



Direct from the Director

The end of another year is coming into view...a time to reflect on accomplishments and to peek under the curtain of time to look at another “clean slate” as the New Year rolls in. Looking back at 2002, the most vivid scenes in my memory are the people I’ve been privileged to work with in various aspects of the DO IT Center’s activities. Each has contributed to the Center’s achievements!

I get to go to work every day with an outstanding group of co-workers at our Denver site. Each is uniquely gifted – each has grown in her own way as she’s stretched to embrace new opportunities. Being in an environment charged with this dynamic progress, energizes and challenges each of us to continue our personal and professional development. I want to gratefully recognize the DO IT Center onsite staff members.

In addition to the awesome administrative staff, there are talented colleagues throughout North America who join the DO IT Center staff for different phases of instructional development, design and/or delivery. Their work is “virtual” – but vital! They are doing creative and innovative things related to interpreter education for distance learners. They tolerate the “bleeding edge” of our distance learning activities because they want to make a difference...and they are! Interpreting students in two-thirds of the states in the nation are enhancing their interpreting skills and adding to their knowledge sets. If you have an opportunity to interact with any of the distance-DO IT

Center staff members, I can tell you there is a treasure trove there that is well worth the time you invest. I am humbled and inspired by them.

Together we have learned a lot... and accomplished much. Status reports about the Center projects are provided in this issue. In addition, there are perspectives from a few of the distance students (another group of incredible individuals!) and a staff member about their distance learning experiences.

As we conclude this year, the Center is at the “half-way” mark of the current five-year grant cycle. There are a series of meetings scheduled during the spring that will help ensure the most benefit from the second half of our journey. One is a work group of the EICP state representatives and the second is a model-building team in response to the recommendations made at the National Roundtable on Distance Learning and Interpreter Education. Check out the highlights of these scheduled meetings.

There are some “ends” in sight too. Students in the *Interpreting in the American Legal System* program

will conclude their studies and the EICP Cohort 2 members will be celebrating this summer as well. There are very exciting activities in the works for 2003!

I wish you and those in your circle of family and friends a wonderful winter break. I trust you have opportunities – both distance and close-up – to create warm memories that you will take with you into the New Year...and that the New Year is full of new adventures to keep you growing!

Leilani Johnson



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DO IT Center “DOers”

In appreciation for the hard work and dedication to the many programs at the DO IT Center, I would like to thank the following people. Without their dedication and support, the DO IT Center could not have accomplished the tasks we have undertaken: providing distance education to interpreters throughout the U.S.

Leilani

Thank You

On-site Staff

Betti Bonni	LaNae Phillips
Angela Craig	Kathy Randolph
Gertrude Dathe	Sherry Shriver
Sherri Lancton	Sharon Stitt
Cynthia Napier	Anna Witter-Merithew

Special Projects

Kathy Bennett (CO)	Trenton Marsh (CO)
Michele Berke (CO)	Chris Matz (CO)
Laurie Bolster (VA)	Martina Milan (CO)
Barbara Bosley (CO)	Patricia Moers-Patterson (CO)
Palmer Boyette (CO)	Scott Mohan (CO)
Jeff Davis (TN)	Sharon Neumann-Solow (CA)
Isabel Day (NC)	Stacey Norquist (NC)
Cody Dusenberry (CO)	J. Stephan Phillips (CO)
Jo Linda Greenfield (CO)	Wiley Price (CO)
Marie Griffin (TN)	Lynda Rimmel (CO)
Amy Hile (CO)	Ellie Savidge (WA)
Lorrie Kosinski (CO)	Risa Shaw (DC)
Jenny Lin (CO)	Theresa Smith (WA)
Lorin Mallia (CO)	George Waters (TN)
Michele Malcolm (CO)	





Distance Instructional Staff

Frances Beurivage (NE)	Mary Morrison (MT)
Marie Cacciatore (CO)	Rachel Naiman (CO)
Timothy Chevalier (SD)	Cynthia Napier (CO)
Patty Clark (NY)	Connie Norwood (CO)
Barbara Coulston (FL)	Robin O'Brien (AZ)
Sue Eadie (CA)	Gretchan Ohlig (NJ)
Gino Gouby (AZ)	Tom Riggs (AZ)
Cynthia Herbst (CA)	Gail Schenfisch (WY)
Debra Jones (KS)	Jeanie Schmidt (SD)
Darcie LeMieux (OR)	Melissa Smith (CA)
Carla Mathers (MD)	Marty Taylor (Canada)
Lance McWilliams (CO)	Valentino Vasquez (CO)
Kellie Mills-Stewart (MA)	Linda Wrenshall (CO)
Annette Miner (CA)	

Key Support Providers



WCET Consultants

Russ Poulin (CO)
Robert Albrecht (CO)
Robert Threlkeld (Canada)
Darcy Hardy (TX)



RFP Reviewers

Cathy Copeland (MT)
James Dixon (CO)
Mark Hill (ND)
Jes Julander (UT)
Annette Miner (CA)



Program Evaluators

Robert Threlkeld (Canada)
Sharon King (CT)
June Street (LA)



Interpreters

Kathy Bennett (CO)	Jo Linda Greenfield (CO)
Norma Blanke (CO)	Danelle Jansen (CO)
Stacy Dale-Shultz (CO)	Stacy McIntosh (KS)
Darlene Ensenate (CO)	Ann Topliff (CO)
Susan Faltinson (CO)	





“Center” Stage

You know how there is always the “first” person who got something started? Usually he or she is the quiet one doing the behind-the-scenes work. Well, that person for the DO IT Center was **Dr. Jack Rudio**. Jack, as the Mountain Plains Regional Resource Center specialist, was the person who made the arrangement for that first meeting in Montana to address the Office of Public Instruction Task Force regarding the potential of distance learning opportunities for educational interpreters. That was back in 1995 and he has been a faithful supporter of our efforts ever since. He’s been there as we’ve grown and taken on new challenges. He’s been a quiet encourager of our work because he cares about students and he believed we were making a positive difference.

Dr. Jack L. Rudio has finished his work and arrived at a long awaited personal goal – his retirement. He is moving to his beautiful home on the Flathead Valley Lake to enjoy his family...and, I suspect, to golf. Jack, you will be missed. You have our best wishes for a retirement that exceeds your dreams! Enjoy...and thanks for all you did. It mattered to many of us!



Our new Mountain Plains Regional Resource Center Technical Assistance Specialist is **Mr. Ron Dughman**. His career spans general and special education teaching in public and private schools, state agency experiences and training in private industry. He has spent seven years with the Nebraska Department of Education, and has held leadership positions in a variety of professional and church affiliated councils and boards. One of his guiding principles is: “Be careful what you wish for...you might get it.” I think Ron is going to like working with the DO IT Center, don’t you?! ☺ Welcome, Ron!



Another new addition to our Advisory Committee is **Ms. Cheralyn B. Creer**. She represents the Utah State Office of Education as an Education Specialist. Her areas of responsibilities include; severe disabilities, hearing impairments, vision impairments, deaf/blind and other health impairments.

She received her degree in Special Education from Brigham Young University and has taught in Utah’s Davis District in a functional skills classroom for students with severe intellectual disabilities. She also served as a district inclusion consultant. Her special interests are peer involvement, inclusion and preparing students for an independent, productive life. Because of her own blindness, Cheralyn has become, not just interested in, but sensitive to the needs of people with disabilities. She knows what living with a disability can really mean. She is very excited about the opportunities she will encounter in participating in the DO IT Center Advisory Committee. She is rather new to interpreter issues. However, she looks forward to learning about the needs that students who are deaf are facing, and working with EICP to better prepare the system and interpreters to meet the needs of students. She feels honored to be involved with the DO IT Center and the Advisory Committee.



