

Western Oregon University
FAQ

When will I apply for entrance to the ASL/English Interpreting Program?

You will apply once you have completed or registered for the necessary pre-requisites:

- ASL I-VII
- INT 254
- ASL VIII (will be in progress when you apply) – Winter term
- Registered for ASL IX & INT 353 – Spring term

What are you looking for from applicants?

Linguistic Fluency in English & ASL:

Language Fluency Levels (<http://www.csun.edu/~speddhh/pdf/ASLPI%20Description.pdf>)

- Level 1: Able to satisfy routine travel needs and minimum courtesy requirements
- Level 2: Able to satisfy routine social demands and limited work requirements
- Level 3: Able to sign ASL with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations with known signers pertaining to practical, social, and professional needs
- ****Minimum Standard for Acceptance** Level 3.5: Able to fluently sign ASL with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations with known and some unknown signers/speakers pertaining to practical, social, and professional needs**
- Level 4: Able to use the language fluently and accurately on all levels pertaining to professional needs with known and unknown signers
- Level 5: Language proficiency equivalent to that of a sophisticated native signer

Professional Competence – criteria based on the Entry to Practice Competencies found at:

http://www.unco.edu/doit/Competencies_brochure_handout.pdf

Human Relations Competencies: *This cluster of interpersonal competencies fosters **effective communication and productive collaboration** with colleagues, consumers, and employers*

- Competency 2.1: Demonstrate **collegiality** by showing **respect** and courtesy to colleagues, consumers and employers, and taking responsibility for one's work.
- Competency 2.5: **Collaborate** with participants and team members in a manner that reflects appropriate **cultural norms** and professional standards during all phases of assignments and implement changes where appropriate and feasible.

Deaf Community Experience

- Competency 5.6: Demonstrate **commitment** to the D/deaf Community by **supporting** and **contributing** to D/deaf-related organizations and activities.
- Competency 2.1: Demonstrate **collegiality** by showing **respect** and courtesy to colleagues, consumers and employers, and taking **responsibility** for one's work.
- Competency 2.3: Demonstrate respect for ASL, English and contact varieties of ASL by using **cultural norms appropriate** to each language while **conversing** and interpreting.
- Competency 2.5: **Collaborate** with participants and team members in a manner that reflects appropriate cultural norms and professional standards during all phases of assignments and implement changes where appropriate and feasible.

Service to the Community

As interpreters we serve both the Deaf and hearing communities, thus commitment to serving others is an important aspect of professional development.

How will my application be evaluated?

Your application will be evaluated by the application screening committee comprised of the ASL/English Interpreting faculty as well as some ASL Studies faculty and occasionally a member of the interpreting community. The actual make up of the committee varies from year to year based on availability. However, your application is reviewed by a minimum of 4 evaluators.

Your application is reviewed in phases. If you “pass” a given phase, your application is reviewed for the next phase. Phases include:

- **Phase I:** GPA & Completeness of Application
- **Phase II:** Professional Language Assessment
- **Phase III:** Academic Language Assessment
- **Phase IV:** Recommendation Letters
- **Phase V:** Evaluator Recommendation

What is the difference between “Professional” and “Academic” language being assessed?

Interpreters are required to have more sophisticated language than the average population. Additionally, interpreters must have range and flexibility within their language competence. Interpreters find themselves in all circumstances and need command of the full range of linguistic options. Professional refers to language that would be representative of language used in the work place, business meetings, etc. Academic language is language used in academic writing demonstrating sophistication of vocabulary, grammar, and content.

How do I include “APA citations” in spoken English and ASL texts?

ASL publishing is a relatively new field thus there are not yet standards for citing sources in these type of texts. There is work being done, however. There are number of options for citing:

1. Obviously including the author’s name/text in the quote.
2. Insert a slide (in post-production) including the full citation.
3. Include a “works cited” page with the DVD.
4. Hold up a slip of paper including the full citation.
5. Insert text overlay (in post-production) including full citation.

For spoken English texts, the principles and challenges are the same. See above for ideas.

What will the “Evaluator’s Recommendation” be based on?

This score will be based on an overall impression of the applicant’s linguistic and professional competence. Additionally, evaluators consider the whether the candidate is:

1. Not prepared and unlikely to be successful in the program or as an interpreter.
2. Prepared and likely to experience success in the program and as an interpreter.
3. Well prepared and well on the way to experiencing success in the program and as an interpreter.

When and how will I be notified about my application status (accepted, not accepted)?

You will be notified via letter (hard copy) whether you were accepted in to the program or not. If you are accepted in to the program, you will also receive additional information about starting the program – stipend acceptance, professional expectations, etc. Your acceptance will be conditional based on your successful completion of the remaining pre-requisites (INT 353 & ASL IX)

If you are not accepted into the program, you will also receive a letter outlining which phase was rated insufficient to continue in the process. You will receive some feedback (not comprehensive) about how to improve your readiness for the program. If interested, you are encouraged to make an appointment with the program coordinator, or other faculty member, to receive individual feedback about how to improve your readiness to be an interpreter.