
2. Complete the online IPP application
3. Send unofficial transcripts and supporting documents to ippcoordinator@ohlone.edu
4. Follow instructions to submit Letters of Interest in college-level written English and in academic ASL. The English statement should be written clearly in 500 words or less. The ASL version should be equivalent and produced in clear, academic ASL. Submit a link to access your video along with your written statement. The Letters of Interest must include:
   a. A description of your interest in the program
   b. The qualities you have that would make you an effective interpreter
   c. Your reasons for wanting to become an ASL-English interpreter.
5. Obtain 3 references (at least one must be Deaf) who will fill out an online reference form.
6. Qualified applicants will be contacted via the email listed on the application.

Deferral of admission
1. A student who has been accepted into the interpreting program but requests deferral of admission until the following year and cohort will be allowed to do so if the following condition is met: The student must continue ASL skill development through coursework and take action to prevent skill depreciation during the deferral year. Skill depreciation in ASL is grounds for requiring a student to reapply to the program.
2. A student who must defer based on circumstances under the Family Medical Leave Act (FMLA, 1995) -- such as childbirth, the student’s own serious health condition, the care of a family member with a serious health condition --will make a Student Action Plan to maintain ASL skills to plan for reentry.

Permanent Exits from the Program
1. A permanent exit from the program means that the student is released from the interpreting program.
2. Any one of the following situations lead to a permanent exit from the program:
   a. If the student fails the same course twice.
   b. If the student does not pass two separate interpreting courses anytime while in the program.
   c. If the student receives unsatisfactory assessment of interactive competencies, showing unwillingness to work cooperatively in a team.
   d. Disciplinary Action
3. If the student resigns from the program with no intention of returning, it is the student’s responsibility to:
   a. Notify the Program Coordinator,
   b. Send a letter of resignation the Coordinator of the interpreting program within 10 days of the departure date.

Temporary Exits from the Program
A temporary exit from the program means that the student is eligible to resume course progression but only if the remediation conditions are met and if there is space available.

   The following situations lead to temporary exits:

1. Not Passing Grades: D, F, NC (no credit), W (withdrawal), and I (Incomplete).
2. In the case of an instructor-approved incomplete grade, the student is responsible fulfill the conditions of the incomplete within the time frame agreed upon with the instructor.
3. If the conditions of the incomplete are not met within the time frame, the grade becomes an F.
4. All other circumstances beyond the control of the student (e.g., FMLA).

Procedure for Readmission to the Interpreting Program
1. The student must have a signed remediation plan in place prior to temporary exit from the program. As part of the remediation plan, the program coordinator, lead faculty, counselor, and student will meet to determine actions for the student to take to continue skill development. The Coordinator and lead faculty reserve the right to require the student to demonstrate skill competencies prior to returning based on overall student performance throughout the entire program. The student shall make an appointment
with the IPP Coordinator and lead faculty after receiving confirmation of space
availability.
2. Readmission to the interpreting program is dependent upon space availability.
3. Student must submit a Letter of Intent to request return to the program to be sent to the
   Dean of Deaf Studies and the Coordinator of the interpreting program at least 6 weeks
   prior to the beginning of the course to which the student wishes to return. In the letter the
   student will explain how the remediation plan conditions were met, what contributed to
   the exit, strategies for success, and how the student will take responsibility to accomplish
   program requirements.
4. The Coordinator of the interpreting program, lead faculty, and counselor will review the
   student’s Letter of Intent and determine student’s eligibility for readmission.
5. Student must show verification of completion of all action plans agreed to prior to
   leaving the program. This must be submitted with the Letter of Intent to return to the
   interpreting program.
6. Students readmitted to the interpreting program will be subject to the requirements set
   forth in the Student Handbook in effect on the date of readmission.
I, _____________________________, hereby certify that as a student of the Ohlone Deaf-Centered Interpreter Preparation Program (herein this document, also referred to as "program," "interpreting program," "IPP," and "DCIPP") that I have received a copy of the IPP Academic Policies and Student Responsibilities which are outlined within the DCIPP Student Handbook 2020-2021. I acknowledge that I have read, understand, and agree to abide by the IPP Academic Policies and Student Responsibilities to remain in good standing in the interpreting program.
**Photo/Video Identification and Release Form**

I hereby give Ohlone College the absolute right and permission, with respect to the photographs and/or videotaped images taken of me or in which I may be included with others, to use such images for training and/or promotional purposes. Furthermore, Ohlone College is authorized to use/print my name in conjunction with such images and/or related quotes given by me.

Furthermore, I understand that I will not be compensated for the use of the photos or video or my time spent while taking the photos/videos. I also acknowledge that there will be no notice given to me regarding when or how Ohlone College or its designees may use my image.

This authorization and release shall also apply to the benefit of the legal representative and licensees of Ohlone College, as well as the person(s) for whom the photographs, videotaped images, and/or quotes were taken.

Printed Full Legal Name

Are you at least 18 years of age? Yes ☐ No ☐

If not, when will you turn 18 years of age?