Educational Interpreter Training Cooperative

Accomplishments of Year 2

9/1/01 – 8/31/02

Award # H325A000081



✓	Completed
+	In Progress
~	Specific Need Unidentified

- + **Provide Sign Language Remediation:** Seven individuals from Cohorts 3 and 4 qualified for the Sign Language Remedial Program this year. Participants were in Denver for their onsite session in June 2002 followed by a year of distance support.
- + **Review and standardize EICP curriculum and materials:** Changes were made in the instructional staff structure, the content and materials and the scheduling of activities. A new online orientation course was designed and implemented, new proprietary videotaped materials have been produced in the studio and a shift to an “immersion” approach for the skills-based, onsite session has been implemented.
- ✓ **Recruit, screen and select EICP cohort members:** Cohort 3 screening and selection was completed during the spring of 2002 along with the national cohort of EICP students (Cohort 4). These 90+ interpreters from 14 states will be one functional cohort pertinent to the instructional schedule and delivery.
- + **Conduct the Educational Interpreting Certificate Program:** Cohort 2 is continuing their studies. Instructional staff members have been recruited for Cohort 2, 3 and 4. Cohort 3 and 4 began their studies in August.
- + **Advise and assist students articulating to two and four year degrees:** A Vocational Certificate in Educational Interpreting and an Associate of General Studies degree have been approved. Transferable FRCC coursework has been identified by UNO and curriculum approval as been accomplished for the four-year degree in Educational Interpreting to be offered at a distance.
- ~ **Identify, prepare and deliver professional development opportunities:** The professional development of educational interpreters was not specifically addressed this year. A work group will help determine priorities for this objective.
- + **Identify & prepare training opportunities for other educational team members:** The Center director met with state-level administrators during the past year. An EICP Work Group was established that will meet regularly over the course of the 2002-2003 academic year to better define the needs of the EICP Cooperative in this area.
- + **Evaluate effectiveness of the Educational Interpreter Training Cooperative for the Mountain Plains Region:** The 32 member Advisory Committee met in Denver during July 2002. The DO IT Center evaluators reviewed an online course. (See summary in this issue of the *Communicator* Page 8).
- + **Disseminate results of the Educational Interpreter Training Cooperative for the Mountain Plains Region and Alaska:** The director attended the Office of Special Education Programs (OSEP) Personal Preparation Directors meeting in February and presentations were made at various conferences. An additional activity included a paper published in the RID Proceedings (2002, pp. 153-226).

EICP Participants Perspectives

Cynthia Napier (DO IT Center Staff) interviewed students from the Educational Interpreting Certificate Program and a seasoned distance staff member. They all had important things to say and the DO IT Center would like to thank these individuals for taking the time to respond to the interview questions.

Patricia L. Himes (CO) **Cohort 2**

I wanted to be an educational interpreter, so I started calling around to see what was available. I knew I would not be able to attend an IPP, because I needed to work. I contacted Kathy Randolph, EICP Coordinator, who arranged to have me tested. I was not working at the time but, much to my surprise, one week after contacting Kathy, the local school district called and hired me to work part time. I was accepted into the program in January 2001.

The very first class about wanting to be an interpreter impacted me. Learning the different roles and responsibilities, identifying my own interpreting style, reading from the experts on the pros and cons, establishing my own beliefs about being an interpreter—the impact has not stopped. Every morning when I step into the school, I know I will apply something that I have learned from the EICP. The program is preparing us to understand our “hats”, our roles, so that we are effective members of the team and viewed as a professional – someone who knows what she is talking about.

As we studied how hearing and deaf children acquire language, the differences and similarities affected how I look at a d/Deaf student. Taking the time to understand how I learn and how the student I work

with learns was an eye opener. No wonder when we worked together in a tutoring session it felt like a struggle. Now, I can address how I interpret and how I tutor for the student. The mentorship has also been a wonderful experience for me. Each time we send in a videotape, I look forward to getting the feedback from my mentor. They have always had excellent suggestions on areas to improve and also recognize those areas of my work that have improved from the last videotape. They really know how to encourage you and teach you in a non-threatening environment. One personal milestone was to take the EIPA (Required by Colorado Dept of Ed.) for the first time. The experience of working in the EICP mentorship program and videotaping myself frequently helped me feel at ease during this process.

Working full time as an interpreter, taking care of a home, volunteering in the community and taking classes have been challenges. It is important to keep track of your life and balance it with the school requirements. Typically, when I receive my class information, I sit down and see when assignments are due and compare that with my family life. This helps me think about the timing of all the things in my life. The other challenge was the technology part of the program. However, the technology challenges have improved my computer savvy. Things I could not do

before, I can do now and I appreciate that.

From an educational interpreter’s perspective there are no other programs offered at a distance. Distance learning is convenient. It allows me to choose when I will study, get on line, and participate. To date, the deadlines for assignments have been realistic, the work is challenging, but not impossible. In addition, the facilitators are FABULOUS! They know their stuff! They make you think, challenge you, encourage you and help you.

My plans are to continue my education and complete my AA degree in educational interpreting once I finish the EICP. Then, I am hoping that it will be possible for me to get a BA in educational interpreting in a distance program through a university. The wonderful thing is: in life you never stop learning. To coin a phrase “Just DO IT.”



Patrice "Pat" Ranalla (ME) **Cohort 4**

I learned of this program through Dr. Judy Kegl, Associate Professor of Linguistics, University of Southern Maine. I have been working as an educational interpreter for more than eight years, primarily at the elementary level. I knew that I had come to the point that, if I wanted to continue as an educational interpreter, I needed to grow in my pro-



fession. EICP was the answer. One of my goals in this program is to better articulate my role to administrators, teachers, and staff. I have already begun to make gains in this area.

I was incredibly impressed with the "holistic" approach that the DO IT Center has given to EICP. We didn't just jump into our academic coursework. First, we needed to learn the computer technology piece that we would be using over the next three years, WebCT. I was definitely technologically challenged.

One of the highlights of this program involves the most recent reading I did. It discussed the structure and financing of American education. It has really made me think more "outside the box" of educational interpreting, helping me to better understand the infrastructure of my school district. Also, we had to take a good, hard look at our learning styles, time management, and what factors trigger stress. After these assessments, we needed to decide what strategies we would use to continue with our commitment and success over the next three years.

However, there are two challenges that stand out. First, was a challenge that needed to be faced prior to starting EICP. One of the difficulties for me, personally, in furthering my professional growth is that the majority of workshops are held on Saturdays which conflict with my religious convictions. The good folks at the DO IT Center have been very understanding in making the necessary concessions so that I could do EICP without compromising my beliefs.

The second challenge happened most recently...my "second dad"

passed away. I had been working on my "Who's Who" Chart and was trying to get it done prior to leaving for Missouri to attend dad's Memorial Service. It was due the day of dad's service. Everything was done and I had made all of the final additions. I was trying to upload it in the WebCT Assignment Drop Box, but with one wrong click of the button, my entire assignment was gone. My son tried to retrieve it, but it was gone!! I broke down in tears. I was exhausted, frustrated, and my emotions were spent. I e-mailed my Section Facilitator and I will be honest, I wasn't too happy with this long distance program. I needed so much to talk with a real person. That was when I called Kathy Randolph, EICP Coordinator. I was still sobbing when I left a message for Kathy. It wasn't long before she returned my call. I can't tell you how much it meant to me to hear Kathy's soothing voice and reassurance. Later, I also heard from my Section Facilitator. She, too, shared a similar experience.

Dad's Memorial Service was beautiful, my assignment has been retyped and I got a great score. I learned a valuable lesson: completed assignments should be saved under a different name. It was a painful experience, but I survived it and my computer has become my friend once again. The next time I hit a computer obstacle in the road, I can look back at this experience and know that there is a detour in sight. I feel I have made tremendous gains in becoming more comfortable and knowledgeable with WebCT and, at the same time, boosting my self-confidence.

I can't begin to express in words the tremendous impact this program has had on me personally. I

hope what I have said earlier shows that we CAN get comfortable with distance learning, that it is effective, and the good folks at the DO IT Center will give you all the support you need to make your distance learning a successful one.

On a final note, to anyone who may still be considering a program with the DO IT Center:

DO IT, DON'T WAIT, OPPORTUNITY IS KNOCKING, JUST OPEN THE GATE!



Frances Beurivage (NE) Seasoned Distance Staff

I have been involved with the DO IT Center for about five years in one capacity or another. I originally was invited to learn how to mentor students that are seeking to improve their interpreting skills. Since that time I have served as a facilitator for the online courses and as a mentor for the online skills based courses. I have also served as a skills specialist for the Summer Institutes.

I personally have some empathy for what students in the EICP program will experience as I have taken online coursework. That experience has made me sensitive to and aware of some of the highlights as well as the challenges that can be expected when teaching online. I have benefited and gained a great deal of knowledge when facilitating courses. You know the concept, "the teacher learns more than the students." The activity of getting prepared for the course has allowed me to review a lot of current materials in the area of educational interpreting. I have also had the satisfaction of watching the student's growth and development of knowl-



edge over the three years they are in the program. One of the major challenges is learning to budget one's time well. That would apply to myself as well as the students. Taking online courses requires one to be self disciplined and organized so as not to get behind.

For instructors facilitating online courses, one factor that will help to make for a successful learning experience is to have frequent and timely contact with the class. Contacts with students do not have to be lengthy, but I think short messages that provide friendly reminders and make the student feel more connected and part of a group are important. It is easy for online students to feel isolated from their peers and instructor, so receiving frequent short notes from the instructor is helpful.

Another consideration is to always think about the tone of the message that is being sent out. Because information in print without any vocal intonation is open to misinterpretation by the reader, it is very important to review messages for the proper 'tone' prior to sending them. Try adding humor or personalizing your messages to make the students feel as if you are making a personal connection with them.

For anyone who is considering taking an online course, be prepared to budget enough time to do the required work. It is also wise not to procrastinate, because the one time that you do is probably the time you will experience a technical glitch. Computer problems, ISP problems or just general technical problems can increase your stress when you have waited until the last

minute to get an assignment in. Online courses fit into many of our lifestyles and can provide a learning opportunity that may not be available in your locale.



Evaluation Summary

Three evaluators assess the effectiveness of the learning opportunities offered through the Center: Ms. Sharon King (CT), Interpreter Educator, RID CI/CT; Ms. June Street, Supervisor, Programs for Deaf and Hard of Hearing, Louisiana Department of Education; and Dr. Robert Threlkeld (Canada), Consultant, Western Cooperative for Educational Telecommunications.

The requested focus for the second year was an online course in the twenty-one course series of EICP. *EDI 113: U.S. Public and Deaf Education* is the second academic course in which students participate during their first semester. The combined report includes an analysis of the distance technology and integrated student feedback; a critique of course content; and comments regarding online educational effectiveness.

[Summary] "The course materials and student evaluations for *EDI 113: U.S. Public and Deaf Education* were reviewed by three evaluators who are specialists in interpreter education, deaf education and distance education. Except for some minor suggestions that are noted in the text, the evaluators give high marks to the course. The content of the course seems quite appropriate for the needs of the EICP students and it dovetails nicely with other courses in the program. The use and support of the technology is excellent as witnessed by both the course material and student evaluations. In general, staff was quite responsive to student questions. Combined with a live intensive summer session and live videoconferences, the web technology was well designed for communication. The course wisely provides much information through non-web channels: print material and videotape. Students rated their learning experiences and the support they received quite highly and clearly feel connected with the EICP program. In short, this is a very good course providing a needed educational experience for its students."



Report on Language Mentorship

The DO IT Center has engaged in three activities related to distance Language Mentorship. First, in the summer of 2001, the DO IT Center offered a unique training opportunity for Deaf people with sign language and/or teaching experience to become mentors. Eighteen (18) people took part in the training.

In the fall following this training, eight (8) of the Deaf language mentor-trainees were hired and began working with over forty (40) EICP students. Students were guided in analyzing ASL texts for major fea-

tures using Dr. Marty Taylor's text, *Interpreting Skills: English to ASL* as the guide for discussions. These students and mentors completed the first year of the mentorship experience this past spring with mostly positive evaluations.

Finally, during the same year, a group of twelve (12) students were pulled together under the guidance of Ms. Betti Bonni, and began a one-year remedial study of ASL, via distance technology and the U.S. Postal Service. Material for the course was drawn from avail-

able videos and texts on the market (the Bravo series, and the Signing Naturally series.) The original group, through attrition, narrowed down to ten (10). At the end of the spring 2002 semester, these students re-tested for admittance into the EICP program, and six (6) showed enough progress to be able to join the newest Cohort that began August 2002.



EICP Work Group

Submitted by Leilani J. Johnson

During the 2002 Advisory Committee meeting, there was a discussion related to the EICP goal of "educating the system". During the past two years, the DO IT Center director has traveled, at the invitation of specific state education agencies partners, to address audiences at the state level – special education directors' meetings, taskforce meetings, etc. It seemed prudent to reconsider this approach for the upcoming year in order to affect other members of the educational team.

There was interest in creating a working group of Advisory Committee members who would attend a series of meetings in Denver to address two primary questions:

1. How do we effectively educate the "system" about educational interpreting services?
2. How do we fund and support future training opportunities?

These are critical questions from a number of perspectives. Certainly the internal view relevant to the objectives established by the EICP partnership need to be carefully approached to gain the most from what is available to us with our current funding sources. There are also efforts at the national, state and local levels related to implementation of the No Child Left Behind Act, the reauthorization of the Individuals with Disabilities Act, and future funding formulas from the U. S. Department of Education that we need to "get on board" with ...and the voice of our multi-state partnership needs to be heard by decision-makers as well.



In response to the Advisory Committee recommendation, three meetings are scheduled at the DO IT Center. Committed at this time to participate in these meetings are:

- * Cheralyn Creer (UT)
- * Sara Eyer (MT)
- * Robert Hill (NE)
- * Cheryl Johnson (CO)
- * Joy Marks (AZ)
- * Sherry Mitchell (WY)
- * Marilyn Pearson (MT)
- * Miriam Podrazik (AZ)
- * Janet Rojahn (WY)
- * Nancy Sager (CA)
- * Jean Thomas (UT)
- * Karen Tinsley (ME)
- * Carolyn Witcher (AK)

We will meet in Denver and will continue our work between the onsite meetings via electronic connections. The goal is to have some "products" from the process to share at the 2003 Advisory Committee meeting.