Contact Information

Phone(s):

Email:

___________________________________________  ________________________________
Signature of Individual                          Date

_____________________________________________
Signature of Parent/Legal Guardian (for individuals under 18 years of age)  Date
FALL 2020 Deaf Studies Learning Center (ASL Lab) Guidelines

**Location:** Fremont Campus, Building 6, Rooms 6104 and 6105

*Lab will be closed on these dates:
September 5 – Labor Day
November 11 – Veterans’ Day
November 26 – 29 – Thanksgiving

**Purposes of the Deaf Studies Learning Center:**
1. Foster the use of ASL and centralize the Ohlone Deaf Studies community.
2. Provide space for Deaf students, Deaf Studies classes and Deaf community events.
3. Support students with videos, textbooks, tutoring, and other tools for assignments.
4. Provide job and learning opportunities via Student Assistant and Student Tutor positions.

**Rules:**
1. Student ID cards are required to sign in at the Lab. If you don’t have student ID, please go to Building #7, 2nd floor to take a photo and get ID. Hours: Monday to Thursday: 9 am to 4 pm.
2. Deaf Studies Learning Center is an ASL Zone. Please sign at all times and do not use voice to communicate.
3. “No English” Voicing in the lab except for IPP in #6104 during certain Lab hours.
4. No food and drinks are allowed in the Lab.
5. Lab computers are for schoolwork only. When the Lab is busy, students not using computers should move away from the study carrels to a table.
6. Students attending class are required to enter the Lab via 6104. Do not walk through the lab (6105) to get to 6104. If your teacher is not present, please wait outside.
7. Students are allowed to use 6104 for schoolwork if the room is available.
8. Students need to bring their own (USB) flash drives to save documents. The Lab is not responsible for lost data.
9. Students are not allowed to come in and begin work on video assignments 15 minutes prior to closing time to allow time for wrap-up.
10. Only Ohlone College students are allowed in the Lab. Guests are not permitted.
11. Students who don’t follow Lab rules will be asked to leave immediately.
12. Please clean up after yourself.
13. Be sure to mute your cell phones. If you need to use your phone, please take voice calls, VP and Facetime outside of the Lab.
14. At any time that you need to leave, please take your personal belongings with you. Do not leave them in the Lab while you’re out. We are not responsible for your belongings.

**Resources (ask Student Assistants for more information)**
1. Apple iMacs with Microsoft Office and Adobe Creative Suite
2. DVDs, textbooks, and media equipment rental (Student ID required)
3. ASL digital Video Library
4. ASL, English, and Math tutoring
5. ASL Lab attendance tracking
The Shelley J. Lawrence Scholarship is intended for Interpreter Preparation Program students in the spring semesters of the program to help defray extra costs associated with mentorship and internship courses, specifically, for transportation costs (Gas/BART/Parking). This year, a $200 scholarship will be awarded to IPP students who have demonstrated an extraordinary financial need to support their participation in internship/mentorship experience as required by the program.

**SJJ IPP Scholarship Criteria**

Applicants must meet the following criteria:

- 1. Students must be in good standing and enrolled in the IPP full time (12 units).
- 2. Students must show potential for success in the IPP.
- 3. Students must demonstrate a financial need.
- 4. Students must demonstrate a personal commitment to the field of interpreting.

**APPLICANT INFORMATION**

Full Name: ___________________________ Student ID: ___________________________

Address: ________________________________________________________________

Phone/Text: ___________________________ Email: ____________________________

**SUBMIT APPLICATION AND ADDITIONAL INFORMATION TO:**

IPPCOORDINATOR@OHLONE.EDU

- Attach an unofficial copy of your Ohlone transcripts.
- Attach a written statement, maximum 500 words, which addresses the following:
  - How will this scholarship assist you to achieve your professional goals?
  - Please explain your financial situation that makes it necessary for you to apply for this scholarship.
  - Is there anything else the scholarship selection committee should know that will enhance your application?

**Deadline for submission: by noon PST on December 7, 2020**

Notification of awards will occur via email on January 11 for disbursement at the end of Jan’21.
Policy on Academic Dishonesty

OHLONE COLLEGE BOARD POLICY & REGULATIONS

Academic dishonesty defrauds all those who depend upon the integrity of the College, its courses, and its degrees and certificates. In a broader sense the public is defrauded if faculty knowingly or unwittingly allow dishonest acts to be rewarded academically. Faculty should make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying or exchanging information. Examinations and answers to examination questions should be secured in such a way that students cannot have prior access to them. If the faculty member believes that there is evidence of academic dishonesty on the part of a student, it is the faculty member's responsibility to take appropriate action in accordance with this policy.

Students at Ohlone College have the right to know what constitutes academic dishonesty in each course in which they are enrolled. Faculty members should apprise their classes of the ethical standards required in their courses and the permissible procedures in class work and examinations. If feasible, this information should be presented in the course outline (green sheet) and/or on examination questionnaires. If not feasible to include this information on the course outline (green sheet), the policy should be referenced on course outlines. Students should be informed of the consequences of violation of these standards, their rights of appeal, and the procedures to be followed in the appeal.

7.8.4.1 Definitions of Academic Dishonesty

A. Cheating

At Ohlone, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at Ohlone includes but is not limited to:

1. Copying, in part or in whole, from another's test or other evaluation instrument or obtaining answers from another person during the test;
2. Submitting work previously presented in another course, if contrary to the rules of either course;
3. Using or consulting during an examination sources or materials not authorized by the instructor;
4. Altering or interfering with grading or grading instructions;
5. Sitting for an examination by a surrogate, or as a surrogate;
6. Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

B. Plagiarism

At Ohlone, plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism at Ohlone includes but is not limited to:

1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
2. Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.