RSA Region VIII Interpreter Training Project

Accomplishments of Year 2

10/01/01 – 9/30/02

Award #H160A000019



Rehabilitation Services Administration
Interpreter Training Project

✓	Completed
+	In Progress

- ✓ **Execute RFP process:** The review team did the RFP ratings electronically. Award notifications were made and the information disseminated through the DO IT Center newsletter, the *Communicator* (April, August and December). Twenty-nine workshops in six states were funded through this process.
- + **Deliver Specialized Strand of Legal Interpreting:** The DO IT Center staff worked with Front Range Community College to offer *Interpreting in the American Legal System*, fourteen (14) semester hours of credit through an existing online paralegal program. Approximately eighty (80) students throughout the United States are currently being facilitated in the four (4) course series to conclude June 2003.
- + **Develop Specialized Strand of Mental Health/Medical Interpreting:** The development of a mental health and medical strand of interpreting has begun. The exploration has resulted in the development of two certificate programs rather than an all-encompassing one.
- ✓ **Develop and Deliver 3 short-term training opportunities:** Nine short-term trainings were designed and delivered to interpreters in the region during this period. A hybrid between the long-term, distance strand and the short-term, face-to-face workshop concept was the *Diagnostic Assessment and Skills Training Series* (September 2001 – November 2002). The 30+ participants enthusiastically embraced the hybrid model of interpreter training. Based on the feedback, the DO IT Center will consider offering it again later in the 2000-2005 grant cycle.
- ✓ **Host two audioconferences for Advisory Committee:** The Advisory Committee met in Denver July 2002. The Advisory Committee members' communication is ongoing throughout the year as different issues are raised via a closed listserv hosted by Front Range Community College. Additionally, the DO IT Center website (<http://frcc.cccoes.edu/~doit>) was launched in December 2001.
- ✓ **Attend Directors' meeting in Washington, D.C.:** The DO IT Center Director, Assistant Director, RSA Grants Coordinator and Instructional Development Coordinator attended the RSA ITP Directors' meeting in Washington, D.C. April 9-10, 2002.



RSA Region VIII

Participants Perspectives

Cynthia Napier (DO IT Center Staff) interviewed students from the *Diagnostic Assessment and Training Series* and the *Interpreting in the American Legal System*. The DO IT Center would like to thank these students for taking the time to respond to the interview questions.

Ami Davis (MT) Diagnostic Assessment

Greetings! I am a working interpreter at the post secondary level in Missoula, Montana.

The president of the MRID sent out a memo/e-mail to let the Montana interpreting community know about this exciting opportunity. As the opportunities for professional development are often few and far between in a rural state like Montana, I decided to take advantage of this excellent opportunity.

I had been experiencing some frustration and felt a void in my career as a post secondary interpreter. I was in need of having an opportunity to expand my skills and get stimulus from others in the field. At the same time, my place of employment, the University of Montana, had recently implemented an "achievement program" which allows for and requires an employee to set professional goals for the upcoming year. I felt that all these situations provided me with some excellent motivation to tackle a distance learning class for the first time. It also seemed like a great chance to become more actively involved with other working interpreters.

As with any in-depth training or learning opportunity, it takes time to process and integrate what one has learned. I am still pro-

cessing the benefits and integrating the learning into my interpreting. Before participating in the program I had become aware that my interpreting had fallen into a safe rhythm often lacking linguistic awareness. Focusing on the conceptual accuracy skills I have developed has been an enormous help in this arena. Another important element that I am starting to incorporate into my work is the concept and process of expansion. This continues to be an important focus of my interpreting and transliterating.

Certainly the diagnostic assessment in and of itself was a huge benefit. I have never had my work so thoroughly diagnosed before. This assessment allowed me to see areas of weakness in my work that I was unable to identify previously. The feedback I got through this program was incredible, thorough and thought provoking. Attending the workshops and finally being able to put a face to what had previously only been a name was a definite highlight. The instructors were eminently qualified and the content of their workshops was fantastic. Workshops were instructed in ASL, which was a wonderful challenge. I would not have wanted it any other way!

Since I graduated from an ITP 12 years ago, the process of interpreting has benefited from much research. There are new linguistic

terms, concepts and strategies of teaching interpreting. Adapting to and incorporating these changes in terminology, philosophy and approach, in the formal structure of a distance-learning program was a challenge. Additional challenges for me included focusing on working in ASL instead of transliterating which was emphasized in my training. Understanding and applying the feedback from the diagnostic assessment proved a valuable component of this program, although initially that feedback felt quite overwhelming.

I'd highly recommend this program to other interpreters, especially for those isolated in their communities without opportunities to develop and work with other interpreters. The program requires a commitment to communicate and share experiences with others in the group. Applying the feedback from the assessment is crucial to success. I would advise any future participants to take seriously the recommendations from the assessment and really follow through on them. Although the diagnostic assessment was overwhelming, by integrating the feedback into my interpreting, awareness of my work and the product I deliver has matured enormously.

I would also recommend that future participants prep for the diagnostic assessment as if it were a real



assignment in order to benefit fully from the feedback – I speak from experience. After my first assessment, which I had not prepped for in any depth, it was clear to me just how important prepping is to the success of the work.

This program is definitely for those that are self-motivated and have the skills to integrate distance learning strategies and apply the diagnostic feedback. Learning from this program is an ongoing process, one that awakens awareness in us all. I'm glad to have had the opportunity to participate.

Good luck to future participants!

Sheila Weed (CO)

- ✧ I am more conscience of how I deliver the message and how I analyze my work.
- ✧ The challenge is to keep practicing and be motivated to keep up the skills.
- ✧ One of the benefits is material you walk away with...you can use them over and over.



**Steve Phan's (TX)
Interpreting in the American
Legal System**

I am currently enrolled in PAR 222, *An Introduction to Criminal Law*, the second of four courses in this program. In early 2002, I received a brochure detailing the yearlong program. I decided to take the training for several reasons: 1) To increase my knowledge base regarding the American judicial system; 2) To receive feedback on my interpreting skills in legal settings; 3) To gain more confidence to interpret in legal settings; 4) To earn CEUs needed to maintain my state and national interpreter certifications; and 5) To be part of this innovative project. The selling

point for me was the convenience of distance education, being able to access the course at times not normally offered by a traditional classroom format.

Recently, I interpreted a traffic court case. Because of what I had learned from PAR 130, *Introduction to the American Judicial System*, I felt more prepared, knowing the sequence of events and how to explain my role succinctly and effectively. Another time I was able to make practical application of what I had learned occurred at 2:00 AM. An agency called, needing an interpreter to interpret the Miranda warnings. I declined the assignment. Based on what I had learned from one of the video lectures I knew I would not be able to provide an effective interpretation because I was too exhausted physically and mentally.

Some of the highlights of this program have been learning new technologies, dialoguing with classmates from all over the country with different personalities and viewpoints, and being mentally challenged with the level of reading, analysis, and synthesis required. One project that was most beneficial to me was Assignment 2 of PAR 130, creating a court interpreter portfolio. By having a binder readily available with copies of my qualifications, articles about court interpreting, and other necessary documents, I feel more prepared and confident when I go into the courtroom.

One challenge I have faced is accessing the class. Because I do not have Internet access at home, I have to log on either at work during the week or at a Kinko's on the weekends. The sheer volume of

reading was at first intimidating. I had to quickly learn to pace myself and not slack off. Keeping up with the course schedule, assignments, as well as the rigors of daily life resulted in less class participation on my part. With a distance education format, the face-to-face interaction with my instructor and classmates is missing. I found this especially challenging during a group assignment. I am used to meeting at a library or classmate's home to work on assignments; in this case, we connected via e-mail and telephone. I would recommend scheduling a regular time to access the course. Familiarize yourself with the course map, paying close attention to the deadlines. Work ahead to the extent possible. Ask for help when you need it; your facilitator and classmates are more than willing to jump in.

I had a personal epiphany during the lesson dealing with theories of punishment. Previously, I had believed in the retributive theory of punishment— that lawbreakers deserve to be punished. After reading the textbook, participating in discussion postings, and doing much introspection, I actually changed to a more utilitarian view, that punishment's justification lies in the useful purposes it serves, such as deterrence and reform. My mind broadened as a result of this lesson.

After completing this program, I think I will be more effective interpreting in legal settings and hope to sit for my RID SC:L exam.



Greetings From the Colorado Registry of Interpreters for the Deaf (CRID)!

Submitted by the CRID Affiliates

Statewide Board

The Colorado Educational Interpreting community is on the move! We had a very successful turnout at the recent Educational Symposium on Deafness, and our statewide professional interpreting organization, CRID, made a fantastic debut appearance.

CRID's commitment to interpreters working in K-12 settings was well conveyed. A goldmine of information was available at the CRID booth including scholarship applications, copies of our statewide newsletter and information about our 2003 Conference. On hand were also copies of a survey designed specifically to assess the perceptions and needs of interpreters, so that CRID can more adequately provide professional support to interpreters in all arenas. Those who returned completed surveys were entered into a drawing for a free year's membership. A hearty CRID welcome and congratulations to Linda Wrenshall, the winner of this year's drawing.

The CRID booth also displayed pictures of our officers and recent activities, and provided a snapshot of what CRID stands for. Our Pikes Peak Affiliate (covering the Colorado Springs and surrounding areas) had available for sale a videotape on interpreting frozen text. *The Star Spangled Banner*, *The Pledge of Allegiance* and many more frozen texts that you might encounter in educational settings are modeled; the tape includes a

booklet with both the English and signed gloss for each segment. Tapes are still on sale for \$10, for more information, please contact Lariisa McClung at Lariisa.McClung@ppcc.ccoes.edu.

The CRID Educational Interpreter Committee (EIC) sponsored a panel discussion on at the symposium to address the impact of interpreters in the classroom. Three deaf, mainstreamed adults, a regular education teacher and the parents of a deaf student that had been mainstreamed offered their perspectives on the fact that interpreters affect much more than immediate communication. In fact, many of our decisions in the classroom have a lasting effect on everyone present. Deaf panelists offered insight into fostering independence in deaf children at an early age, and there was discussion around how teaching styles change for the better when a deaf student is present. Looking at the bigger picture of what we do in the classroom and the effects that our decisions have was then the perfect segway into the Professionalism workshop.

Co-sponsored by CRID and the Colorado Department of Education, the Professionalism workshop allowed participants to get to the heart of what it means to be a professional in the field of interpreting. Through open discussion, the group brainstormed what it looks like to be a professional in the face of situations where many are viewed as paraprofessionals or support

staff. Our behavior dictates attitudes about our profession, and when we start to look like and consistently exemplify professionalism in all aspects of our job, perceptions and attitudes change.

The most memorable part of the symposium was the "Come as you want to but can't in the classroom Interpreter Mixer" held on Saturday night. Never have I seen so much red, pink and blue streaked hair, wads of bubble gum, and striped and patterned clothing at an interpreter function. We are truly a creative and fun loving group!

As I look back on our success, I want to give special thanks to a few people that helped to pull this all together; CRID Educational Interpreter Committee members, Kathy Randolph, Ali Boyle, Ruth Gribbin-Schmitt and Karen Humphrey; CDE, Cynthia Napier, CRID Pikes Peak, Kim Sweetwood, Cheryl Johnson and Marybeth Herens. Your support makes it possible for CRID to do what we are here to do – support the professional needs of **all** interpreters.



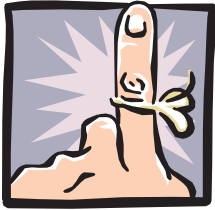
Northern Colorado Affiliate

Northern Colorado has had a busy fall. In October CRID helped coordinate a workshop for educational interpreters in Fort Collins. Ann Topliff and Shawn Goodwin-Miller came to present a workshop on the use of classifiers and space in ASL.

Continued on Page 21



RSA VIII ITP Lending Library



A Reminder: The DO IT Center has set up a Lending Library for people who are either enrolled in the DO IT Center courses and/or live in the RSA Region VIII states (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming) including the following: interpreters, parent(s) with Deaf/HH child(ren), school administrators, teachers of the Deaf, professionals who work with Deaf clients, etc. Videotapes can be borrowed to enhance interpreting/sign language skills and/or continue professional development in K-12, post-secondary and community settings.

To view the available materials, go to the DO IT Center web site by typing <http://frcc.ccoes.edu/~doit/>. Click on the RSA VIII ITP Logo, scroll down to the bottom of the RSA VIII ITP page and click on, "**Lending Library**". A form will come up that **must** be filled out completely. Below the form is a list of videotapes that are available for check out. Once the form has been submitted and requirements listed in the above paragraph have been verified, you will be mailed the material(s) requested.

There is a check out limit of **four (4) items per person per month**. For any materials not returned, the standard loan rules impose a minimum \$25.00 charge. After the replacement value of the item is ascertained, the full purchase price for a replacement item (equal in value) will be charged. If the lost one is no longer available, the DO IT Center will specify an alternate item, on the same topic, as a replacement.

Please contact Sharon Stitt: 1-866-885-6087 (toll free)
303-365-7680 V
303-365-7677 FAX
sharon.stitt@wc.frcc.ccoes.edu



RSA Region VIII ITP Announces the 1st Cycle RFP Recipients for Year Three!

The DO IT Center is very pleased to announce RSA Region VIII ITP RFP recipients for the first cycle of our third year! Two Request For Proposals (RFP) were received and carefully reviewed. All funds approved were based on the total points awarded from the panel review process. **Congratulations** go to:

Colorado RID-Northern Chapter!
"2003 State Conference" (\$1,350.00)

South Dakota: Dept. of Human Resources/ Division of Rehabilitation Services!
"Mentoring Interpreters: Processes, Approaches, Tools, Resources" (\$1,500.00)

Just a reminder, the next RFP application deadline is March 15, 2003. If you have any questions or need a copy of the RFP, contact LaNae Phillips (toll free) at 1-866-885-6087 Ext. 7 or 303-365-7685 V/TTY or by email at lanae.phillips@wc.frcc.ccoes.edu. The form is also available at: <http://frcc.ccoes.edu/~doit/>.



RSA National Distance Learning Center for Interpreter Education

Accomplishments of Year 2

12/31/01 – 12/31/02
Award #H160B000003



✓	Completed
+	In Progress

- ✓ **Staff the National Distance Learning Center:** The DO IT Center is staffed for this project.
- ✓ **Establish Advisory Committee:** The DO IT Center now has one committee of thirty-two (32) members for all three projects in progress.
- + **Survey the field:** In April 2002, the DO IT Center hosted a Roundtable on Distance Learning and Interpreter Education in Washington D.C. Fourteen (14) ITPs in eleven (11) institutions that are currently engaged in distance learning were invited to participate. The National Roundtable made four primary recommendations and these are currently being investigated by the DO IT Center. (See update in this issue.)
- + **Host professional development opportunity(s) for interpreter educators:** Selection efforts for national cohort of EICP members was completed in the spring of 2002. Educational interpreters in six (6) states (CA, HI, ME, MN, NM, NV) are engaged in their studies this fall. In addition, ten (10) interpreter educators were involved in the Distance Learning and Technology Internship program.
- ✓ **Project Evaluation:** Three evaluators work with the DO IT Center. Spring 2002 they reviewed an online EICP course.
- ✓ **Establish the co-sponsored professional development process:** An application system (criteria, process, timelines, etc.) for the co-sponsorship opportunities was implemented. This professional development co-sponsorship was advertised in the spring DO IT Center newsletter, the *Communicator*, the *RID Views*, the CIT (Conference of Interpreter Trainers) and ASLTA (American Sign Language Teachers Association) newsletters. Targeted letters were sent to all CIT and ASLTA members, as well.
- ✓ **Present at CIT Convention (2002):** The DO IT Center staff was involved in a number of activities at the CIT in Minneapolis Mn. In addition to a poster session and open forum on distance learning and interpreter education, a presentation was made related to the EICP distance language mentorship.
- ✓ **Host two audioconferences for Advisory Committee:** The Advisory Committee met in Denver July 2002. The Advisory Committee members' communication is ongoing throughout the year as different issues are raised via a closed listserv hosted by Front Range Community College. Additionally, the DO IT Center website (<http://frcc.ccooes.edu/~doit>) was launched in December 2001.
- ✓ **Attend Directors' meeting in Washington, D.C.:** The DO IT Center Director, Assistant Director, RSA Grants Coordinator and Instructional Development Coordinator attended the RSA ITP Directors' meeting in Washington, D.C. April 9-10, 2002.



Update on National Roundtable

Recommendations

One of the recommendations from the Roundtable on Distance Learning and Interpreter Education (April 2002) was to investigate the possibility of establishing a viable national ITP for distance students. This work has reached a new phase as the model-building process begins for such a potential program.

First, two consultants from the field of distance education were recruited. Dr. Robert Albrecht is the Chancellor Emeritus of Western Governors University and a Senior Fellow at the EDUCAUSE Center for Academic Research. Mr. Russ Poulin is the Associate Director of the Western Cooperative for Educational Telecommunications, an organization involved in research, policy and consultation regarding distance learning.

Dr. Leilani Johnson, the director of the DO IT Center, then made contact with various institutions that offer interpreter education. Meetings were scheduled at those that expressed an interest in learning more about the national ITP project. The DO IT Center director and consultants met on various campuses with interpreter education program staff and leaders from the various departments across the institution that would be affected by such a project. A series of Spring 2003 meetings will be hosted in Denver and co-facilitated by Dr. Marty Taylor (Canada).

The first meeting in January will be an Authority Opinion Group. Their task is to review the field of interpreter education regarding our history, the current prevailing trends, and an unconstrained vision of the future. This will give the model-building team the framework of the field for their work. This is an incredible team: Ms. Betty Colonomos (MD), Dr. Lawrence Fleischer (CA), Ms. Leslie Greer (NY), Dr. Laurie Swaybe (MN), and Dr. Theresa Smith (WA).

The subsequent three meetings (February through May) have confirmed representation from the Authority Opinion Group and seven institutions of higher education. Each college/university interested in being involved in the model-building process has committed two individuals: one from the interpreter education program and one from administration (e.g., dean, director of distance learning).

- * Central Piedmont Community College (NC)
- * Front Range Community College (CO)
- * National Technical Institute for the Deaf (NY)
- * Spartanburg Technical College (SC)
- * University of Nebraska Omaha
- * University of Tennessee
- * William Woods University (MO)

Their task is two-fold. They are to identify:

- 1) reasonable outcomes of an interpreter education program and
- 2) barriers, and potential solutions, to a multi-institutional consortium. From their work, the ultimate goal is to design a feasible model that could become a national, distance learning interpreter education program.



TECHNOLOGY TRAINING FUNDS FOR INTERPRETER EDUCATORS!

**2003 Awards
Available
Now!**

**National Distance Learning Center for Interpreter Education
RSA National Interpreter Training Grant**

**\$750 Stipends
for Educators!**

Technology is rapidly becoming a viable medium for the delivery of interpreter education. The DO IT Center is committed to promoting opportunities to learn more about the potential for using technology in delivering interpreter education to distance learners. To this end, we are offering funding assistance for interpreter educators to participate in distance learning and technology conferences.

Funds are available to individuals currently engaged in interpreter education, either with an ITP or an in-service training provider. The DO IT Center can provide up to \$750 in financial assistance to three recipients annually. Each recipient is required to submit a written report within thirty (30) days of their training experience for publication in the DO IT Center *Communicator* or on the Center's website.

The most recent recipient, Laurie Bolster (VA), provided a snapshot of her co-sponsorship experience below. If you want to be the NEXT applicant, the application form and directions can be found at <http://frcc.ccooes.edu/~doit/Application%20Form.pdf> or contact Anna Witter-Merithew at:

1-866-885-6087 (toll free)

303-365-7683 V/TTY

303-365-7677 Fax

anna.witter-merithew@wc.frcc.ccooes.edu



Laurie Bolster, MA, MPA, IC/TC, CI/CT

The proposal I submitted for “tech funds” was to attend the American Association of Adult and Continuing Education (AAACE) conference in St. Louis. Many of the conference sessions addressed distance learning issues and technology. It seemed to be a good idea to add that perspective to update my experience with online delivery of professional interpreter education. Then, since the International Society of Comparative Adult Education (ISCAE) was meeting as a pre-conference, it made sense to participate in that as well. I cannot begin to convey all that occurred, so here is a taste.

We jumped right into cross-linguistic and cultural issues in the International Conference. A Saudi researcher presented his study, which required translating the Self-Directed Learning Readiness Scale

into Arabic. He said (paraphrasing), “I decided to use professional translators.... About half of the sentences back-translated¹ into English the same...but half were at least a little different and some were totally different...such as the sentence, ‘I don’t like challenging learning situations’ (in the original English). It translated back into English as, ‘I love challenges of learning’.” Since he could not continue his work until the translation was complete, the process was a major frustration.

A second study by a researcher from Taiwan followed the same process of translation within a study of the outcomes of an American-developed training program to be translated and used in China. The entire training program was translated from English into Chinese and back, with translators and

researchers carefully mediating language and culture at each step.

Both of those presenters said the translation process was intense and exhausting. Many people expressed frustration with inaccurate professional translations that ignored the meaning of what was being translated. They agreed that professional translators can do the first translation and then the researcher gets involved with the linguistic and cultural refinement to assure the most equivalence.

These are very bright, highly educated, bi-, tri-, and multi-lingual people working *in written translations*. Typically sign language interpreters get to do these processes simultaneously in seconds and the people receiving our “translation” have little, or no, access to quality assurance. I wonder how often sign language interpreters expose their



interpreted work to the scrutiny of a “back-translation”? If we videotape our signed interpretation and another interpreter interpreted it back into spoken English, what would we hear? Or, what would we see if we interpreted into spoken English and someone interpreted it back into sign language? I have seen little of this additional step in any interpreter education and evaluation. Perhaps it is the next step in accuracy as we respect our work enough to hold it up to professional standards.

Researchers also addressed the importance of cultural and linguistic mediation between forms of English, since the language and cultures of England, Australia, America, and many other countries that use English as the language of the majority, are so different. As a German researcher emphasized, speaking in quite good English and trying to sensitize us to the fact that we can not assume we understand each other even when discussing issues in the same language, (this quote is close to verbatim), “Don’t talk to us of ‘Gee Eee Dee’, or even of ‘General Education Diploma’. This means nothing to me. Talk to us of ‘in our education system we have a way of obtaining documentation of usual education in a method outside of the usual institutionalized processes.’ That means something to me!” There’s some cross-cultural mediation for you, and it was all in, and about, spoken English.

ISCAE is strictly for research across countries, but the methods for how that research is done, how cultural and linguistic assumptions are uncovered, and sensitivities mediated, and how what is being observed is interpreted, are

all pertinent to the work we do. ISCAE is a “sign up and you’re a member, no dues” type organization, so anyone interested can take a look at www.iscae.org. You can join the listserv that’s being constructed by giving your name and email address to jost.reischman@ppp.uni-bamberg.de. An aside: Dr. Reischman brought 13 of his adult learning students to this conference from Germany. That’s serious dedication! They all speak English from “good enough to get by” to fluently. (Another aside, a joke that made the rounds: A person who speaks three languages is tri-lingual. A person who speaks two languages is bi-lingual. A person who speaks one language is American. ☺)

Next, the AAACE’s annual conference: three keynotes and over 150 breakout sessions during three and a half days. Again, so many topics, so little time, and now so little space to convey it to you. I think all I can say is: Look up. Who’s holding an educational conference in your area? GO! Again, a taste:

Some distance learning programs that work with adults seem to be moving to a concept of “collaborative student centered learning” in which students and teachers negotiate what the student will learn and what learning activities will support it. While that means students do not have to all participate in the same classes or do the same learning activities, it also means the student bears responsibility for ultimately being able to demonstrate what they have learned, and the faculty still have the responsibility for determining if that demonstration is sufficient.

Instructors from different university programs presented courses and programs they had developed and delivered to distance students. Some programs definitely could take lessons from the DO IT Center as they presented methods that seem quite, how shall I say... developmental. Others are using complex blends of processes and technology. One sells the students textbooks and a workbook/CD ROM package that includes the course materials, and then everyone goes on WEB CT to follow the syllabus and planned learning activities including reading, group collaboration on projects, chatroom discussions, or whatever is planned for that course. They also do lectures and presentations using streaming audio that is chunked into sizes that students can download while they eat dinner, or even overnight, prior to class. Streaming video is still too much for many students’ computers so most programs seem to have stopped trying to use it, for now.

Collaboration for Change: The Tech-Savvy Girls video project. The presentation was actually about how to collaborate with other people, organizations and funding sources to produce something one deeply cares about, in this case a video. But the video itself seems worth sharing here. It is a very well done 18-minute video narrated by Dr. Mae Jamison (who was an astronaut) and is all about supporting girls in getting involved with technical education. For more information: www.fcps.edu/fairfaxnetwork/savvy. I believe it has been, or is going to be, shown on the special television channel

Continued on Page 21



Western Cooperative for Educational Telecommunications Conference

Submitted by Leilani J. Johnson

The 14th Annual Conference of WCET was hosted in Denver, November 6-9, 2002. The theme was “e-Learning in Higher Education: Reaching New Heights – New Policies, Practices and Services”. Many of the presentations are now on their website. If you’d like to peruse yourself go to www.wiche.edu/wcet. There are some excellent resources!

Dr. Phil Farley, IBM/Trivoli Software, opened the conference and the fourteen trends identified (see website) set the stage for interactions among colleagues from around the world. I chose to focus on the multi-institutional program sessions, though there were many other strands to consider.

The DO IT Center was invited to participate on a panel at the conference. The title of the session was “Lifting as We Climb: Strategies for Understanding and Serving Emerging Populations”. I presented the various programs offered to Sign Language-English interpreters who are served at a distance. California State University, San Bernardino, highlighted their project, which aims to recruit and serve Spanish-speaking students throughout southeastern California. The third project addressed the trends, issues and needs of distance learning from the perspective of the “seniors” in our population. Not surprisingly, the major challenges faced by all three projects were similar: computer savvy of the target population, educational design/delivery related to both

technology and faculty training/development, and student support/services.

Andy Dorsey, the Associate Dean of Instruction at Front Range Community College (and the DO IT Center dean!), attended the conference as well. Here are his perspectives:

Aside from seeing Leilani’s presentation and being reminded again of the breadth and quality of the DO IT center’s work, I was most struck at the conference by efforts around the country to improve online course quality. Because distance learning is so new, and the technology it uses is changing so rapidly, we are all still discovering what kinds of courses and tools work best. As the research in the field grows, it seems to suggest that courses with more interaction, both teacher-student and student-student, seem to lead to greater learning. For faculty who are used to lecturing, the transition to this kind of teaching often requires a lot of work and some coaching. Several presenters offered ideas on how to help faculty find ways to build in more interactivity to their courses.

The other most striking aspect of the conference was a presentation by Colorado State University about the use of media in their courses. By using a streaming server, CSU has been able to include video and audio in many of its courses but still make the courses accessible to students on a dial-up connection.

We recently purchased a streaming server at FRCC, but it has been unused because of other demands on our IT and instructional design staff. The CSU presentation reminded me of the original reasons we bought the server and inspired me both to get it running and develop new programs to help faculty use it.

Finally, I was very interested to learn more about new developments in WebCT. There are some exciting upgrades coming to the program, as well as some interesting discussions among Colorado schools at the conference about how to join resources in supporting WebCT.

Andy

Here are a couple of other resources if you seek to better understand distance learning and how it might be applied to interpreter education.

1. The National Center for Online Learning Research (NCOLR) is a consortium of partners most directly concerned with the delivery of improvement of online education coursework over the Internet, and determining what practices may be involved in making online learning more effective for students. Some very exciting things—including an online journal—to be found at www.ncolr.org.

Continued on Page 21



Interpreter Profundities

Submitted by **Betti Bonni**

The Importance of First Impressions

Are you aware of the non-verbal messages you send? Studies by Dr. Albert Mehrabian of the University of California, Los Angeles, show that first impressions are influenced 55 percent by visual cues, 38 percent by vocal cues and only 7 percent by verbal content. In a recent online newsletter published by image consultants (www.jobfind.com) several behaviors and its interpretations were listed. Did you know that someone sitting with legs crossed, foot kicking slightly is projecting boredom? Or that someone sitting with steepling fingers is showing an authoritative air? A tugging on the ear shows indecision. Imagine the field day a researcher would have if he studied sign language interpreters' non-verbal messages!

All kidding aside, an interpreter should be aware of the non-verbal cues he or she is projecting when on the job, or even when networking with other professionals. What would be the impression projected by an interpreter who dropped-down into the seat with a slouch when preparing to interpret? What do you think the impression would be of an interpreter who sits in the audience whispering criticisms while one of their colleagues is working? Even though it is claimed that only elephants have long memories, it is true that one's first impressions are long-remembered.

"Lou Fant left a lasting impression on me," Anna Witter-Merithew, DO IT Center's Assistant Director recalled. "I remember meeting him

for the first time when I was a young professional in the interpreting field. I was a bit 'star-struck' about meeting this legendary interpreting idol and was practically gushing during our encounter. Later, when Lou and I began to know each other, he shared some important insight with me. He told me, 'Anna, always be mindful of the impression you make, especially with members of your profession. You know that your paths will cross again and again for many years to come—and people often remember you by that first impression they formed of you. How would you like people to remember you 10 years from now—as a 'star-struck wannabe' or as a rising professional who will make things happen?' I never forgot his advice about the all-important first impression."

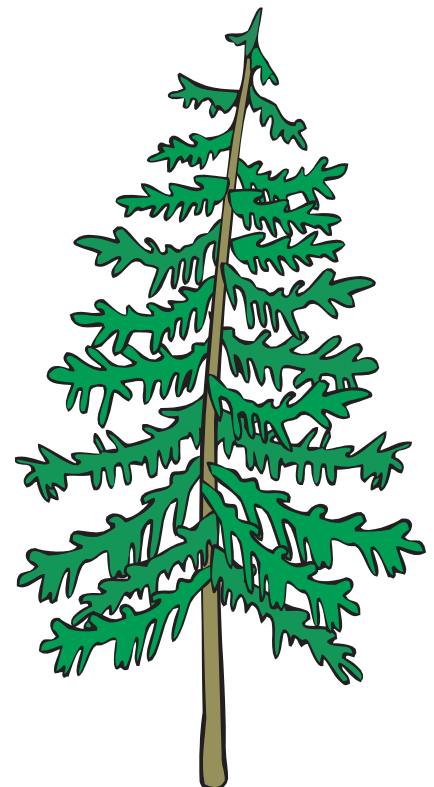
The next time you grumble about how interpreters aren't treated with respect, think about what you may have contributed to perceptions about interpreters. It's very likely the disrespectful party may have had an impression formed by a prior experience with a person who was not mindful of his or her non-verbal messages. Some suggestions on creating a positive first impression are:

- ***When meeting someone, volunteer your name first.** It shows confidence and self-control.
- ***Walk briskly,** this also conveys a professional air.
- ***Do an honest self-inventory** of some of the nervous mannerisms you have (nail-biting, hand-

wringing, playing with one's hair, chewing food noisily, etc.) and make a determined effort to identify the circumstances when this shows up and focus on modifying the behavior.

- ***Look critically, also, at how you talk about your profession** to friends, acquaintances and business associates. On the whole, if your comments are more on the negative, whining side, that's the impression you are giving about your profession. It will only reflect back onto you and other interpreters.
- ***Keep in mind** that the people you meet form their impression of you based on many factors, the majority being your non-verbal cues.

If you intend to be in your chosen profession for a long while, be mindful of the image you present.



WebCT Update

Submitted by Gertrude Dathe

Our students and faculty are now quite familiar with WebCT. Everyone has adjusted to life on the Internet and all of its idiosyncrasies—sometimes your connection is so smooth and the next time you time out because everyone is on and your direct connect is routed all around the country. Of course, this has never happened to you, right?

Heads up: FRCC is upgrading to a newer version of WebCT in January 2003. The first thing you will notice is that all passwords will be re-set to the default, which is the same as your login. (See *WebCT User Guide*.)

Other changes to the newer version of WebCT:

- * On the left side of the screen, under Courses, will be your Role (i.e. student, teaching assistant);
- * Assignment submission will be simplified;
- * Under Discussions, you will be able to view messages when replying to them; and
- * Under the Quiz Taking feature, you will be reminded of which responses you have made to ensure that you have answered all the questions before exiting the quiz.

Reminder: The FRCC campus will be closed between December 23 - January 3, 2003, so no one will be in our offices to provide you with assistance during that period. However, staff will be ready to assist you after January 6th. In the meantime, have a wonderful holiday season and if you have any questions regarding WebCT, please don't hesitate to email gertrude.dathe@wc.frcc.ccoes.edu.



WebCT TIPS

1. Using the Assignment Drop Box:

- * Filenames must be continuous – no spaces. If you're like me, you just don't like names all run together. So, put in an underscore and that will solve that dilemma.
- * Scroll down all the way to the bottom of the page to be able to see the actual assignment or chart.

2. Frequent use of the Internet:

- * Remember to clear your cache. This little trick will prevent a multitude of strange happenings. If you don't remember how to do that, check page 2 of your trusty *WebCT User Guide*.

- ### 3. Website addresses: Those included in your course *Study Guide* did work when we mailed out your materials. Sometimes, however, by the time you actually go to use the site, you get an ERROR message. Always try the site a couple of times before notifying us. Sometimes the site may be down for upgrading or sometimes the routing just doesn't work for whatever reason. Try it again the next day. Of course, if it still doesn't work, please email us!



CRID

Cont. from Pg. 13

With their flexibility they were able to accommodate the needs of educational interpreters, Deaf education teachers, speech pathologists, as well as paraprofessionals who work with Deaf students.

In November we had another planning meeting for the 2003 Conference. We are excited about prospective presenters and hope to have workshops that are applicable to

educational interpreters and freelance interpreters. We are also excited to have the opportunity to partner with WYRID to put on this conference.

In November we also had our second voicing session with Vanessa Palimino. It was another successful evening of working on our receptive skills. We had time for feedback from each other, clarifi-

cation from the speaker, as well as a chance to discuss some of those ASL idioms that aren't quite as easy to put into English. We had about 20 participants come and take advantage of the opportunity to practice receptive skills.

Kathy Kimbell:
kathy@kimbellhouse.net



Laurie Bolster

Cont. from Pg. 17

that goes to schools and is now available to individuals and schools via the website. It's being captioned...☺

Thank you, most deeply, to the DO IT Center for the financial assistance that made my attendance at these conferences possible. I listened and talked to "strangers" from all over the country, and world, for days about everything

under the sun except the weather. It was *great*. For yourself: Who's doing a conference? GO. If it's at all related to technology, apply for some funding assistance from the DO IT Center. The application form is on the website* and prints easily.

¹A standard process for checking the accuracy of a translation it is to "back translate" it into the original language and compare that to the original version. In this study a survey was translated from English to Arabic, then back into English

*(From the editor: An application can be found on the DO IT Center website: <http://frcc.ccoes.edu/~doit/>)



Western Cooperative

Cont. from Pg. 18

2. Another concept worth consideration for our field is a learning object repository. Go to www.wisconline.org and try the "acid/base balance" learning object under the health area. (By the way, there are some special plug-ins you have to

download for full fun!). Can you think of ways the field of interpreter education might use this type of distance learning collaboration?

The Western Cooperative for Educational Telecommunications 14th Annual Conference was full of both

theoretical and practical information. If you are an interpreter educator and would like to go next year (check their website for place, date, etc.), consider applying for the co-sponsorship award available through the DO IT Center!





DO IT Center
 FRCC @ Lowry Campus
 1059 Alton Way - Box 7
 Denver, Colorado 80230

(Cut Here)

(Fold Here)

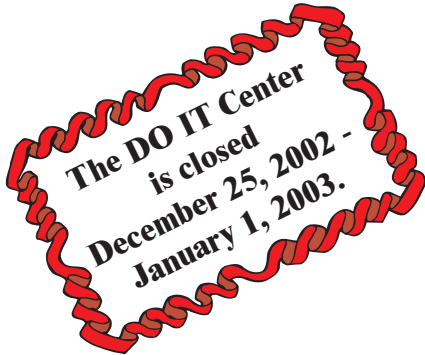


The *Communicator* Subscription

Mission: Recognizing of the right of deaf and hard-of-hearing individuals to equal communication access, the Distance Opportunities for Interpreter Training Center (DO IT Center) designs and delivers quality education for and about Sign Language interpreters.



DO IT Center
FRCC @ Lowry Campus
1059 Alton Way - Box 7
Denver, Colorado 80230



The information in the *Communicator* was accurate as of the day of publication.
Events are subject to change.

Communicator Update Request Form

If you have any updates, please remove this form from the newsletter. Fill out, tape shut so that this is inside.

Affix the stamp and mail.

Thanks!

DO IT Center

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